U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Statewide, Longitudinal Data Systems

CFDA # 84.372A

PR/Award # R372A120015

Gramts.gov Tracking#: GRANT11026057

OMB No. , Expiration Date:

Closing Date: Dec 15, 2011

Table of Contents

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:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
12/15/2011	

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:	South Dakota Department of Education
* b. Employer/Taxpayer Identification Number (EIN/TIN):	466000364
* c. Organizational DUNS:	8097916920000

d. Address:

* Street1:	800 Governors Drive
Street2:	
* City:	Pierre
County/Parish:	
* State:	SD: South Dakota
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	57501-2291

e. Organizational Unit:

Department Name:	Division Name:
South Dakota Department of Edu	Data Management

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

Prefix:	Mr.	* First Name:	Marcus
Middle Name:			
* Last Name:	Bevier		
Suffix:			

Title:	LDS Management Analyst
Organizational Affiliation:	
* Telephone Number:	605-773-8062
Fax Number:	605-773-6139
* Email:	marcus.bevier@state.sd.us

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.):

Affected_Areas.pdf | Add Attachment | Delete Attachment | View Attachment

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

Implementation of the South Dakota Student and Teacher Accountability and Reporting System (SD STARS)

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT11026057 Funding Opportunity Number:ED-GRANTS-092011-001 Received Date:2011-12-15T10:01:50-04:00

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: 00 | b. Program/Project: 00

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 05/01/2012 | * b. End Date: 04/30/2015

18. Estimated Funding ($):

* a. Federal	4,986,540.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	4,986,540.00

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

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

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

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

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

☐ Yes ☒ No

If "Yes", provide explanation and attach

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: Mrs. | * First Name: Tamara

Middle Name:

* Last Name: Darnall

Suffix:

* Title: Director Office of Finance and Management

* Telephone Number: 605-773-6231 | Fax Number: 605-773-6139

* Email: tamara.darnall@state.sd.us

* Signature of Authorized Representative: Tamara Darnall | * Date Signed: 12/15/2011

The proposed development and expansion of South Dakota's Student Teacher Accountability Reporting System (SD – STARS) will affect many areas—within and outside of the department. First, the advent of the system will have positive effects on those involved with K-12 education. This includes public, private, tribal, and Bureau of Indian Education (BIE) schools. In addition, the evolution of the proposed system will positively impact areas outside of direct departmental operations. To be clear, the system will help to inform personnel associated with the South Dakota Board of Regents (Higher Education), lawmakers, gubernatorial staff and policymakers, and public consumers. In sum, South Dakota recognizes the importance of long-term strategic planning, and the vision of the South Dakota Department of Education is to start with a strong K-12 foundation and branch out (to other entities) after the system stabilizes and use increases.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Tamara Darnall	Director Office of Finance and Management
* APPLICANT ORGANIZATION	* DATE SUBMITTED
South Dakota Department of Education	12/15/2011

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name:* South Dakota Department of Education

** Street 1:* 800 Governors Drive *Street 2:*

** City:* Pierre *State:* SD: South Dakota *Zip:* 57501

Congressional District, if known: 00

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
U.S. Department of Education

7. * Federal Program Name/Description:
Statewide Data Systems

CFDA Number, *if applicable:* 84.372

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix: ** First Name:* N/A *Middle Name:*

** Last Name:* N/A *Suffix:*

** Street 1:* *Street 2:*

** City:* *State:* *Zip:*

b. Individual Performing Services (including address if different from No. 10a)

Prefix: ** First Name:* N/A *Middle Name:*

** Last Name:* N/A *Suffix:*

** Street 1:* *Street 2:*

** City:* *State:* *Zip:*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Tamara Darnall

***Name:** *Prefix:* ** First Name:* N/A *Middle Name:*

** Last Name:* N/A *Suffix:*

Title: **Telephone No.:** **Date:** 12/15/2011

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of 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 $10,00 0 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 subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION	South Dakota Department of Education
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	Mrs.
* First Name:	Tamara
Middle Name:	
* Last Name:	Darnall
Suffix:	
* Title:	Director Office of Finance and Management
* SIGNATURE:	Tamara Darnall
* DATE:	12/15/2011

Tracking Number:GRANT11026057 Funding Opportunity Number:ED-GRANTS-092011-001 Received Date:2011-12-15T10:01:50-04:00

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Marcus		Bevier	

Address:

* Street1: 800 Governors Drive
Street2:
* City: Pierre
County:
* State: SD: South Dakota
* Zip Code: 57501
* Country: USA: UNITED STATES

* Phone Number (give area code) 605-773-8062
Fax Number (give area code) 605-773-6139

Email Address: marcus.bevier@state.sd.us

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:

Tracking Number:GRANT11026057 Funding Opportunity Number:ED-GRANTS-092011-001 Received Date:2011-12-15T10:01:50-04:00

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: 05_STARS Abstract_Final.pdf | Delete Attachment | View Attachment

Tracking Number:GRANT11026057 Funding Opportunity Number:ED-GRANTS-092011-001 Received Date:2011-12-15T10:01:50-04:00

South Dakota--Student Teacher Accountability Reporting System (SD-STARS)
ABSTRACT

The South Dakota Department of Education presents its proposal for the Student Teacher Accountability Reporting System (SDSTARS) in response to the US Department of Education's Statewide, Longitudinal Data Systems initiative. The purpose and vision for the South Dakota STARS is to provide policymakers, the SEA, LEAs, educators, students and families, as well as other key stakeholders with reliable, up-to-date and accessible information that will support policy decisions, educational improvements and student achievement. Toward this end, the SDDOE proposes the design, development, and implementation of *a statewide, longitudinal comprehensive and longitudinal data system*. The system will initially be developed as a warehouse for K-12 data but will be designed with the capability to be expanded to include post-secondary and workforce data.

South Dakota has been focused on the collection and compilation of data since the implementation of *No Child Left Behind* and South Dakota's Accountability System. The Student Information Management System (SIMS) is utilized by 99% of South Dakota LEAs including private, Tribal, and BIE schools. The system provides a unique student identifier that can serve as the foundation for a more robust and comprehensive longitudinal data system that can effectively link with other critical educational variables. The South Dakota STARS provides the capacity to connect with or incorporate data from a variety of existing but disparate data sources that reflect student demographics, a variety of measures of educational performance, and personnel records. STARS will provide effective data management, reporting and analysis necessary to make informed decisions from the policy level to individual classrooms and students.

South Dakota Department of Education is fully committed to the development of the statewide longitudinal data system. Beyond the SIMS, SDDOE has identified and directed existing resources to the development of model longitudinal data system for ten high need LEAs in South Dakota. A successful application under the US DOE Statewide, Longitudinal Data Systems program would provide necessary resources for the further development of the model for expansion to all 152 local public school districts. The objectives of the STARS proposal and implementation will be:

1. To customize and implement a **comprehensive K-12 commercial-off-the-shelf (COTS) longitudinal data system** capable of connecting existing data repositories, data editing and validation and expansion to all LEA's.

2. To develop and implement a **robust and scalable reporting and analysis module** that will inform and improve required reporting, policy making, educational improvement, access and transparency.

3. To design system expansions that respond to **LEA needs; link teachers and students; and reflect growth in student achievement** through various lenses.

4. To design, develop and implement system specifications that capture and analysis data to reflect **teacher and school leader effectiveness**.

5. To ensure effective, responsive and representative structure for data **governance and management**.

6. To provide **training for SDDOE and LEA end users** that will improve accurate data collection, data upload and relevant data reporting and analysis.

Close Form

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** SD STARS Narrative.pdf

Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Tracking Number:GRANT11026057 Funding Opportunity Number:ED-GRANTS-092011-001 Received Date:2011-12-15T10:01:50-04:00

STATEWIDE, LONGITUDINAL DATA SYSTEMS
CFDA Number: 84.372

South Dakota Student Teacher Accountability Reporting System (SD STARS)

Project Narrative

A. Need for the Project

The South Dakota Department of Education (SD DOE) presents this application to design, develop and implement a K-12, statewide, longitudinal data system which will provide a foundation for the storage and retrieval of comprehensive information on education in South Dakota that will ground policy making and lead to improvements in teaching and learning. The system will be initially developed as a warehouse for K-12 data but will be designed with the capability to be expanded to include post-secondary and workforce data.

Following the passage of the *No Child Left Behind Act* in 2001, South Dakota was one of the early states to implement a data system that provided a unique student identifier, enrollment and demographic information and linkages to state test records (DakotaSTEP). While continuing to make improvements in the essential elements of the state's Student Information Management System (SIMS), South Dakota has fallen behind in the development and implementation of a more robust, accessible, longitudinal system with the ability to provide a foundation for data driven decision making necessary to inform improvements in education and student achievement for all of South Dakota's students.

The Data Quality Campaign has recently released their report, *Data for Action 2011*[1]. The report measures state's progress on Essential Elements and State Actions. DQC has deemed these to be critical in order to make effective use of data systems and the ability to build the capacity for stakeholders to understand and use data to drive decision making. The report finds that South Dakota's existing data system incorporates nine of ten essential elements of state data collection:

DQC 10 Essential Elements	South Dakota
1. A unique student identifier	Yes
2. Student-level enrollment, demographic and program participation information	Yes
3. The ability to match individual students' test records from year to year to measure academic growth	Yes
4. Information on untested students and the reasons why they were not tested	Yes
5. A teacher identifier system with the ability to match teachers to students	No
6. Student-level transcript data, including information on courses completed and grades earned	Yes

[1] Online Resource: Data Quality Campaign, *Data for Action 2011,* http://dataquality campaign.org/stateanalysis/states/SD/actions/, December 1, 2011

7. Student-level college readiness test scores	Yes
8. Student-level graduation and dropout data	Yes
9. The ability to match student records between the P-12 and postsecondary systems	Yes
10. A state data audit system assessing data quality, validity and reliability	Yes

The accomplishment of nine of the essential elements is largely a result of the initial development of South Dakota's SIMS and the development of the DakotaSTEP Assessment and Accountability System in response to *NCLB*. Since these early efforts, SD DOE, policymakers and education stakeholders have come to understand and value data and information in a much deeper way then simple response to federal compliance and reporting requirements. The ability for the SD DOE and stakeholders to access valid and reliable data across multiple repositories and across the P-Workforce system is critical to inform decisions that impact policy, performance and outcomes at the state, local and individual levels.

The effective access and utilization of information that resides across disparate data systems and surveys, along with the policies and capacity building necessary to support effective data use has not yet been accomplished in South Dakota. Previous unsuccessful attempts to be awarded funds through the State Longitudinal Data System Initiative combined with limited fiscal capacity at the state level, have created significant challenges to improve data system capacity. The human and fiscal resources needed to develop a comprehensive LDS and to build the capacity of education stakeholder have not been available. As such, not only is South Dakota one of only a handful of states not yet implementing a SLDS, but also demonstrates only one of the DQC identified *10 State Actions to Ensure Effective Data Use:*

DQE 10 State Actions	**South Dakota**
Expand the ability of state longitudinal data systems to link across the P-20 pipeline and across state agencies…	
1. Link state K-12 data systems with early learning, postsecondary education, workforce, social services and other critical agencies.	No
2. Create stable, sustained support for robust state longitudinal data systems.	No
3. Develop governance structures to guide data collection, sharing and use.	Yes
4. Build state data repositories (e.g., data warehouses) that integrate student, staff, financial and facility data	No
Ensure that data can be accessed, analyzed and used…	
5. Implement systems to provide all stakeholders with timely access to the information they need while protecting student privacy.	No
6. Create progress reports with individual student data that provide information educators, parents and students can use to improve student performance.	No
7. Create reports that include longitudinal statistics on school systems and groups of students of guide school-, district- and state level improvement efforts	No
Build the capacity of all stakeholders to use longitudinal data…	

8. Develop a purposeful research agenda and collaborate with universities, researchers and intermediary groups to explore the data for useful information.	No
9. Implement policies and practices, including professional development and credentialing, to ensure that educators know how to access, analyze and use data appropriately.	No
10. Promote strategies to raise awareness of available data and ensure that all key stakeholders, including state policy makers, know how to access, analyze and use the information.	No

The current status and needs of South Dakota to accomplish these essential elements and state actions are explored in the following text.

Linking K-12 Data Systems

South Dakota SIMS was designed and is managed by Infinite Campus. The system provides a unique student identifier and demographic information for South Dakota P-12 students. The system is utilized by 99% of South Dakota's public, private and BIE schools. Rapid City and Brandon Valley currently use Skyward and Yankton uses PowerSchool.

Through the unique student identifier (adapted for Power School and Skyward), the SIMS also houses DakotaSTEP test score data for individual students, as well as, aggregate the data at state, district and school level. The system also allows for the disaggregation of special population test score data at the state, district and school level. The lens for these automated reports has been relational to student proficiencies in reading and mathematics, as well as, test participation, attendance and graduation.

While the SIMS is the primary data system for the state with student and DakotaSTEP data, it does not interface nor link information with other data systems and surveys maintained across the SD DOE, LEAs or other state agencies. Information related to the SIMS and these other disparate data sources is presented in the table below.

Data Source	**Data Stored**	**Audience/End Users**
SIMS-SD DOE	Primary Data System ○ Unique student identifier ○ Individual student demographics	SEA LEA Educators State Board/Legislators USDOE-EDN Reporting
Personnel Record Form-SD DOE, Teacher Quality and Certification	Staff and Personnel Data ○ Certifications ○ HQT data ○ Education ○ Employment ○ Continuing Education	SEA LEA Educators State Board/Legislators Universities USDOE-EDN Reporting

	○ Vacancies and shortages	
Career and Technical Education Data—SD DOE, CTE/Perkins	○ SD My Life-interest surveys, course selection ○ Student Data for CTE participants ○ LEA course offerings ○ Course and staff certifications	SEA LEA Federal Reporting
MIS2000-SD DOE, Title I, Migrant Education	○ Migrant student eligibility data ○ LEA program certifications ○ Languages spoken	SEA LEA Federal Reporting
Homeless Data—USDOE, Title I	○ Student numbers and demographics	SEA LEA Federal Reporting
Safe, Drug and Gun Free Schools—SD DOE, Coordinated School Health	○ Youth Risk Behavior Survey ○ Discipline Data ○ Persistently dangerous data	SEA LEAS Drug/Alcohol communities of interest Federal Reporting
Educational Digest-School Directory-SD DOE	Public School Data ○ Finances ○ Students ○ Characteristics	SEA LEA Legislators Public
Special Education Surveys-SD DOE, Office of Special Education	○ Transition data (Indicator 14) ○ Response to Intervention-student and progress data	SEA LEAs State Board and Legislature Universities Public Stakeholders Federal Reporting
Public School Choice Survey—SD DOE, Title I	○ Student tracking /movement related to public school choice	SEA LEAs State Board and Legislature Federal Reporting
Supplemental Education Services Survey-SD DOE, Title I	○ SES Provider information ○ Student Participation ○ Student demographics ○ Student progress	SEA LEAs State Board and Legislature Federal Reporting
LEA Editions of Infinite Campus, Power School and Skyward	○ Added modules and data based on local district requirements	LEA
Datatel's Colleague SIS—Board of Regents	○ IHE student information ○ Course participation and completion ○ Faculty and personnel ○ Financing	Board of Regents Universities Legislature

Each of these data systems and surveys provides information that could support decisions regarding education policy and improvements in teaching and learning. While it is theoretically possible to compile and correlate data from this myriad of sources, the complexity and difficulty of compilation and analysis of data across disparate sources makes it unlikely. Ease of access to more comprehensive information would ground decisions and significantly impact educational improvements that lead to student success in school and careers.

Data Access and Analysis

Currently, many challenges exist in South Dakota in aspects of data access, analysis and utilization. Beyond the previously discussed need for linking existing data sources, there remain gaps in data availability. Current user access to data systems and survey information is typically limited to small communities of interest that may not span beyond a particular office within SD DOE. With isolated data and users, essential information that could impact decisions and improvements may never be discovered.

Decision makers may not realize that migrant students eligible for special education have significantly different graduation rates than their peers. It may not come to light that students that fail to complete secondary education also had no significant career interests or goals across the 8 to 12 grade span. Missing the essential element and capacity to link teachers to individual students, could cause school leaders to miss a teacher's extraordinary success in improving literacy skills among students for whom English is a second language.

South Dakota's current data system provides broad stakeholder access to student test results only through state "report cards". While the state Accountability System provides for a number of data points within the state, district, school and grade level report cards, the only lens used for data and analysis is the DakotaSTEP test scores and results in relation to proficiency levels. School leaders and educators have access to test-item information that provides a bit deeper understanding of areas of weakness in curriculum, instruction and student learning, however still lacks the depth to drive instructional changes and decisions. All but a relatively few analysts within SD DOE and its data consultants are able to access data that require a more complex lens to view and analyze student growth as they move toward proficiency.

In designing and implementing SLDS, it will be necessary to work with all stakeholders to understand needs and potential opportunities for effective use of statewide and local data system, access and reporting.

Stakeholder Capacity

The quality of data input always underlies the reliability and functionality of any data system. End user training for data input, particularly at the LEA level, has not occurred on a systematic basis for many years.

Training for DakotaSTEP data analysis and data driven school improvement planning occurred on a regional basis for a number of years following the implementation of the Accountability System. SD DOE personnel continue to conduct an abbreviated version of the training for schools identified in need of improvement.

Even the limited training that has occurred has been focused on input and uses of the current data system. A more robust, longitudinal data system will demand increased opportunities to build capacity among all stakeholders. Data input and validation will be an essential topic for professional development. However, the real value of the comprehensive SLDS will be in end users ability to use automated or self generated reports to answer key questions about teaching and learning in South Dakota.

Vision for South Dakota Statewide Longitudinal Data System

The critical importance of the design, development and implementation of a comprehensive, longitudinal data system for K-12 education in South Dakota was highlighted in recent conversations with Dr. Melody Schopp, SD Secretary of Education. Dr. Schopp is firm in the belief that the role of K-12 education is to prepare youth for college and careers. In order to fulfill this purpose it is necessary to use assessment information and reliable data sources as a means to improve practice in a way that will ensure that students complete their secondary education and enter the next chapter of their lives fully prepared to meet the challenges and expectations that await them. Dr. Schopp noted that 30% of South Dakota students require academic remediation when they enter post-secondary programs. If this is the case, *"we were not successful."*

A new longitudinal data system would provide the means for South Dakota policy makers to better understand if students are progressing; where the education system is struggling; the impact of new programs and funding streams and other key issues that will drive decisions regarding policies and financing for public education in South Dakota.

It is imperative that a data system be able to provide stakeholders with information that can help solve problems and not just flag slippages. The ability to form a deeper understanding regarding the educational progress of children from a variety of perspectives is imperative. Stakeholders must be able to identify all students who are struggling to reach proficiency regardless of any special population designation. To better understand the challenges for these students it is necessary to link to other information sources; to detect increments of progress and growth; to design new approaches to instruction; and, through information, engage families as partners in their child's success.

Linking data sources between school leaders, teachers and students is essential in designing improvements in teaching and learning and establishing the accountability and foundation for improvements in teacher compensation in South Dakota. Dr. Schopp notes that teacher certification and performance based incentives must be about outcomes rather than inputs. Information compiled through the increased capacity of the new SLDS must provide a foundation for better understanding of what works and what doesn't; identification of effective practices

among teachers and school leaders; and the foundation by which excellent performance can be recognized and rewarded.

South Dakota has recently embarked on the *Next Generation Accountability Model.* The new Accountability Model reflects SD DOE's vision for student success in college and careers and the belief that stakeholders must have multiple means to measure progress and outcomes toward that vision. The US Department of Education has afforded states the opportunity to find new opportunities and solutions for improving educational outcomes through the *NCLB* waiver process. South Dakota's *Next Generation Accountability Model* is being developed by the SD DOE with broad input from stakeholders across South Dakota. The new model is based on the following key indicators or progress and success:

1) Student Achievement
2) Academic Growth
3) College & Career Readiness (High School) OR Attendance (Elementary and Middle School)
4) Effective Teachers and Principals
5) School Climate

SD DOE believes that improvement in educational outcomes for South Dakota students is fully dependent on reliable data, information and evidence that would be generated by a new statewide, longitudinal data system. The *Next Generation Accountability Model* will require even more robust and reliable data, reporting and analysis.

To meet the needs and opportunities identified the proposed **South Dakota Student Teacher Accountability Reporting System** (SD STARS) will accomplish the following objectives through its design, development and implementation. The highlighted areas correlate to specific deliverables of the project.

1. To design and implement a **comprehensive and customizable K-12 commercial-off-the-shelf (COTS) longitudinal data system** capable of connecting existing data repositories, data editing and validation and expansion to all LEA's.

2. To develop and implement a robust and scalable **reporting and analysis module** that will inform and improve required reporting, policy making, educational improvement, access and transparency.

3. To design system expansions that respond to **LEA needs; link teachers and students; and reflect growth in student achievement** through various lenses.

4. To design, develop and implement system specifications that capture and analyze data to reflect **teacher and school leader effectiveness**.

5. To ensure effective, responsive and representative structure for data **governance and management**.

6. To provide **training for SD DOE and LEA end users** that will improve accurate data collection, data upload and relevant data reporting and analysis.

B. Project Deliverables Related to System Requirements and Implementation

The South Dakota Department of Education presents this application for the design, development and implementation of the Student Teacher Accountability Reporting System (SD STARS), a comprehensive, statewide longitudinal data system. SD DOE has been focused on the need for improvements in the state's data system for several years. The limited availability of resources has challenged SD DOE's efforts to develop a data system to serve the needs and purposes of policy makers, the SEA, LEAs and other stakeholders in the improvement of the education system, teaching and learning across South Dakota. Although not content with the pace at which it has moved toward a comprehensive SLDS, there have been some advantages to the delayed design and implementation of the system.

In the past year, the South Dakota Department of Education implemented a common course numbers system which provides consistency in student transcripts across the state. The department used the National Center for Educational Statistics' SCED codes, or School Codes for the Exchange of Data. This is an integral step for the Department in terms of achieving consistent data submission by all entities (e.g., LEAs).

In addition to Common Course Numbering, the South Dakota Board of Education has also adopted the Common Core Standards. With the Smarter Balance Coalition, South Dakota is developing new state assessment tools to align to the Common Core Standards. SD DOE initiated statewide professional development for implementation of the Common Core standards during the past summer. This training will continue through 2012. The adoption and new assessment measures associated with the Common Core would have caused some revisions to any existing data system.

The recent publication of Version 2 of the *Common Education Data Standards* (CEDS) will be released in January, 2012. The availability of additional CEDS elements related to assessment aligned with Common Core Curriculum at the district level; new formats for federal reporting; and district and state metrics will inform the development of South Dakota's new STARS. South Dakota also has the advantage of lessons learned from other states which are already in development of longitudinal data systems, as well as commercial vendors that support that work.

SD DOE was awarded a Teacher Incentive Grant in 2007(South Dakota Incentive Fund (SDIF)). This initiative serves schools in ten high need LEAs in South Dakota. The implementation of performance based compensation among educators in these LEAs has underscored the need for a more robust data system that can link teacher and students and effectively analyze the correlations between teacher and leader effectiveness and incremental growth in student achievement. Working closely with the US Department of Education (grantor) and project stakeholders, SD DOE has received approval and support to develop a pilot longitudinal data system for these participating school districts. It is the long range vision of SD DOE that these efforts will not only effectively meet the needs of the participating districts and stakeholders in the work of the

TIF program, but also serve as model demonstration for system architecture that could be brought to scale to serve a statewide need once additional resources become available.

The opportunity for the SDIF data system to serve as a model for a statewide audience helped to frame the development of the Request for Proposals for the longitudinal data system for the SDIF schools. This RFP was developed and disseminated in August, 2011. Vendor proposals were received and screened in October. Three vendors, all with experience in designing longitudinal data systems for SEAs, were invited to present their data systems and solutions to a panel of personnel from SD DOE, SD Bureau of Information Technology (BIT), and other partner organizations. At this juncture Otis Educational Systems has been selected by SD DOE to design, develop and implement the LDS model for the SDIF schools.

While the process for bidding the expansion of the demonstration model will be addressed upon grant award, it is likely that the OtisEd would be in a position to present the most cost effective approach to expand the model to statewide implementation. Much of the following text related to the SD STARS system requirements and implementation has been drawn from the RFP for the SDIF model and Otis Ed responses for system design for the SDIF schools. This discussion will also be framed by the objectives/deliverables for the STARS project.

SD DOE has sought proposals for a Commercial-Off-The-Shelf (COTS) longitudinal data system which has been successfully proven in other states with similar requirements. Vendors seeking to design and develop the LDS model for SDIF schools responded to seven areas of technical specifications and functional requirements presented by SD DOE.

- Technical: This group of requirements represents the activities and functionalities needed to support the proposed system.

- Security: This group of requirements represents the activities and functionalities needed to enforce the required security and confidentiality requirements. Security is an infrastructure functionality that is a part of each of the functional groups.

- Data Extraction, Transformation, and Loading: This group of requirements represents the activities and functionalities needed to integrate currently available information with the SD – STARS. The purpose of this functional group is to minimize manual data entry for required information.

- Data Warehouse/Data Aggregator: This group of requirements represents the activities and functionalities related to the education data warehouse.

- Data Analysis, Access, Queries, and Reports: This group of functionalities represents the activities and functionalities related to reporting and analysis of the information collected in the education data warehouse.

- Data Exporting and Interface Requirements: This group of requirements represents the activities and functionalities related to integration of the SD STARS with external and third-party database systems.

- Training and Documentation Requirements: This group of requirements represents the functionalities related to training and documentation for State and stakeholder end users.

When brought to scale for a statewide audience the SD STARS will have the same requirements and capacity of the demonstration model in the SDIF schools. The following tables present these requirements and vendor solutions and specifications.

Objective 1: To design and implement a **comprehensive K-12 commercial-off-the-shelf (COTS) longitudinal data system** capable of connecting existing data repositories, data editing and validation and expansion to all LEA's.

Technical Requirements

The SD DOE is seeking an existing Commercial off the Shelf (COTS) product for the SD STARS system. The hardware platform will be purchased by the SD DOE based upon the recommendations by the vendor for the system's initial size, performance, and growth parameters. The SD DOE will work with the selected vendor and BIT to develop detailed hardware specifications beyond just the number of servers, server classes, and purpose of each server. It is the intention that the SD DOE and BIT to host the entire system on a hardware platform that meets or exceeds vendor specifications. The hardware will be supplied "installation-ready," i.e., with pre-loaded operating system, latest security patches, pre-loaded MS SQL Server, and the other BIT specific software.

In addition to the production environment, other environments needed to support upgrades, application development, testing, and training will be recommended by the vendor. SD DOE will require the SD STARS to integrate and complement existing data and infrastructures and to allow for integration of future development tools. The SD STARS will leverage existing components including Microsoft SQL Server. The SD STARS will be hosted by the Bureau of Information Telecommunications (BIT).

Technical Hardware and Software Requirements

1. Provide a web-based solution that may be accessed without the need to install client software.

2. Integrate with the MS SQL Server database. Any additional Relational Database Management System (RDBMS) licenses and server peripheral components required to support the selected solution will be obtained through existing State Agreements by SD DOE. These components must be identified in detail in the proposal, but SD DOE will price them independently.

3. Client Workstations. Accommodate users accessing the system using either laptop or desktop hardware running current supported versions of Microsoft operating system,

Microsoft Office and Internet Explorer, and current supported versions of Mozilla Firefox.

4. Demonstrate an application architecture and design consistent with current industry best practices and integrate with the current SD DOE infrastructure. The solution will be scalable, hardware independent and support cross platform application operations.

5. Provide an established process for migrating to new software releases.

Data Extraction, Transformation, and Load (ETL) and Integration Requirements

The SD STARS will have the ability to integrate with existing SD DOE sources and to integrate with new data sources. Essential elements will be:

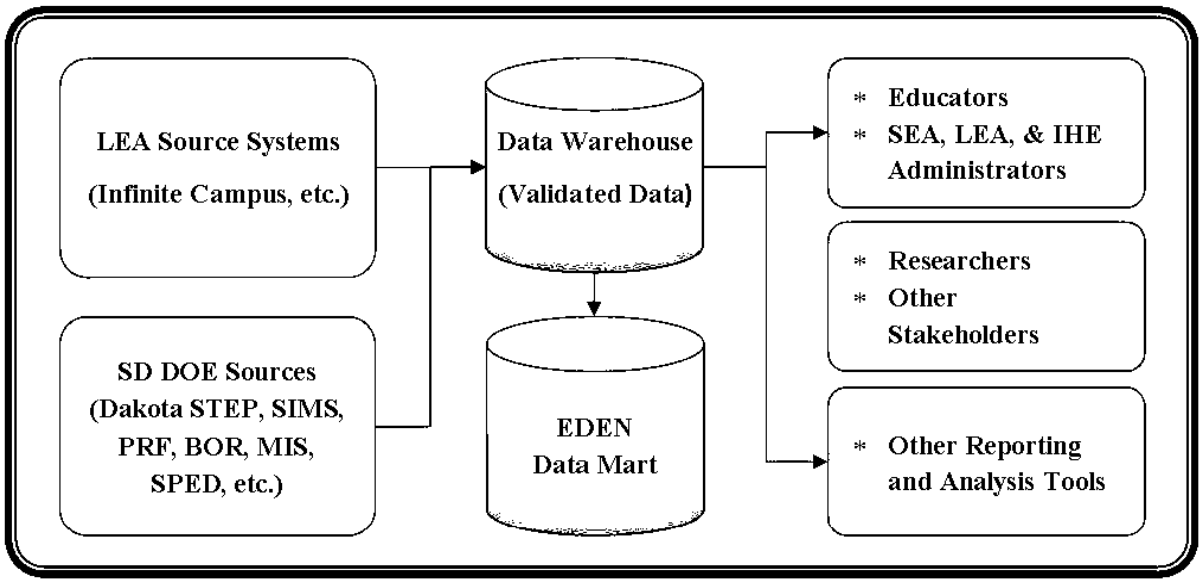
1. Provide the ability for the SD STARS to receive data from disparate internal and external data sources.

2. Provide the ability for the ETL process to validate data quality at the front end based on SD DOE business rules.

3. Provide the ability to perform data cleansing to maintain the quality, accuracy and integrity of the data warehouse.

4. Provide error check and validation routines.

5. Provide ETL completion and error logs and e-mail notifications.



The SD STARS data warehouse will include district, school, staff and student data in a longitudinal format as well as elements required for all State and Federal reporting. Student data will utilize the existing SD DOE unique State student identifier that will link demographic, enrollment and program data with assessment data uploaded from third party vendors. The SD STARS data system and solution will:

1. Include a comprehensive K-12 data model which is capable of being expanded to support higher education and labor data. At a minimum, the data model will include the following data domains:

    - Student demographics
    - Staff demographics
    - Student enrollments
    - Course enrollments
    - Program participation (Special Education, CTE, ELL, etc.)
    - Financial
    - Staff Assignments
    - Staff Certifications
    - Assessments
    - Attendance
    - District and School
    - School Safety

2. Utilize Microsoft SQL Server Enterprise Edition as its primary data store.
3. Be capable of supporting flexible definitions (e.g., Reference Information and Lookup Values) of types of schools and districts, such as: high schools and vocational regions/centers; middle schools including many different ranges of grades; multiple types of configurations of schools within districts.

4. Support data submission at the LEA and SEA level.

5. The SD DOE's primary student information systems (SIMS) - Infinite Campus - will be a significant source of data.

6. Create an EDEN/EDFacts data mart to manage all SD DOE Federal data submissions.

7. Provide a data management plan that includes storage and archiving strategies.

8. Provide the capacity to store 15 years of data.

9. Data Integrity and Validity. Provide the ability to check data integrity and validity via various cross-referencing field verification checks.

10. Data Compatibility. Provide the ability to import and export data from various

State and third party systems.

11. Provide the ability to calculate and store Highly Qualified Teacher results at the class section level.

12. Provide the ability to calculate and store Adequate Yearly Progress results at the school level and by the various subcategories.

13. Provide the ability to generate EDEN/EDFacts data submissions

Vendor Approach

Otis Educational Systems, Inc. (Otis Ed) has proposed the utilization of their iMart LDS solution to meet the requirements for the demonstration model as noted above. The iMart solution also has the capacity and scalability to respond to the statewide needs and audience. iMart provides a dimensional data model for K-12 with extensions into P-20 with further extensions as needed. This data model was designed by Otis staff who have been trained in advanced dimensional modeling techniques. OtisEd has taken this methodology and focused it strictly on the educational market. The methodology is a disciplined, procedural, repeatable process that was developed to ensure that the same "best practices" methods are utilized across all phases and implementations. This methodology has been utilized successfully with projects across virtually every industry, business function, and technology platform, and considered the industry best practice. It comes out of the box with the following data domains modeled, and can be customized as required for SD STARS:

- District and School (Directory Info)
- Student demographics
- Staff demographics
- Student enrollments
- Attendance (Period and Daily)
- Discipline (School Safety)
- Course enrollments (Schedules)
- Staff Assignments
- Grades
- Program participation (Special Education, CTE, ELL, etc.)
- Assessments
- Financials (customized for SD DOE needs)
- Staff Certifications (customized for SD DOE needs).

The OtisEd solution includes the Vertical Data Submission (VDS) tool for extracting and transmitting all LEA data to the SEA in a secure and efficient manner. OtisEd has demonstrated the capacity for extracting data from most SIS', including Pearson's PowerSchool, SASIxp, SchoolMax, and others. Otis and South Dakota are currently working with the SIMS vendor, Infinite Campus, for an amicable method in regards to data extraction.

Objective 2. To develop and implement a robust and scalable **reporting and analysis module** that will inform and improve required reporting, policy making, educational improvement, access and transparency.

Objective 3. To design system expansions that respond to **LEA needs; link teachers and students; and reflect growth in student achievement** through various lenses.

Objective 4. To design, develop and implement system specifications that capture and analysis data to reflect **teacher and school leader effectiveness**.

The SD STARS' Objectives 2, 3, and 4 each address aspects of reporting and analysis. The STARS system will have the capacity for automated reports as well as the opportunity for more sophisticated end users to develop unique and complex reports for analysis. The system will also have the capacity for expansion based on local district needs and uses. Specific requirements for reporting and analysis include the following.

1. Provide the ability to produce a wide range of graph types including, but not limited to: bar charts, pie charts, line charts, histograms, scatter charts, bubble charts and three dimensional charts.

2. Provide the ability to drill-down by clicking on a section of a chart or graph.

3. Provide the ability to perform multi-dimensional analysis and drill down and roll-up to view data at different levels of detail.

4. Provide the ability to perform longitudinal trend analysis at the individual and aggregate levels.

5. Provide the ability to analyze student, school, and district performance across multiple years and dimensions.

6. Provide analytical tools for users at multiple levels including both casual and power users.

7. Provide the ability to suppress or mask field the *n* (sample size) size falls below State defined levels.

8. Provide the ability for users to perform ad hoc data analysis and reporting and save, modify and share queries.

9. Provide the ability to perform statistical analysis.

10. Provide the ability to develop growth models based on student, school and district performance.

11. Provide the ability to create balanced scorecards to monitor and track student, school and district performance

12. Provide the ability to conduct "what if" type analysis.

13. Provide the ability to filter data by subgroups and demographics.

14. Provide the ability for system administrators to create pre-defined read-only reports.

15. Provide the ability to produce standardized reports viewable by Mac or PC users.

16. Provide the ability for the SD DOE to roll up all data into statewide reports.

17. Provide the ability for non-technical users to create reports utilizing step-by-step data selection tools (e.g., wizards).

18. Provide the ability to create and save report templates with predefined formats, font and graphics.

19. Provide the ability to schedule reports to run and post to an external website for access by the general public or authorized users.

20. Support the use of dashboards and reports by classroom teachers and school administrators

21. Data exporting and interface specifications will provide the ability for SD DOE users to export data in a variety of standard formats (e.g., xls, csv, xml, txt, rtf, pdf) that can be integrated with other information available at the SD DOE level.

Vendor Approach

OtisEd has proposed a Microsoft BI stack solution, which allows analysis tools to connect to the STARS for reporting and analysis. They have proposed a purely Microsoft solution which they suggest based upon:

- Ease of use,
- Plentiful, experienced resources
- Cost to own
- Ease of maintenance , and
- Equally efficient in performance
- Simpler tools to report, analyze and access data.

The OtisEd solution will come with fifty report templates built for education, which can be customized by SD DOE staff to fit their needs.

OtisEd, along with their partner SRG Technology has proposed the use of SRG's Blender Base Portal and Reporting Framework to provide the SD DOE and STARS with an extensible web portal to provide secure and scalable delivery of Reporting Services reports developed off the OtisEd iMart data warehouse.

Blender provides a variety of tools to enable all branches of the educational system to make smarter, more informed decisions. The proposed configuration leverages two modules of Blender to provide a web-based delivery platform that meets the immediate needs of the STARS project, while providing a pathway for potential expansion. The proposed SD STARS Blender platform will leverage the following Blender modules:

- Blender Base Portal
- Blender Reporting Framework

The Blender Base Portal provides a framework upon which the SD DOE can build out the front-end delivery of information derived from its Enterprise Data Warehouse (EDW) project. Built on Microsoft ASP .Net technology, Blender provides a secure, unified access point within a customizable, web-based user interface. The portal unifies content delivery, web-based reporting, and decision support utilities.

The Blender Base Portal facilitates a smart and easy-to-use pathway for users to navigate assets, including making data convenient and familiar. The portal offers the flexibility of styling to resemble the existing SD DOE's web pages for a seamless user experience or branding to present a new identity for the STARS project. The technology behind Blender streamlines presentation for what could otherwise be a disjointed user experience. Blender provides best-in-class features for enterprise portals including:

- *Integration* — The Blender Base Portal consolidates data, reports, and content from disparate systems into an integrated framework that facilitates navigation between these components.
- *Customization* —Administrators can use predefined container pages to customize the presentation of content from other systems. Users can customize the look and feel of their environment by dragging and dropping content portlets on the user's individual dashboard. The system stores customized layouts for the next time the user logs in. The Blender Base Portal also provides the ability to recommend content based on attributes of the user and metadata of the available content.
- *Personalization* — Personalization is used to match content to the user. Blender uses a combination of data sources to develop a user profile – employing personalization rules to match data and/or content to the specific privileges of a user.
- *Single Sign-On* — Blender can accommodate single sign-on, enabling the Blender Base Portal to be accessed from an existing enterprise portal or by providing single sign-on for users to access other systems. This feature requires user authentication only once – either within Blender Portal or within the legacy enterprise portal – but allows for seamless movement between.
- *Access Control* —The Blender Base Portal uses a metadata layer to authenticate the user to control access to specific types of content and appropriate data. Access control uses a

combination of features including: user profile attributes, portal roles, data mart access control tables, and report parameters.

The Blender portal web pages organize content by arranging it into "portlets". Charts, graphs, and data tables are arranged into "reportlets". These are similar to web parts within Microsoft SharePoint and report parts within Microsoft Reporting Services. Portlets and reportlets break a larger web page into a third, a half, or two-thirds the size of the overall page in much the same way as the pages of a magazine or newspaper are divided into columns and sections. Pages can display reporting dashboards and scorecards as an aggregate of different smaller reports, report menus, charts, and graphics.

Objective 5. To ensure effective, responsive and representative structure for data **governance and management**.

A complete discussion on the process SD DOE will utilize for effective and representative governance and management of the SD STARS will be discussed at greater length in section D of the proposal: Project Management and Governance Plan. As effective governance of the data system must also address technical requirements to be incorporated in the design and architecture of the STARS they are included with the requirements and implementation discussion.

All security requirements will be governed by the South Dakota Bureau of Information Telecommunications Policy. Security must provide uniform roles throughout the system that ensure data integrity. Security will be provided using the concept of application areas, each of which will have application pages. The system will also identify the page controls within each application page. Different privileges will be defined on application areas, application pages, and page controls to ensure comprehensive security for the application.

Security Requirements

1. Provide the ability to timeout a user's screen with automatic timer for security.

2. Provide the capability of mass security updates.

3. Provide the use of Secure Sockets Layer (SSL) encryption initially and Transport Layer Security (TLS) or other forms of comparable Advanced Encryption Standard (AES) encryption, for all transfer of student data between client and server.

4. Provide the ability to do mass updates to groups of users as needed.
5. Use a consistent security model throughout.

Logging and Access Rights

1. Provide the capability to log into the system.

2. Require the use's user name and password to log into the system.

3. Mask the password with asterisks, or other comparable mask, as the user types in the password.

4. Provide the capability to limit the number of failed log on attempts to three, and direct the user to a page indicating that log on failed.

5. Require the user to enter a new password if/when the old password has expired.

6. Provide the capability to notify the user if the user name or password is not valid.

7. Allow for security to be defined at login, but-system, application, file, field, and user level.

8. Provide fully integrated security and access control capabilities, including single logon and customizable views for administrators.

9. Provide a security coding system to support multiple users with each user having a different password and different read and write access capabilities.

10. Allow LDAP integration for user name and password administration.

11. Have the ability to build individual security profiles that users would be associated with, rather than each individual having his/her own set of permissions.

Managing Security and Access

1. Provide the capability to add, change, or delete roles.

2. Provide the following roles: State Administrator and System Administrator. The State Administrator manages roles, users and organizational settings. The System Administrator manages the overall system configuration and settings including organizations and overall security

3. Provide the capability to associate roles with a user.

4. Provide the ability to allow SD DOE staff members to have appropriate access to school unit data.

5. Provide the capability to define the Simple Message Transport Protocol (SMTP) server user account and password that will be used for e-mail notifications

6. Provide the ability to limit access to individual reports to authorized users based on

their roles and security rights.

7. Provide the ability for users to share report read only and edit rights with other users based on their roles and security rights.

Vendor Approach

The Blender Security Object Model is built on a role-based security model used to provide explicit permissions to view, edit, administer, and perform actions within the portal. SD DOE and BIT's security requirements will be used to configure the Security Object Model and define the roles that provide user access to portal content, report categories, menu items, organizational pages, and administrative configuration pages. Access control is configurable by the administrator in an easy-to-use user interface.

The Blender Base Portal and Reporting Framework also include a data security model encompassing functionality for administering users, roles, and access control. Users login to the portal using forms-based authentication which validates against an internal security data store. Blender may also be customized to achieve single sign-on (SSO) authentication and validation using other popular LDAP solutions, e.g., Microsoft Active Directory.

For user provisioning, Blender employs a robust security model for authentication. Blender organizes user permissions in a hierarchical organizational model from district to school levels. Organizations can also be rolled up to provide access to customized service providers for select functionality. Authorization is done by permissions assigned by role that can be established per organization level. Blender can configure users with a primary identifier, such as an employee identification number, access user or an alternate identifier such as email address. Blender can integrate with Active Directory or any custom security system. Once roles have been established at each organizational level, user provisioning can be accomplished in one of four ways:

1. Web application using the Blender User Management module where administrative users can create individual users, reset passwords and view users who are currently locked out of the system.
2. Web Service via API to an existing LDAP
3. Bulk load via file (XML, CSV, etc.)
4. Database connection via OLE/DB to a security database

Objective 6. To provide **training for SD DOE and LEA end users** that will improve accurate data collection, data upload and relevant data reporting and analysis.

The SD DOE will require training and support to SD DOE staff and district users to ensure successful implementation and utilization of the SD STARS. This training will include data loading, generating and understanding reports, implementing security administration, troubleshooting system problems, and system configuration capabilities.

Training and Documentation Requirements

1. Provide system administration and training to SD DOE personnel. The training should include at a minimum:

    - Managing security and user access;
    - SD STARS maintenance and support;
    - Adding data sources;
    - Data validation configuration
    - Creating and updating OLAP cubes;
    - Creating queries, ad hoc and standard reports;
    - Creating complex queries;
    - Exporting tables and data to external databases; and
    - Maintaining and updating training and online help documentation.

2. Provide end-user/stakeholder training utilizing: instructor-led classes, live web classes, and recorded web classes. Training should include at a minimum:

    - Using/navigating the decision support system;
    - Viewing and downloading reports;
    - Creating and saving ad hoc queries;
    - Submitting data
    - Accessing State, district and school level reports;
    - Drill down techniques; and
    - Using online help features.

3. Provide context- sensitive online help for the system administration users and end-users.

4. Provide electronic copies of all system administration and end-user training materials in Word and PDF formats.

5. Provide the ability to meet the State of South Dakota standards for technical and program documentation

SD DOE will utilize two approaches to deliver the in-depth and continuous training that will be required to build the capacity of stakeholders and end users throughout the state. First, training considerations will be required of the commercial vendor who will design and develop the statewide LDS (once again, it is likely and desirable for the same vendor to expand the demonstration model developed through SDIF to statewide implementation). The vendor will utilize a train the trainer model. Training will initiate with SD DOE personnel and one STARS EdTech Technology Specialist from each of South Dakota's six regional Education Service Agencies (ESA).

Secondly, training for local end users will draw upon the capacity that has been built within the ESAs. Building the capacity for training, technical assistance and support within the ESAs serves multiple purposes. It is the most cost effective and efficient means to provide on-going training and support to LEA personnel across this large geographic state. Capacity building

within the state also ensures sustainability and integrity of STARS once the commercial vendor has finished their initial work in South Dakota.

Vendor Approach

The vendor team understands the importance of training and the internal sustainability for the new SD STARS. Ensuring the continued, optimal use of the Blender portal by SD DOE is significant to OtisEd. They will work closely with SD DOE to ensure that, through training, there is successful transfer knowledge of the systems to SD DOE and ESA staff. Not only is OtisEd interested in empowering SD DOE staff to support the Blender Portal, but also to how to enhance and grow the solution. To achieve this training goal, the vendor will use a combination of web- and classroom-based training formats.

Administrator Training

Administrators will receive a comprehensive classroom-based orientation covering all aspects of using and managing the delivered portal. An outline of the proposed 1- day training is provided below.

Blender Base Portal

- User Administration
  - Loading User Accounts
  - Editing User Accounts
  - Resetting Passwords/ Unlocking Accounts
  - Assigning Organizational Membership
  - Assigning User Roles
- User Dashboard Management
  - User Profile and Account Information
  - Managing Dashboard and Portlet Content
- Organizational Homepage Management
  - Managing Homepage and Portlet Content
  - Managing Discussion Forums
  - Managing Document Repositories

Reporting Framework

- Report Navigation
  - Managing Report Menus
  - Managing Report Container Pages
- Managing Report Access
  - Role Based Security for Report Access
  - Row Level Security Considerations

End User Training on Portal

End users of the South Dakota LDS Portal will be provided with self-paced, web-based training tutorials. The vendor will tailor the tutorials to specific audiences by covering functionality available to each specific role. These training units will describe features provided by the portal and will be limited in scope to three to five minutes. Training module activity will be tracked and recorded to assist SD DOE administrators with monitoring the extent of end-user training.

Help Desk Support
In addition to classroom training, the vendor will produce an administrator guide for the Portal. The guide will be a complete documentation for managing and supporting the South Dakota LDS portal. OtisEd will provide second tier help desk support to portal administrators throughout the life of its contract. SD DOE system administrators will be trained to perform first tier support for the end user community, including resolution of issues such as managing locked out user accounts, managing frequently asked questions and troubleshooting reported end-user issues.

C. Timeline for Project Deliverables

The South Dakota Department of Education is committed to the accomplishment of the SD STARS project within the three year project period. The accomplishment of the projects objectives/outcomes and deliverables will provide the foundation for sustainability beyond the scope of the project.

Fortunately, the efforts toward the development of a longitudinal data system to meet the needs of SDIF schools and to serve as a model for the statewide STARS data system will significantly expedite the timeline for deliverables. The timeline presented below for deliverables associated with each objective/outcome includes as noted the stages of development currently underway on behalf of the SDIF project.

Objective/Outcome 1. To customize and implement a **comprehensive K-12 commercial-off-the-shelf (COTS) longitudinal data system** capable of connecting existing data repositories, data editing and validation and expansion to all LEA's.		
Intermediate Deliverable	**Date**	**Partners Responsible**
Model data system for SDIF Schools	9/30/2012	SDDOE, SD BIT SDIF Project Participants OtisEd-Vendor TIE-Consultant
Customized architecture of the model for statewide scale up	10/30/2012	SD DOE SD BIT LEAS OtisEd TIE
Development and implementation of system components for statewide scale up	12/30/2012	OtisEd
Integration of SEA and LEA data	2/27/2013	SD DOE Otis ED
Linkage of teacher and student unique identifiers	2/27/2013	

Testing and validation of STARS	3/1/2013 to 6/30/2013 (to incorporate testing window and results)	SD DOE SD BIT LEAS OtisEd TIE

Objective/Outcome 2. To develop and implement a robust and scalable **reporting and analysis module** that will inform and improve required reporting, policy making, educational improvement, access and transparency.		
Intermediate Deliverable	**Date**	**Partners Responsible**
Automated reports developed for the SDIF model data system	9/30/2012	SDDOE, SD BIT SDIF Project Participants OtisEd-Vendor TIE-Consultant
Automated reports applied and validated with statewide system	4/30/2012	SD DOE LEAS OtisEd
Develop and test reports and analysis that align with the new Accountability Model.	6/30/2013	SD DOE OtisEd Accountability Workgroup
Design of data elements, reports and analysis for student progress at the classroom level	6/30/2013	SD DOE LEAS OtisEd TIE

Objective/Outcome 3. To design system expansions that respond to **LEA needs; link teachers and students; and reflect growth in student achievement** through various lenses.		
Intermediate Deliverable	**DATE**	**Partners Responsible**
Development of growth model protocol and validation of data/report	8/30/2013	SD DOE SD BIT Growth Model Consultant OtisEd TIE
Process consultation and design elements in response to LEA needs	9/30/2014	SD DOE ESAs LEAS OtisEd TIE

Objective/Outcome

4. To design, develop and implement system specifications that capture and analysis data to reflect **teacher and school leader effectiveness**.		
Intermediate Deliverable	**DATE**	**Partners Responsible**
Development of indicators and rubric for to reflect teacher and school leader effectiveness	11/30/2014	SD DOE ESAs LEAS TIE South Dakota Education Association School Administrators of South Dakota University Teacher Preparation Programs
Develop and integrate data for reporting teacher and school leader effectiveness	3/30/2015	SD DOE LEAS OtisEd TIE

Objective/Outcome 5. To ensure effective, responsive and representative structure for data **governance and management**.		
Intermediate Deliverable	**DATE**	**Partners Responsible**
Convene SD Education Data Governance Board	Upon grant award	SD DOE SD State Board of Education SD BIT External Stakeholders
External Contracts Executed	8/30/2012	SD DOE SD BIT
Data Governance and Management Policies for STARS	9/30/2012	SD DOE SD State Board of Education SD Education Data Governance Board SD BIT External Stakeholders
Monitor process for security, data access and validation, and FERPA compliance	9/30/2012	SD DOE SD State Board of Education SD Education Data Governance Board SD BIT External Stakeholders
Convene LEA Task Force	1/1/2013	SD DOE LEAs ESAs
Review and recommendations for	Throughout the	SD DOE

STARS expansion, access, reporting and training capabilities	project	LEAs ESAs

Objective/Outcome 6. To provide **training for SD DOE and LEA end users** that will improve accurate data collection, data upload and relevant data reporting and analysis.		
Intermediate Deliverable	**DATE**	**Partners Responsible**
Administrative and user training for SDIF model data system implemented and evaluated	11/30/2012	SDDOE, SDIF Project Participants OtisEd TIE ESAs
Revision of training plan in response to evaluation and statewide scale up	1/1/2013	SDDOE, OtisEd TIE ESAs
Training of SD DOE and ESA personnel	3/30/2013	SDDOE OtisEd TIE ESAs
Training for local stakeholders and end users	6/1/2013 and continuing throughout the project	SDDOE TIE ESAs LEAs

D. Project Management and Governance Plan

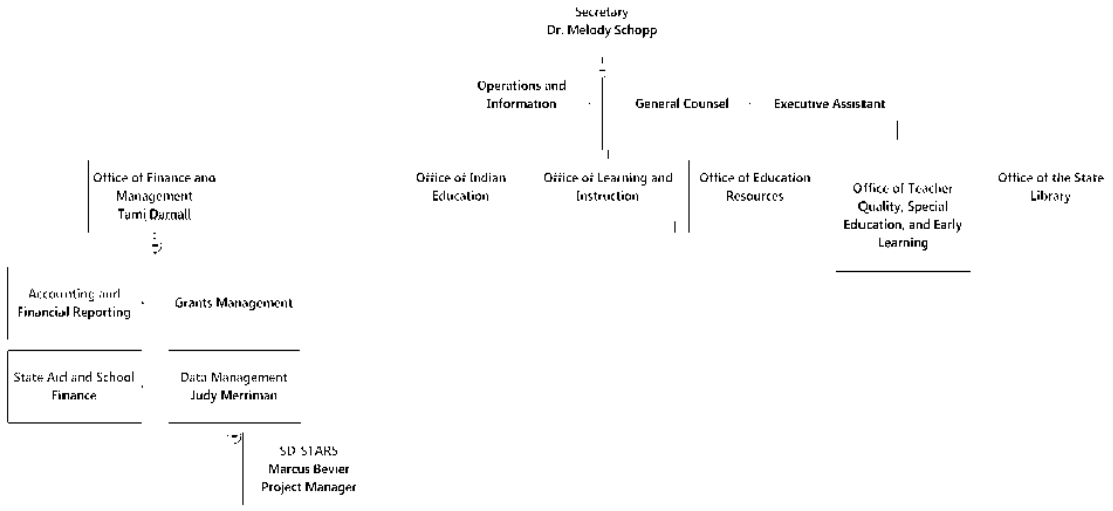
The South Dakota Department of Education (SD DOE) will administer the South Dakota Student Teacher Accountability Reporting System (SD STARS). With the full support and keen interest of the Governor's Office and State Board of Education, SD DOE will work closely with partners and stakeholders to design, develop and implement a comprehensive, statewide longitudinal data system that has the capacity to inform policy and improve teaching and learning in South Dakota.

Within the SD DOE, the Office of the Secretary will have oversight and final administrative responsibility for a successful implementation of the SD STARS. Dr. Melody Schopp, Secretary and Mary Stadick Smith, Deputy Secretary, will provide leadership and guidance for the development of the SLDS. Dr. Schopp will be instrumental in facilitating stakeholder groups. Dr. Schopp direct involvement and leadership will ensure a constancy of purpose across all Department initiatives for educational improvement in South Dakota. Dr. Schopp will be the primary liaison between the STARS project, the Governor's Office and the Legislature.

Internally, the SD STARS will be housed and supported within the Office of Finance and Management. Under the leadership of Tamara Darnall, Director, the Office of Finance and Management provides the administrative structure for all finance, grants and data management services for SD DOE.

The Division of Data Management is within the Office of Finance and Management. Under the direction of Judy Merriman, this Division manages all student, teacher and school data including:

- Enrollment and demographics
- Student Information and Management System (SIMS)
- FERPA Policy
- Longitudinal Data
- Personnel Record Forms
- Safe and Drug Free Schools Reporting System
- Statistical Digest



Tamara Darnall will serve as the Project Director for the SD STARS. She will provide leadership and administration of a team of personnel from within the Office of Finance and Management. Day to day leadership for the STARS Team will be provided by Marcus Bevier who will serve as Project Manager. Mr. Bevier will work closely with partners and stakeholders, as well as, vendors and consultants to ensure that project activities and deliverables are on schedule and responsive to the internal and external requirements and considerations. The SD DOE STARS Team will include:

- Tamara Darnall, Project Director (In Kind)
- Marcus Bevier, Project Manager (1.0 FTE)
- Judy Merriman, Data Management Administrator (.25 FTE)
- Tom Morth, Management Analyst (.15 FTE)
- Laura Ellenbecker, Management Analyst (.15 FTE)

- Teri Jung, Policy/Data Analyst (.1 FTE)
- Carla Leingang, Management Analyst (.1 FTE)
- Kim Carlson, Management Analyst (.1 FTE)

The SD Bureau of Information Technology will be a critical partner and collaborator with SD DOE in the implementation of the SD STARS data system. BIT provides all IT and communication services for state agencies. It hosts the Dakota Digital Network and servers for K-20 educators throughout South Dakota. As a critical partner, BIT will assign a point of contact for the STARS project. This individual will serve as a member of the STARS Team, ensure the integration of the SLDS with the current structures, hardware, software, governance and security policies.

The Secretary will reconvene the South Dakota Education Data Governance Board and assign them the responsibility and authority to address data governance and security issues. SD EDGB is a general board comprised of key personnel from the SD DOE. This board will be charged with promulgating policy as it relates to data entry, use, and security. In addition, this board will act as an appellate organization in terms of LEA and Department data issues/policy resolution. The SD EDGB:

- Meets quarterly, or as needed, to discuss policies, recommendations, and issues escalation
- Discusses basic issues in terms of data entry and use
- Resolves issues dealing with security of Personally Identifiable Information (PII)
- Decides high-level policy recommendations from field professionals and program staff
- Monitors progress in relation to project charter
    - Makes note of major milestones
    - Plans for future development as SLDS expands
- Defines business rules for data use, entry, and security (FERPA compliance)
- Ensures FERPA compliance in regards to individual student data
- Defines State specific data elements and aligns with a reputable model for national standards (e.g., NEDM, CEDS, etc.)
- Handles LEA escalations in relation to non-compliance with standards or general data entry issues

Inter-agency data governance and management is a current project of the Department. Representatives from SD DOE, Board of Regents, Department of Labor and Regulation, and BIT meet on a quarterly basis and will continue to do so throughout the grant period. The inter-agency group:

- Meets quarterly to provide agency updates as they relate to governance and data management
- Addresses key policy and procedural changes in order to inform other stakeholders (e.g., participating agencies)
- Discusses long-range vision of each agency in terms of data use
- Informs stakeholders of policy and changes to data definitions to promote alignment and consistency
- Collaborates on data projects to fulfill various stakeholder needs

- Works together to change culture from data for compliance to data for consumption and effective use

The Secretary or Deputy Secretary shall act as the "court of last resort." She will make final decisions on items in which SD EDGB cannot come to an amicable resolution.

- Executive leader of SD EDGB
  - Provides upper level institutional support
- Resolves policy and procedural issues that cannot be agreed upon by the Data Governance Board
- Oversees general operation of the board
- Serves as a liaison and general enforcer of policy recommendations by the Data Governance Board
- Makes decisions as-needed

The Secretary's *Next Generation Accountability Workgroup* will also provide advice, guidance and feedback regarding the development of the SD STARS. They will serve as a response group for potential data integration and make recommendations for useful reports and data analysis. Most importantly, they will advise as to alignment with the new Accountability Model being developed for South Dakota. The Accountability Workgroup has 23 members representing stakeholders from across the government and education communities:

- Legislators
- Superintendents
- Principals
- Curriculum and Instruction
- Teachers
- Tribal Education
- Board of Education
- South Dakota Education Association
- School Administrators of South Dakota
- Associated School Boards of South Dakota
- Business

South Dakota's six regional Education Service Agencies(ESAs) will provide a dual role in the implementation and management of the SD STARS. These public, intermediate education agencies will be external contractors providing both field based training and process consultation with LEAs and educators across South Dakota. Developing the capacity for training and technical assistance within regional ESAs provides direct and on-going support for those that will both input and utilize the data system and reports. The process consultation process will facilitate needs assessment, opportunities and recommendations for data management and utilization at the local level. This input will be fed back to the STARS Team and the commercial vendor.

ESA will host a LEA task force in their region. The LEA Task Force is the grass-roots organization in terms of data governance. They are regional in nature and correspond with their respective ESA. This group shall document issues regarding data and make high-level

policy/procedural recommendations to SD EDGB. Also, these groups will work closely with ESAs to hone their skills at understanding, interpreting, and entering key data elements for Department collections. They will:

- Meet quarterly to formulate issues for consideration or escalation to the Education Data Governance Board
- Task force will make high-level policy recommendations to the Data Governance Board
- Identify issues at the "grass roots" level
  - Additional data elements required
  - Collections needed
  - General data issues (e.g., data entry, anomaly resolution, system problems)
- Recommend topics for professional development sessions

E. Staffing

The South Dakota Department of Education will draw upon internal personnel resources, as well as, external consultants/contractors to provide the necessary expertise and capacity to administer, manage and implement the SD STARS project.

Dr. Melody Schopp, Secretary of Education, will provide overall leadership and administration for the STARS project. Dr. Melody Schopp was appointed as the Secretary of Education by Governor Dennis Daugaard upon his election in 2012. Dr. Schopp has served SD DOE since 2000 as the Technology Coordinator, Director of the Office of Accreditation and Teacher Quality, and Deputy Secretary. Dr. Schopp joined SD DOE following 21years as a teacher and Technology Coordinator in the Lemmon School District. Ms. Schopp has a Doctorate in Education from the University of Nebraska.

The SD DOE STARS Team, as noted above will work as a collaborative team toward the accomplishment of the objectives of the SD STARS project. Each of the team members brings unique qualifications, experience and perspective to the project.

- Tamara Darnall, Project Director—has served as the Director of the Office of Finance and Management since 2008. She serves as chief fiscal officer for SD DOE, managing a staff of 27 and a $600 million annual budget. She has extensive experience in management of complex federal programs, collaboration with other state agencies, and legislative affairs.

- Marcus Bevier, Project Manager—has been with SD DOE since 2010. He currently chairs the Data Governance committee and serves in some capacity as a management analyst (management consultant). Marcus possesses impeccable communication and organizational skills. Prior to joining the Department, Marcus served as a Research Analyst with the Government Research Bureau. He has private sector management experience as well as extensive experience with academic research. Mr. Bevier holds a Masters in Political Science.

- Judy Merriman, Administrator, Division of Data Management—has held her current position with SD DOE since 2007. Ms. Merriman is responsible for managing the SIMS database; data collection and analysis for determining AYP, compilation and submission of the EDEN/ED Facts; and personnel data collection. Prior to joining the staff of SD DOE, Ms. Merriman held similar position in data management and finance within the Department of Social Services.

- Tom Morth, Management Analyst--is currently assigned as the liaison with Infinite Campus and has management responsibility for the SIMS. He responds to district inquiries, monitors quality control, and monitors the student database for accuracy and data integrity. Mr. Morth also assists with NCLB reporting, data inquiries, fall enrollment, and coordination with outside entities.

- Laura Ellenbecker, Management Analyst— currently assists with Adequate Yearly Progress (AYP), carries out December 1 Child Count reports, and works with Infinite Campus on issues related to student data. In addition, Ms. Ellenbecker fulfills various data requests, assists with EdFacts reporting, and provides pre-id labels for testing vendors.

- Teri Jung, Policy/Data Analyst—A life- long South Dakotan, Teri joined the SD Department of Education in 2007 to work with school districts across the state with their student enrollments, State Aid Fall enrollment, state and county apportionment, NCLB-AYP calculations, and publishing the Student Information Newsletter. Prior to joining the DOE, Teri work for the McIntosh School District for 18 years as an Administrative Assistance and Campus Administrator for the McIntosh School District.

- Carla Leingang, Management Analyst—currently manages the SD DOE Personnel Record Form Database. She coordinates and validates data input and updates. She has developed the PRF Training Manual and training protocol for LEA use. Ms. Leingang has worked in a variety of management positions in state government since 1991.

- Kim Carlson, Management Analyst—currently coordinates the EDEN and EdFacts reporting for SD DOE. She is responsible for managing data input, responding to field inquiries and assists with data analysis for AYP determination. Ms. Carlson is a member of the General Statistics Permanent Standing Task Force under the Education Information Management Advisory Consortium.

This team of individuals brings a wealth of experience and skill to the SD STARS. While their experience and skill is vast, their time is limited. SD DOE, as are all SD state agencies, is currently limited in its ability to add FTE's to state staff. SD DOE has used external contracts with other public, in-state entities to assist and support activities and initiatives of SD DOE.

For the STARS project, SD DOE may expand current contractual arrangements with Technology and Innovations in Education (TIE). TIE is a statewide organization with an exceptional capacity for research, development, data management, technical assistance and professional development around issues of data-driven school improvement, organizational development, improvements in

curriculum and instruction, technology integration and other aspects across the spectrum of P-20W education.

In partnership with SD DOE, TIE currently provides the day-to-day project management for South Dakota's Teacher Incentive Fund Project and has assisted in the design and securing resources for the LDS model for SDIF schools. SDDOE and TIE have a long and effective history of collaborative management of innovative programs that serve South Dakota schools, educators and students. In this role, TIE has also developed and provided analysis for South Dakota's initial efforts toward a value added Growth Model. Most recently, SD DOE has partnered and contracted with TIE to develop and implement a new data management system to capture and analyze DakotaSTEP test results and produce state, LEA and school report cards.

Through subcontract with SDDOE, TIE may assist with management of project tasks such as: conduct process consultation with LEAs and other stakeholders; consult and assist in the development of the Growth Model; conduct validation and testing of data systems and reports; and provide support for ESA field based training. Key TIE personnel that may be available to contribute to this work include:

- Joe Hauge, Deputy Director, TIE—Dr. Hauge completed his Doctoral Degree in Educational Administration at the University of South Dakota in 2009. Dr. Hauge joined the staff at TIE in 1990, where he has served as the Assistant Director for the TQE State Grant, Every Teacher, Project Manager for the LOFTI, Technology Challenge Grant, and Project Director for the PIRLL, School Leadership Grant. Currently, Dr. Hauge provides the leadership for the South Dakota Incentive Grant serving as Project Director through contract with SD DOE.

- Lennie Symes, Data Management Specialist, TIE—Mr. Symes will provide all data management systems including data retrieval and analysis for student achievement and project effectiveness. Mr. Symes is completing a Doctorate in Education through the University of South Dakota. Mr. Symes was one of the primary developers of South Dakota's growth model. He has developed data retrieval and analysis systems in direct response to state and district level needs.

At this juncture, a formal RFP and selection process has resulted in the offering of a contract to Otis Educational Systems, Inc. to design, develop and implement an LDS for 10 high need schools participating in the South Dakota Incentive Fund Project. It is anticipated that OtisEd will also submit a credible and cost effective bid to expand the SDIF model to a statewide audience in response to requirements of the SD STARS project. OtisEd's role in the project would be to provide an industry leading, state-of-the-art educational industry designed data warehousing solution, knowledge transfer, implementation leadership, and overall project management for the SLDS development.

The OtisEd Team is comprised of Otis Educational Systems, ESP Solutions Group, SRG Technologies and TECedge (company prospectus are appended). OtisED will bring their best, most experienced team to the State of South Dakota to support and develop the STARS project. Educational challenges in South Dakota are very much in line with the challenges faced across the

country. OtisEd and its team have worked with four SEAs (Delaware, North Dakota, Lousiana and Nevada) in the development of statewide longitudinal data systems.

The OtisEd Team is dedicated to improving and supporting (K-12 and P-20) education in the US, and has focused on designing and developing the most dynamic and flexible data model in education. OtisEd has also built the toolset of products to support the educational data model. The OtisEd data model supports the ever changing and evolving national data standards.

OtisEd has a single focus in education and that is data management solutions. Their toolset has been designed and developed by engineers with the sole purpose of helping educators help students. Incorporated in Georgia in 1993 as a subchapter S Corporation, OtisEd is privately owned and has been actively and exclusively engaged in the educational market since 2000, bringing a wealth of expertise in the business intelligence and data management fields from the private sector.

Prior to entering the education market, OtisEd employees and contractors worked in areas of data warehouse and data mart design, decision support systems, software development, data analytics and visualization, dimensional data modeling, and/or ETL related projects with or for the following companies: Metaphor Computer Systems, Computer Associates, BellSouth, Coca Cola Research, AT&T, Georgia Tech Research Institute, Georgia Institute of Technology, Sagent Technologies, IBM, U.S. Air Force, Hewlett-Packard, Red Brick Systems, Information Intelligence, Princeton Management Group, U. S. Department of Defense, Burke Market Research, AnswerThink, and EDS.

Our first partner is ESP Solutions Group (ESP SG):

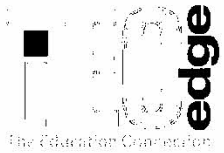
	ESP Solutions Group, Inc.
	8627 N. Mopac , Suite 400 Austin, TX 78759
	Glynn D. Ligon, Ph.D / President & CEO
	(b)(6)
	ESP employs 23 people as full-time staff, part-time staff, and contractors.
	Austin, TX
	Yes
	ESP Solutions Group, Inc. was founded in 1993 and has been providing services to the education space continuously for 18 years. We have an 18-year history of providing innovative leadership and experienced insight into the most difficult education information technology challenges. Our strengths lie with an overall understanding of the P-20 workplace and labor requirements, best practices, and project management methodology for delivering a multifaceted project. These are skills we have focused on, developed, and demonstrated over our 18 years in the business.
	ESP is a company founded by technology-savvy educational researchers who early on partnered with information system designers and developers to document, develop, and implement best practices for data-driven decision making in the P-20 and related state services areas. We have participated in every national data standards development activity since the 1980's and pioneered the concept of "data driven decision making" also known as D3M in the 1970's. We share the stated goals of leveraging data systems to support students with successful instructional programs. Defining success as graduating from high school, matriculating into postsecondary education, and obtaining employment provides us with the challenge we enjoy—documenting the source data systems and building everything in between to create the reporting systems that meet decision makers' needs. We also appreciate the need to track data for those students who do not follow the traditional paths. ESP is an industry leader in the discovery and documentation of best practices for design, building, and management of

	education information systems. ESP visited every state education agency twice for the U.S. Department of Education to document readiness for federal reporting and is currently repeating similar technical assistance site visits for ED*Facts*. Our DataSpecs™ enterprise data dictionary application, which has been used in dozens of education agencies across P-20 to manage data standards; and will be used in Tennessee to document source data, align definitions, and establish common data standards for ensuring data quality. As a value-added feature, DataSpecs may be used to align the P-20 SLDS data dictionary with preloaded national data standards such as PESC, SIF, CEDS, NCES Handbooks, NEDM, SCED, MSDF/CDM, State Core, etc. ESP has implemented statewide data solutions in more than a dozen states. We understand and appreciate the confluence of human, political, technology, and educational issues that must be managed in a large-scale, statewide information systems project. ESP Solutions Group, Inc. is an S Corporation that has been successful managing significant projects for education agencies, and collectives. ESP personnel have advised all 52 education agencies as well as the U.S. Department of Education on the practice of K-12 school data management. We are regarded as leading experts in understanding the data and technology implications of the **No Child Left Behind** Act **(NCLB)**, **Education Data Exchange Network (EDEN)**, **Performance Based Data Management Initiative (PBDMI)**, and the **Schools Interoperability Framework (SIF)**.

Our second partner is SRG Technology:

	SRG Technology, LLC.
	330 SW 2nd Street Suite 215 Fort Lauderdale, FL 33312
	David Lamitina, Chief Product Officer
	(b)(6)
	16
	Corporate office located in Fort Lauderdale, Florida
	Yes
	Founded in 2007 by Neil Sterling, SRG Technology (SRGT) is headquartered in Fort Lauderdale, Florida. Initially a reseller of software for the publisher Houghton Mifflin Harcourt, Sterling recognized the lack of a user friendly, dynamic learning management system in the market. In 2009, SRGT started to develop its flagship software, Blender. Blender was released in July 2010 and has found success in the Education, Health Care and Fire Rescue markets.
	SRG Technology (SRGT) is a software development company that specializes in custom learning management solutions for seamless course creation, delivery, and assessment of e-learning. SRGT believes communication, collaboration, education and evaluation are maximized with scalable, actionable data that brings a common sense approach to smarter e-learning. SRG Technology's flagship learning solution – Blender™ Instructional Management System – is built atop an enterprise architecture designed by former State Department of Education employees who understand the informational needs of public educational systems. The staff has provided IT solutions to some of the largest educational institutions in the country. SRGT has profound understanding of the various stakeholder audiences in education and the diverse technologies that are available to support stakeholder needs. SRGT solutions use proven, best-in-class technologies to safely and securely deliver data, information, and knowledge management solutions that support education organizations.

Our third partner is TECedge:



	TECedge, LLC.
	One Mifflin Place Suite 400 Cambridge, MA 02138
	Marcia Kaplan, Co-Founder
	(b)(6)
	Employs 8 people as full-time staff, part-time staff, and contractors.
	Cambridge, Massachusetts
	Yes
	TECedge, The Education Connection, offers educational organizations customized consulting, professional development, and coaching solutions for school improvement, student achievement, technology effectiveness, increased funding and operations management. Our team of experienced practitioners and strategic partners provide: • Data-Informed Action Planning at the District and School Level • Data analysis and Decision Support to Meet NCLB and AYP Requirements • Curriculum / Technology Integration and 21st Century Literacy Skills • Selection and Acquisition of e-Learning applications, online assessment tools, data warehouse solutions, student systems, special education systems, and administrative solutions • School Improvement Planning • Tiered Instruction Implementation Assistance • Technology Planning and Implementation • Network Performance Review • Network Safety and Security • Staffing and Organization • E-rate funding strategies and technology grants

	TECedge, is a Massachusetts State Office of Minority and Women Business Assistance certified consulting organization.
	TECedge has a thorough understanding of K-12 data and analysis for public schools. We have extensive experience assisting public school districts and departments of education around the country to use data to meet federal and state mandates (e.g., NCLB, AYP, IDEA). We have experience: • Designing, developing, and implementing data warehouse and decision support solutions • Designing, developing, and implementing student information/instructional management/assessment solutions • Evaluating the Massachusetts Department of Education's data warehouse implementation at over 100 LEAs across the Commonwealth. TECedge has helped districts collect, analyze, manage, and report data on state and local assessment results, delivery of standards-based instruction, teacher quality, annual yearly progress, reading proficiency, and school-parent communication to meet No Child Left Behind accountability requirements. We have helped state education agencies and districts design and implement total solutions that: • assess or design data collection processes • ensure data quality • integrate data from multiple applications • analyze data for critical achievement, accountability, staff development, and fiscal/operational management purposes TECedge has also: • conducted data audits and developed data plans • assisted in the selection of the right data warehouse solution • provided implementation assistance In addition to evaluating data warehouse grants in over 100 school districts from 2007 to 2010, TECedge has extensive experience in selecting and implementing decision support systems and data warehouses.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** 08_AppendixA_STARS Architectural Diagram.pdf

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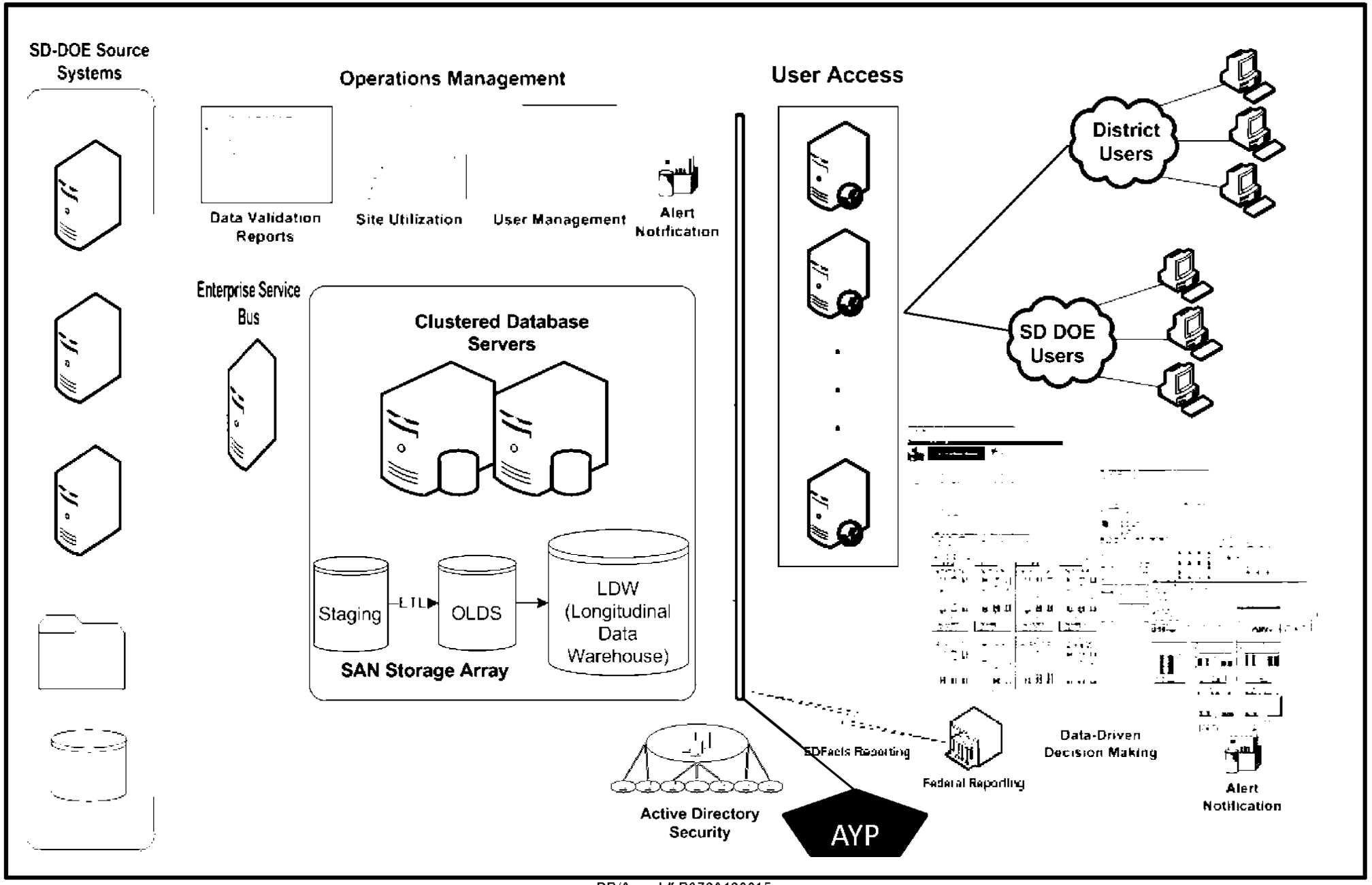
Tracking Number:GRANT11026057 Funding Opportunity Number:ED-GRANTS-092011-001 Received Date:2011-12-15T10:01:50-04:00

STARS Architectural Diagram



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PO BOX 1424, SIOUX FALLS, SD 57101

United States Senate
WASHINGTON, DC 20510-4104

WASHINGTON OFFICE
136 HART SENATE OFFICE BUILDING
WASHINGTON, DC 20510-4104
(202) 224-5842

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TOLL FREE
1-800-537-0025
1-800-819-0788

WEB SITE: http://johnson.senate.gov

December 9, 2011

Statewide Longitudinal Data Grant Review Committee
Institute of Education Studies
National Center of Education Statistics
1990 K. Street, NW, Room 9023
Washington, DC 20006

Dear Grant Review Committee Members:

I am writing to urge you to support the South Dakota Department of Education's (SDDOE) application for a Statewide Longitudinal Data System (SLDS) Grant (CFDA Number 84.372A).

As you may know, I wrote to the U.S. Department of Education on April 4, 2011 in support of the SDDOE's request to repurpose funding from its Teacher Incentive Fund (TIF) award to support the development of a longitudinal data system that will serve the ten school districts participating in the TIF program. I am glad the Department of Education approved our state's request. The redirected TIF funding has helped lay the foundation for the state's efforts to develop a statewide longitudinal data system. By approving the SDDOE's SLDS grant application, South Dakota will expand its data system to serve all 152 school districts in South Dakota. This statewide longitudinal data system will provide valuable insight to educators and school districts across South Dakota, informing them about the effectiveness of teaching strategies and school improvement efforts.

At this time, there are only nine states, including South Dakota, that have not been awarded an SLDS grant during the last four grant competitions. Some states have received numerous awards. As you know, these statewide data systems enhance the ability of states to manage, analyze and utilize educational data and are critical for measuring growth in student achievement. States without these data systems are at a disadvantage when trying to identify the best methods to improve struggling schools, develop and retain effective educators, and improve student achievement.

The SDDOE has developed a strong plan to develop and implement a comprehensive statewide longitudinal data system that will improve the SDDOE's ability to access and connect data throughout South Dakota and make this valuable information available to teachers, school leaders and school districts. Additionally, this will serve as an important tool to improve the SDDOE's data reporting and policymaking to support student success.

If I can provide any additional information in support of this application, I encourage you to please contact me or my Education Legislative Assistant, Carrie Johnson, at (202) 224-5842.

Thank you for your consideration of this grant application.

Sincerely,

Tim Johnson
United States Senator

PR/Award # R372A120015

STATE OF SOUTH DAKOTA
DENNIS DAUGAARD, GOVERNOR

December 5, 2011

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

Dear Committee Members:

I am writing to express my support for the South Dakota Department of Education's (SDDOE) application to the United States Department of Education for a grant to support the creation and governance of a Statewide Longitudinal Data System (SLDS).

Using redirected Teacher Incentive Funds (TIF), SDDOE recently issued an RFP for the development of a commercial-off-the-shelf (COTS) system to collect teacher and student data from the 10 school districts that participate in the TIF project in South Dakota. Under the application for the grant, SDDOE is proposing a three-year project that will allow for further development of the data system model. The objectives of the system include: expanding the system to include data from all 152 school districts in South Dakota; developing and implementing a robust and scalable reporting and analysis module that will inform and improve data access, use and transparency; and increasing data quality through a systematic approach to data governance and training.

A Statewide Longitudinal Data System is the cornerstone that will provide the necessary information to pursue the other key components necessary for effective schools. It will assist in developing, rewarding, and retaining effective teachers and administrators. It will provide accurate and accessible data that can support the analysis and research necessary to inform classroom educators and school leaders about the best methods to improve practices that support student achievement. Furthermore, the system will allow for effective and timely reporting that can provide assistance in making decisions about how to turn-around the lowest performing schools and support the federal reporting requirements of the South Dakota Department of Education. This system is vital to meeting the educational needs of students in South Dakota.

I recognize the potential of a Statewide Longitudinal Data System to impact education in South Dakota. We look forward to working with the Department of Education to develop and implement this project.

Sincerely,

Dennis Daugaard

Dennis Daugaard

STATE CAPITOL • 500 EAST CAPITOL • PIERRE, SOUTH DAKOTA • 57501-5070 • 605-773-3212

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

800 Governors Drive
Pierre, SD 57501-2294

T 605.773.3134
F 605.773.6139
www.doe.sd.gov

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

Dear Committee Members:

Please consider the South Dakota Department of Education's application to the U.S. Department of Education for a grant to support the creation and governance of a Statewide Longitudinal Data System.

Using redirected Teacher Incentive Funds, South Dakota recently issued a RFP for the development of a commercial, off-the-shelf system to collect teacher and student data from the 10 school districts that participate in the TIF project in our state.

Under the application for the grant, South Dakota is proposing a three-year project that will allow for further development of the data system model.

A Statewide Longitudinal Data System is absolutely critical to the education initiatives being implemented in our state. It will provide accurate and accessible data to support the analysis necessary to inform classroom teachers and school leaders about the best methods to improve practices that support student achievement. It will be an essential component in the process for evaluating, rewarding and retaining effective teachers and principals. Furthermore, the system will allow for effective and timely reporting that can provide assistance in making decisions about how to turn-around the lowest performing schools and support the federal reporting requirements of the South Dakota Department of Education.

In short, this system is vital to meeting the educational needs of students in South Dakota. We look forward to working with the U.S. Department of Education to develop and implement this project.

Sincerely,

Dr. Melody Schopp

Dr. Melody Schopp
Secretary

BOARD OF REGENTS
306 EAST CAPITOL AVENUE, SUITE 200
PIERRE, SOUTH DAKOTA 57501-2545
(605) 773-3455/FAX (605) 773-5320
www.sdbor.edu

OFFICE OF THE EXECUTIVE DIRECTOR

December 2, 2011

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

Dear Committee Members:

I am writing to express my support for the South Dakota Department of Education's (SDDOE) application to the United States Department of Education for a grant to support the creation and governance of a Statewide Longitudinal Data System (SLDS).

Using redirected Teacher Incentive Funds (TIF), SDDOE recently issued an RFP for the development of a commercial-off-the-shelf (COTS) system to collect teacher and student data from the 10 school districts that participate in the TIF project in South Dakota. Under the application for the grant, SDDOE is proposing a three-year project that will allow for further development of the data system model. The objectives of the system include: expanding the system to include data from all 152 school districts in South Dakota; developing and implementing a robust and scalable reporting and analysis module that will inform and improve data access, use and transparency; and increasing data quality through a systematic approach to data governance and training.

A Statewide Longitudinal Data System is the cornerstone that will provide the necessary information to pursue the other key components necessary for effective schools. It will assist in developing, rewarding and retaining effective teachers and administrators. It will provide accurate and accessible data that can support the analysis and research necessary to inform classroom educators and school leaders about the best methods to improve practices that support student achievement. Furthermore, the system will allow for effective and timely reporting that can provide assistance in making decisions about how to turn-around the lowest performing schools and support the federal reporting requirements of the South Dakota Department of Education. This system is vital to meeting the educational needs of students in South Dakota.

The South Dakota Board of Regents recognizes the potential of a Statewide Longitudinal Data System to impact education in South Dakota. Over the past decade the South Dakota Board of Regents has worked closely with the Department of Education to ensure that our high school

graduates are prepared for their post-secondary careers. We look forward to working with the Department of Education to develop and implement this project.

Sincerely,

(b)(6)

Jack Warner
Executive Director
South Dakota Board of Regents

Cc: Melody Schopp, South Dakota Department of Education

south dakota department of
labor and
regulation

Pamela S. Roberts, Cabinet Secretary

Tel: 605.773.5395 | Fax: 605.773.6184 | www.sdjobs.org

December 5, 2011

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

Dear Committee Members:

I am writing to express my support for the South Dakota Department of Education's (SDDOE) application to the United States Department of Education for a grant to support the creation and governance of a Statewide Longitudinal Data System (SLDS).

Using redirected Teacher Incentive Funds (TIF), SDDOE recently issued an RFP for the development of a commercial-off-the-shelf (COTS) system to collect teacher and student data from the 10 school districts that participate in the TIF project in South Dakota. Under the application for the grant, SDDOE is proposing a three-year project that will allow for further development of the data system model. The objectives of the system include: expanding the system to include data from all 152 school districts in South Dakota; developing and implementing a robust and scalable reporting and analysis module that will inform and improve data access, use and transparency; and increasing data quality through a systematic approach to data governance and training.

A Statewide Longitudinal Data System is the cornerstone that will provide the necessary information to pursue the other key components necessary for effective schools. It will assist in developing, rewarding and retaining effective teachers and administrators. It will provide accurate and accessible data that can support the analysis and research necessary to inform classroom educators and school leaders about the best methods to improve practices that support student achievement. Furthermore, the system will allow for effective and timely reporting that can provide assistance in making decisions about how to turn-around the lowest performing schools and support the federal reporting requirements of the South Dakota Department of Education. This system is vital to meeting the educational needs of students in South Dakota.

The South Dakota Department of Labor and Regulation recognizes the potential of a Statewide Longitudinal Data System to impact education in South Dakota. We look forward to working with the Department of Education to develop and implement this project.

Sincerely,

Pamela S. Roberts
Secretary

School Administrators of South Dakota

SASD

SDSSA • SDASBO • SDASCD • SDAESP • SDASSP • SDCASE

December 5, 2011

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

Dear Committee Members:

I am writing to express my support for the South Dakota Department of Education's (SDDOE) application to the United States Department of Education for a grant to support the creation and governance of a Statewide Longitudinal Data System (SLDS).

Using redirected Teacher Incentive Funds (TIF), SDDOE recently issued an RFP for the development of a commercial-off-the-shelf (COTS) system to collect teacher and student data from the 10 school districts that participate in the TIF project in South Dakota. Under the application for the grant, SDDOE is proposing a three-year project that will allow for further development of the data system model. The objectives of the system include: expanding the system to include data from all 152 school districts in South Dakota; developing and implementing a robust and scalable reporting and analysis module that will inform and improve data access, use and transparency; and increasing data quality through a systematic approach to data governance and training.

A Statewide Longitudinal Data System is the cornerstone that will provide the necessary information to pursue the other key components necessary for effective schools. It will assist in developing, rewarding and retaining effective teachers and administrators. It will provide accurate and accessible data that can support the analysis and research necessary to inform classroom educators and school leaders about the best methods to improve practices that support student achievement. Furthermore, the system will allow for effective and timely reporting that can provide assistance in making decisions about how to turn-around the lowest performing schools and support the federal reporting requirements of the South Dakota Department of Education. This system is vital to meeting the educational needs of students in South Dakota.

SASD recognizes the potential of a Statewide Longitudinal Data System to impact education in South Dakota. We look forward to working with the Department of Education to develop and implement this project.

Sincerely,

(b)(6)

John Pedersen
Executive Director

306 E. Capitol, Suite 150 • PO Box 1141 • Pierre, SD 57501-1141
(605) 773-2525 • FAX (605) 773-2520

KRISTI NOEM
SOUTH DAKOTA, AT-LARGE
226 CANNON BUILDING
WASHINGTON, DC 20515
(202) 225-2801
1-855-225-2801
EMAIL VIA WEBSITE:
NOEM.HOUSE.GOV

COMMITTEE ON AGRICULTURE
COMMITTEE ON EDUCATION AND THE WORKFORCE
COMMITTEE ON NATURAL RESOURCES

Congress of the United States
House of Representatives
Washington, DC 20515–4100

December 13, 2011

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

To Whom It May Concern,

I am writing in regard to the Statewide Longitudinal Data System grant application submitted by the South Dakota Department of Education (SD DOE). SD DOE intends to use this grant to create the Student Teacher Accountability Reporting System (SDSTARS), which will provide accurate and accessible data that can support the analysis and research necessary to inform classroom educators and school leaders about the best methods to improve practices that support student achievement.

SDSTARS aims to provide policymakers, educators, students, families and other stakeholders with reliable, up-to-date and accessible information that will support policy decisions, educational improvements and student achievement. This system will allow for effective and timely reporting that can provide assistance in making decisions about how to turn around the lowest performing schools.

It is my understanding that if selected, SD DOE will propose a three-year project that will allow for further development of the data system model. Objectives of the system include improved data access, use, and transparency, as well as an increase in data quality. I strongly urge you to give full and careful consideration to the South Dakota Department of Education's application.

Sincerely,

Kristi Noem
Member of Congress

2310 WEST 41ST STREET
SUITE 101
SIOUX FALLS, SD 57105
(605) 275-2868

343 QUINCY STREET
RAPID CITY, SD 57701
(605) 791-4673

505 12TH STREET, SE
WATERTOWN, SD 57201
(605) 878-2868

415 SOUTH MAIN STREET
SUITE 203
ABERDEEN, SD 57401
(605) 262-2862

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

Dear Committee Members:

I am writing to express my support for the South Dakota Department of Education's (SDDOE) application to the United States Department of Education for a grant to support the creation and governance of a Statewide Longitudinal Data System (SLDS).

The Association School Boards of South Dakota supports SDDOE's efforts to create an SLDS. Its function will greatly enhance the ability of our state to use data to support education initiatives. The use of such a system would be significantly advantageous to our organization as we work with policy makers on important education issues. School Boards need the kind of information an LDS would provide so we strongly support the Department's application.

A Statewide Longitudinal Data System is the cornerstone that will provide the necessary information to pursue the other key components necessary for effective schools. It will assist in developing, rewarding and retaining effective teachers and administrators. It will provide accurate and accessible data that can support the analysis and research necessary to inform classroom educators and school leaders about the best methods to improve practices that support student achievement. Furthermore, the system will allow for effective and timely reporting that can provide assistance in making decisions about how to turn-around the lowest performing schools and support the federal reporting requirements of the South Dakota Department of Education. This system is vital to meeting the educational needs of students in South Dakota.

Association School Boards recognizes the potential of a Statewide Longitudinal Data System to impact education in South Dakota. We look forward to working with the Department of Education to develop and implement this project.

Sincerely,

(b)(6)

Dr. Wade Pogany
Executive Director
Associated School Boards of South Dakota

PO Box 1059 • Pierre, South Dakota 57501

WCER
WISCONSIN CENTER FOR EDUCATION RESEARCH

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

Dear Committee Members:

I am writing to express my support for the South Dakota Department of Education's (SDDOE) application to the United States Department of Education for a grant to support the creation and governance of a Statewide Longitudinal Data System (SLDS). As Assistant Director for the Value-Added Research Center and the Director and Founder of the Center for Data Quality and Systems Innovation, I deeply appreciate the SLDS program goals and the specific goals of the South Dakota SLDS application.

At risk of appearing selfish, my colleagues and I hope that a successful SLDS project in South Dakota will facilitate our own work in that state. Specifically, we are working with the University of South Dakota's (USD) as one of the 14 partners in a Teacher Effectiveness Initiative.[i] We are working with USD and SDDOE to track teachers from USD's teacher preparation program to:

- estimate individual teacher effectiveness
- engage stakeholders throughout the PK-20 system on issues related to quality and improvement, and
- provide feedback to USD faculty and leadership about the effectiveness of USD graduates for the purpose of program improvement and individual teacher support.

This project has significant data requirements that are fully within the scope of the proposed SDDOE's project, including teacher assignment, demographics, and licensure data. At the student level, the system would deliver student – teacher linkage data, post-secondary readiness and wage outcomes, and higher education enrollment and completion data.

Not only does the USD project require a large and extensive collection of data owned by various agencies, we will also be helping the SDDOE collect and manage high quality data at a level of detail not often supported by state data systems or repositories. During the next 3 years, we will be piloting the analytic and reporting systems required to support USD's implementation of a teacher preparation program that is accompanied by a guarantee that its graduates are effective. Our work in data quality of student teacher linkages, value-adding modeling, and systems engineering make us an excellent thought partner for South Dakota's SLDS project.

SCHOOL OF EDUCATION ▪ UNIVERSITY OF WISCONSIN-MADISON
1025 West Johnson Street ▪ Madison, WI 53706-1796 ▪ 608.263.4200 ▪ fax: 608.263.6448 ▪ www.wcer.wisc.edu

We are quite hopeful that SDDOE's SLDS application will build infrastructure that supports the PK-20 data uses embodied by our work with USD on teacher effectiveness. We see student – teacher linkage data as a critical part of the SD SLDS application that will provide a critical connection between inputs (e.g., teacher effectiveness) and outputs (e.g., student growth). Combining data integration and data quality work in student teacher linkages will require substantial efforts in data governance and management to ensure meaningful and consistent data across districts and over time.

In return, we hope that our work will inform the state's efforts by providing a real and meaningful business case that informs design and implementation efforts. With the continued support of the Bush Foundation, our research centers are well situated to deeply and consistently engage with stakeholders throughout the South Dakota PK-20 educational system.

Sincerely,

Dr. Christopher A. Thorn
Director of the Center for Data Quality and Systems Innovation
Associate Director of the Value-Added Research Center
University of Wisconsin-Madison

[i] The Bush Foundation's Teacher Effectiveness Initiative is funding teacher preparation programs in Minnesota, North Dakota, and South Dakota to improve how they recruit, train, place, and support teachers. More information can be found on-line at: http://www.bushfoundation.org/education/network-excellence-teaching-next.

Technology & Innovation in Education

Dr. Melody Schopp, Secretary of Education
South Dakota Department of Education
700 Govenors Drive
Pierre, SD 57501-2291

Dear Dr. Schopp,

I'm writing to express my support for the South Dakota Department of Education's application to the United States Department of Education for a grant to support the creation and implementation of a Statewide Longitudinal Data System. This system is vital to meeting the educational needs of students in South Dakota.

The data system and partnership formed with the assistance of this grant will provide accurate and accessible data that can support the analysis and research necessary to inform classroom educators and school leaders about the best methods to improve practices that support student achievement. The system will allow for effective and timely reporting that can assist policy makers as well as provide the governance structures necessary to support the federal reporting requirements of the South Dakota Department of Education.

A Statewide Longitudinal Data System is the cornerstone that will provide the necessary information to pursue the other key components necessary for effective schools. It will assist in the recruiting, developing, rewarding and retaining effective teachers and administrators. It will assist in the implementation of standards and assessments that prepare students for success in the workplace. Furthermore, the system will provide assistance in making decisions about how to turn-around the lowest performing schools.

Technology and Innovation in Education (TIE) recognizes the potential of a Statewide Longitudinal Data System to impact education in South Dakota. We look forward to working with the Department of Education to develop and implement this project.

Sincerely,

(b)(6)

Dr. Julie Mathiesen, TIE Director

DR. MELODY SCHOPP

(b)(6)

EDUCATION

University of Nebraska, Lincoln
Ph.D. in Educational Studies & Higher Education 2008

University of Mary, Bismarck, ND
M.A. in Elementary Education 1995

University of Mary, Bismarck, ND
B.S. Elementary Education 1973

WORK EXPERIENCE

Secretary of Education Apr 2011 - Current
South Dakota Department of Education, Pierre, South Dakota

Interim Secretary of Education Jan 2011 – Apr 2011
South Dakota Department of Education, Pierre, South Dakota

Deputy Secretary of Education Jan 2010 – Jan 2011
South Dakota Department of Education, Pierre, South Dakota

Director, Accreditation and Teacher Quality Dec 2002 – Dec 2009
South Dakota Department of Education, Pierre, South Dakota

Technology Integration Specialist Aug 2000 – Nov 2002
South Dakota Department of Education, Pierre, South Dakota

K12 Classroom Teacher, 3rd, 5th, K-12 Technology Fall 1979 – Spring 2000
Lemmon, South Dakota

HIGHER EDUCATION TEACHING EXPERIENCE

Adjunct Professor – Online Courses 2009 - Present
University of South Dakota

Adjunct Professor – Online Courses 2009 - Present
Black Hills State University

Adjunct Professor – Online Course 2008
Montana State University, Bozeman, MT

Adjunct Faculty – "Workshop Presenter" Fall 2009
Augustana College, Sioux Falls, SD

GRANTS

Teacher Incentive Fund Grant - Project Director 2007 - Present
$20 million grant awarded to Department of Education directed to implementing performance based pay systems in high needs school districts for the purpose of

recruiting and retaining teachers, training and supporting leadership, with the goal of increasing student achievement.

Teacher Quality Enhancement Grant - Project Director 2002-2005
$5 million grant awarded to Department of Education for Teacher Quality Initiatives supported summer academies for paraprofessionals, created online mentoring program, coordinated reduced tuition master degree programs for teachers, and collaborated with Board of Regents in implementation of Praxis testing.

CAREER ACCOMPLISHMENTS

Teacher Standards and Evaluation Workgroup 2010
Drafted legislation to create authority to establish teaching standards and a model teacher evaluation instrument. Facilitated appointed workgroup.

South Dakota Virtual School 2007
Drafted legislation to create authority, drafted and implemented rules, established and facilitated advisory council, created Virtual School with full high school curriculum with minimal budget.

Online Teacher Certification System 2005
Designed and coordinated work to establish online application system for teacher certification to include automatic transcript transfer from public universities, online payment, and merging with personnel record form system.

Teacher 411: Public Online Teacher Look-UP 2008
Designed and coordinated work to establish public teacher look-up system to include all certification data and highly qualified status records.

South Dakota's Teacher Equity Plan 2007
Wrote and submitted South Dakota's Teacher Quality and Equity plan for Title II Federal requirements. Only one of nine states approved initially based on outside evaluator's input.

Governor's New Teacher Academy 2005, '06, '07
Organized Governor's New Teacher Academy for teachers new to profession.

Virtual Mentoring Program 2007 - current
Create Virtual Mentoring using Ning environment for experienced teachers to interact with teachers new to the profession. Included opportunities for reduced tuition courses.

Statewide Implementation of Praxis II Teacher Testing 2005
Organized statewide panels to review tests for initial teacher testing in 42 content areas. Established rules for Board of Education approval to implement testing for initial teacher certification.

K12 accreditation system 2004
Revised rules and presented to SD Board of Education, organized and facilitated

advisory council, and implemented rollout 2006-07.

Teacher preparation standards for state NCATE partnership 2004
Revised rules collaboratively with Institutions of Higher Education and presented to SD Board of Education, collaborated with SD Board of Regents for Specialized Professional Association (SPA) trainings.

Statewide Accountability System 2003
Organized and Facilitated Accountability Council, completed and submitted Accountability system to USDOE, and organized peer review with USDOE for system approval.

Highly Qualified Teachers rules and regulations 2003
Convened workgroup to establish criteria for highly qualified teachers in South Dakota. Rules developed and submitted to South Dakota BOE and USDOE for approval as required for Title II Federal regulations.

Statewide Student Information System 2001
Developed RFP for national vendors, facilitated advisory council for selection , organized statewide rollout of project, maintained ongoing communication with vendor for updates and new initiatives.

TTL Project Manager –Statewide Technology Training for Teachers 2000-2002
Developed curriculum/higher education collaboration, hired, trained, supported staff, coordinated sites statewide, oversaw coursework and ongoing training throughout school year.

COMMITTEES & APPOINTMENTS

Appointed, Deputies Leadership Commission Executive Committee, Council of Chief State School Officers,	Fall 2010 - present
Advisory Board, Dakota Assets, Teacher Recruitment Model	Fall 2009 – present
Advisory Board, Multistate Consortium for Teacher Leadership, Kansas City, KS	Fall 2009
Chair, Technology Endorsement Study, South Dakota Schools of Education and K-12 field staff, Mission, SD	Fall 2009
Chair, South Dakota Indian Studies review, South Dakota Institutions of Higher Education	Fall 2009
Advisory Board, *Learning Power*, Advanced Placement partnership grant with National Math and Science Foundation	Fall 2008
Chair, Legislative Summer Study, *"Teacher Compensation"*	Summer 2008
Advisory Board, MAPLE – Midwest Alliance for Professional Learning	2008-present

Chair, NCATE State Partnership Board, Washington, DC	October 2007
Chair, South Dakota Virtual Advisory Council, Pierre SD	2007-2009
Advisory Board, Teacher Placement, Associated School Boards, Pierre, SD	2006-2009
Appointed Participant, *"System-Wide Review of Teacher Education Programs in South Dakota"*, Department of Education in Collaboration with South Dakota Board of Regents	Fall 2006
Appointed Participant, *"Preparing, Retaining and Supporting a High Quality Teacher Workforce"* Wingspread Conference, American Association of State Colleges and Universities, Madison, WI	Fall 2006
Appointed, Board of Trustees, North Central Association, Phoenix, AZ	2001-2003
Appointed, Governor Janklow's Educational Task Force, Pierre, SD	2001

PRESENTATIONS

(Note: Does not include numerous statewide presentations made to school districts, state board of education, legislature etc.)

"*Update: An Educational Picture"* Presenter: School Administrators of South Dakota, Wild West Conference	2010
"*Getting to the Bottom of Good",* Presenter: Associate School Board & School Administrators Conference, Sioux Falls, SD	2010
"Learning Power- A Statewide Partnership for Online AP" Presenter: Systems Change Conference, Sioux Falls, SD	2009
"Ceiling Fans, Jumper Cables, & Trapezoids" *Keynote Speaker: Governor's Teacher Leadership Conference, Pierre, SD*	2009
"Performance Pay: What We've Learned in South Dakota" *Presenter: Associated School Board & School Administrators Conference, Sioux Falls, SD*	2009
"Recruiting & Retaining Teachers in Rural America" Presenter: Troops to Teachers Annual Regional Meeting, Bozeman, MT	2009
"Live Your Best Life" Presenter: Technology in Innovations, Rapid City, SD	2009
"Differentiated Pay: The Check is in the Mail" Presenter: Associated School Board & School Administrators Conference, Sioux Falls, SD	2008
"From Planning to Action: Implementation of the Highly Qualified Teacher Plans" Joint Facilitator: National Comprehensive Center for Teacher Quality National Issue Forum, Washington, DC	2008

"South Dakota Virtual School Update"
Presenter: South Dakota Counseling Association 2008

"South Dakota's Teacher Incentive Fund Grant"
Presenter: Title II Annual Conference, Washington, DC 2008

"The Labyrinth to Leadership"
Presenter: Women's Leadership Conference, University of Lincoln, Nebraska 2008

"From Planning to Action: Implementation of Highly Qualified Plans"
Joint Facilitator: National Comprehensive Center for Teacher Quality National Issue Forum, Washington, DC 2007

"Using Data to Target Resources"
Joint Facilitator: National Comprehensive Center for Teacher Quality National Issue Forum, Washington, DC 2007

"Putting the Teacher Quality Plans Together"
Presenter: National Comprehensive Center for Teacher Quality, Oklahoma City, Oklahoma 2007

"Innovative Ideas and Practical Suggestions for Improving the State Highly Qualified Teacher Plans"
Presenter: National Comprehensive Center for Teacher Quality, Online Webinar 2006

"Meeting the Challenge in Rural America"
Presenter: INTASC Meeting, Washington, DC 2006

"Data Collection, Warehousing, and Analysis: An Integrated Solution"
Presenter: Annual Management Information Systems Conference, Orlando, FL 2006

"Building Coherence: Legacy of Teacher Quality Enhancement Grant"
Presenter: Systems Change Conference, Sioux Falls, SD 2005

"Presentation"
Keynote: Governor's New Teacher Academy, Rapid City, SD 2004-05

"AYP Calculation in South Dakota"
Presenter: Pierre Indian Learning Center, Pierre, SD 2004

"The Expectations of NCLB for South Dakota Schools"
Presenter: Systems Change Conference, Rapid City, SD 2003

"School Accreditation/Determining the Effectiveness of Schools"
"Presenter: Committee on School District Educational Equality and Organization, South Dakota Legislative Summer Study 2003

"Accountability in South Dakota"
Presenter: Associated School Boards & School Administrators, Sioux Falls, SD 2003

"Connecting in Rural America"
Presenter and panel discussion: Federal Reserve Board, Minneapolis, MN 2002

"Technology Training Can Make an Impact"
Presenter: 17TH Annual Conference on Distance Teaching and Learning, Madison, WI 2001

"Integrating Spreadsheets into the Classroom"
Presenter: Classroom Connections Conference, Chicago, IL 1999

MEMBERSHIPS

South Dakota Honorable Women 1998-present
Nominated 1998

Delta Kappa Gamma 1988 – present
Local chapter president 1988-1990 & 1998 – 2000
State membership committee chairman

PEO – Philanthropic Educational Organization 1995 – present
Scholarship committee promoting advancement in women in education

School board member, Lemmon, South Dakota 2000-2009

Church organist, Lemmon, South Dakota 1978-present

AWARDS & RECOGNITIONS

Technology in Innovations and Education, *Friend in Education* 2004
Recognition for educational technology support statewide

PEO, Scholarship 2001
Doctorate tuition support

CNN Feature Story 2000
Recognition for innovative technology integration in rural South Dakota

PUBLICATIONS

TTL: South Dakota Technology for Teaching and Learning Academy, Tech Trends, Volume 45, Number 3, May, 2001

A Look Inside of TTL2000 at BHSU, TIE Newsletter, Volume 15, Number 1, September, 2000

(b)(6)

(b)(6)

TAMARA LYNN DARNALL

SKILLS SUMMARY

- Multi-billion dollar budget administration
- Experience managing large projects
- Forecasting/Trend Analysis
- Contract negotiation
- Strategic Planning
- Lobbying Experience
- Familiar with South Dakota Codified Laws
- Familiar with federal guidelines for funding

PROFESSIONAL EXPERIENCE

06/02/2008 – present SD Department of Education Pierre, SD

Director of Finance and Management

Serves as the chief fiscal officer for the department, managing a staff of 28 and a $600 million annual budget. Duties include: developing and presenting the annual budget request to the Governor's budget staff and legislature; managing the calculation and distribution of state aid to education to local school districts, the collection of school district financial information, and the financial resources needed to maintain the public school district's technology infrastructure; directing the management of the department's centralized contract process for over 1,000 contracts entered into annually; directing the purchasing process and payment of all department obligations; directing collection, management, and reporting of educational data including student and staff data for all public and private schools in the state, and the calculation of adequate yearly progress for all schools in the state; directing accounting, financial reporting, and financial management of all state, federal, and private funds received by the department; collaborating with the Bureau of Finance and Management, Governor's office, and legislators to analyze and discuss local school district funding issues; responding to policy or statue interpretation questions from state officials or local school district officials regarding state aid, open enrollment, or school district financing; legislative lobbying, drafting of bills, and testifying to legislative committees regarding legislative proposals related to K-12 education financial issues.

04/30/2001 – 05/30/2008 SD Bureau of Finance and Management Pierre, SD

Chief Budget Analyst/ Budget Analyst

Managed the development, analysis, and execution of the overall budget for the State of South Dakota. Work with the Chief Economist on forecasting of revenues and expenditures to ensure that the state has a balanced budget and monitor conditions throughout the year. Also responsible making both fiscal and policy decisions for the development, analysis, and execution of the budgets for the Department of Education. Aid in the development of the State of South Dakota Comprehensive Annual Financial Report.

10/16/1999 – 04/29/2001 South Dakota Department of Education Pierre, SD

Webmaster

Renovated the Department of Education Website to make it more user friendly. In doing this, I was able to teach myself to program in HTML, ColdFusion, and SQL. Also assisted in the

start-up of the Digital Dakota Network.

04/18/1998 – 10/15/1999 South Dakota Department of Education Pierre, SD

Grants Manager

Responsible for management of grants through the Elementary and Secondary Education Act, Perkins Act, Library Services and Technology Act, and the Goals 2000 Act. Also worked with schools to obtain reimbursement for the then new e-Rate program and helped in the development of Governor Janklow's Technology in Teaching and Learning Academies.

06/15/1997 – 04/17/1998 South Dakota Department of Education Pierre, SD

Accountant

Responsible for allocation and tracking of grants to public schools through the Elementary and Secondary Education Act and the Perkins Act. Worked with department and school districts to ensure OMB A-87 and OMB A-133 compliance.

12/12/1995 – 02/22/1997 South Dakota Department of Transportation Pierre, SD

Internal Auditor

Performed audits of contracts between the Department of Transportation and public, private, and non-profit entities.

EDUCATION

01/01/2005 – 12/18/2009 University of South Dakota Vermillion, SD
Masters of Business Administration

09/01/1991 – 03/19/1993 Mankato State University, Minnesota Mankato, MN
BS in Business Administration

09/01/1987 – 12/01/1999 South Dakota State University Brookings, SD
Undeclared

COMMUNITY ACTIVITIES

Junior Achievement Volunteer
Serve on various church boards and committees
Serve on various committees for special projects as needed
Past Member and Treasurer of the Pierre Volunteer Fire Department
Past Member of the Stewardship Committee for Lutheran Memorial Church
Past President of the Pierre Jaycees

ADVANCED COMPUTER SKILLS

- Microsoft Office Suite
- MSQuery
- Power Play
- GEAC – State Accounting System
- Lawson – State Personnel System
- Structured Query Language (SQL)

(b)(6)

Judy Merriman

(b)(6)

Professional Experience

ADMINISTRATOR – DATA MANAGEMENT, SD DEPARTMENT OF EDUCATION
2007 - Present

- Manage statewide public school data through a statewide web based Student Information Management System
- Manage Adequate Yearly Progress determination process for each public school and public school district in South Dakota
- Manage data collection and submission of federal and state reports
- Manage school district personnel data collection process
- Supervise staff of 7

DEPUTY DIRECTOR – DIVISION OF MEDICAL SERVICES, SD DEPARTMENT OF SOCIAL SERVICES
2006-2007

- Develop, implement, administer and interpret policies and set office procedures as applicable to the SD Medicaid program
- Research and prepare program budget
- Evaluate the impact of legislative, rules and policy changes upon clients and program operations
- Supervise staff of 9

EBT PROGRAM SPECIALIST II – DIVISION OF FINANCE & MANAGEMENT, SD DEPARTMENT OF SOCIAL SERVICES
2000 – 2006

- Develop, implement, administer and interpret policies and procedures applicable to various Electronic Payment systems
- Research and prepare program budget
- Monitor and approve system financial reconciliation and financial settlement activities
- Evaluate the impact of legislative, rules and policy changes upon clients and program operations
- Train and advise program staff

ADMINISTRATIVE ASSISTANT II – DIVISION OF MEDICAL SERVICES, SD DEPARTMENT OF SOCIAL SERVICES
1999 - 2000

- Manage database of medical providers
- Manage Quality Assurance effort for the Division
- Worked extensively with the Medicaid Managed Care program
- Provided training and technical assistance to medical providers, program staff and Medicaid recipients

Education

BACHELOR OF SCIENCE – SOUTH DAKOTA STATE UNIVERSITY, BROOKING SD
1985 – 1989

Skills Summary

- Project Management
- Proficient in Microsoft Office Suite
- Customer Service
- Lawson – State Personnel System
- Professional Presentations

Deborah A. Lancaster

(b)(6)

Professional Experience:

1998 – Present: State of South Dakota – Bureau of Information and Telecommunications
Agency Integration Specialist – Point of Contact for the Department of Education

- I serve as the first point of contact (internal consultant) between the Department of Education (DOE) and the Bureau of Information and Telecommunications (BIT). This covers all areas within the BIT organization: database, networks, hardware, software, etc.
- Assist DOE with the transition to new processes and IT technologies.
- Provide assistance in reviewing and acquiring vendor products.
- Provide assistance when needed to DOE in meeting all federal reporting requirements.
- My team provides support to Department of Education by designing, developing and providing end user/software support for these applications. Most of the applications are also used by South Dakota School Districts and/or the general public.
    - State Certification System for teachers, administrators, etc.
    - University Certification Officer's System
    - Personnel Record Form Tracking System
    - Financial Reporting System
    - Extraordinary Cost Fund System
    - Safe Drug Gun Free System
    - Training Tracker System
    - State Performance Plan Indicator 14 System
    - Birth to Three Connections System
    - SD EDWeb System
    - Scientifically Based Research System
    - Statewide Team-Led Alternate Assessment and Reporting System
    - Perkins Accountability System
    - Post Secondary Perkins Accountability System
    - Migrant System
    - Child and Adult Nutrition System
    - School Commodity System
    - Teacher 411 website

1996-1998: High Plains Publisher
Computer Systems Supervisor

- Defined and implemented upgrade requirements for the Harris Newspaper Publishing software and hardware utilized for a major agricultural publishing company.
- Performed routine Data Base maintenance and all software upgrades for the Harris System.
- Performed the duties of an assistant administrator for the AS/400 which maintained the Accounting, Circulation, Payroll and Commission software.
- Assisted in designing and developing the Newspaper's Internet home page.

1984 – 1996: Houston Lighting and Power Company – South Texas Nuclear Plant Project
Applications Technical Lead

- Team Leader of the Health Physics System for the IMPACT project.
- The IMPACT Project was an eighteen month, multi-million dollar project that involved rewriting all of the business applications which resided on PRIME, IBM computers and LAN based software into an Oracle environment.
- As the team leader, I was responsible for the design and development of the Health Physics application. The team consisted of 10 consultants, a HL&P programmer and myself. My duties

included system design and Oracle*Forms generation using CASE 5.1, providing specifications to team members, data conversion, data base administration, testing of all Forms, Reports, Procedures, Packages, Data Base triggers, interfacing with Software Quality Assurance and Training groups, constant interaction with customers, and providing technical assistance after implementation. The Health Physics application included Symmetric replication onto a RISC 590 platform, forms with calls to Nuclear Regulatory Commission (NRC).

Sr. Programmer Analyst

- Team Leader of the conversion effort of the Health Physics Functional Database to the Indus Passport Health Physics Total Exposure Module. In this role, I was responsible for interfacing with the Health Physics and Metrology Laboratory groups on all software and hardware issues.
- Additional responsibilities included continued application and end user support for the Health Physics System. Enhancements to the system included those required by the Nuclear Regulatory Commission (NRC).

Programmer Analyst

- Designed and programmed the Health Physics System which included an interface to an Alnor PC database. In addition I performed Software Quality Assurance (SQA), developed user documentation and provided site training for the Health Physics System. Provided programming support for the Training Records and Documentation System, Plant Access and Authorization System, Plant Status System and the Personnel System.

1983 – 1984: Kansas Gas & Electric – Wolf Creek Nuclear Project
Programmer

- Performed verification, maintenance, tracking documentation, reports, updates, reloads and releases on the Balance of Plant (BOP) and ERFIS Computer Systems.

Education:

1983 BS – Information Systems, Emporia State University, Emporia KS
1983 BS – Marketing, Emporia State University, Emporia KS

Marcus A. Bevier

(b)(6)

Objective

Education Management Analyst position allowing for demonstration of impeccable research skills, public service, communication, and professional level writing proven by 7 years of academic and professional work.

Profile

Motivated, personable researcher with proven record of high achievment. Quickly master computer programs and other technical skills associated with positions. Treat professionals and non-professionals in an urbane manner, and diplomatic in all relations. Accustomed to handling time sensitive and high pressure situations where efficiency and quality are paramount. Demonstrated history of excellence in writing, organizational dependability and loyalty.

Flexible and versatile – able to maintain a sense of calm in all situations. Demonstrated competency in public policy, administration, and economics. Works well in team settings.

Skills Summary

- Staff Management
- Report Preparation
- Professional Writing
- Computer Expertise
- Knowledge of Public Policy and Education
- Strong Research Abilitiy
- Proven Leader
- Expertise in Data Governance
- Professional Presentations

Professional Experience

RESEARCH: PRESENTATIONS AND COMMUNICATION

- Prepare complex analytical research for presentation at various conferences
- Teach undergraduate students to conduct high end coding for professional projects
- Deliver professional presentations at academic conferences (Midwest Politcal Science Association)
- Write sound and efficient policy
- Write technical material that is clear and succinct
- Communicate technical language to lay people who may not understand.
- Rewarded for excellence in research and classroom performance (Founders Forum Fellowship)

PUBLIC SERVICE AND LEADERSHIP

- Oversee data governance and longitudinal data systems
  - Led an efficient and dependable team built on a culture of trust
  - Established an open policy on issues relating to the organization
  - Employed conflict resolution techniques to dissolve potential disputes
  - Used data management expertise to inform policy surrounding data use
- Develop and implement strategic plan for projects
  - Made employees aware of upcoming developments in terms of longitudinal data projects
  - Charged with developing governance structure within the organization
  - Implemented policy and rules to establish data consistency in program offices
  - Worked through complex issues regarding data coding procedures
- Policy and procedural recommendations to upper level management
  - Focused research on institutional best practices as relevant
  - Developed policy surrounding organizational inefficiences
  - Kept all parties aware of concerns relating to the organization

DETAIL MASTERY & ORGANIZATION

- DATA AND LITERATURE COLLECTION:
  - Maintained sound and functional databases
  - Focused on organizing literature in a manner that was easily accessible to all Research Assistants
  - Helped schedule meetings with and supervised Research Assistants
  - Compliance with all ethical academic standards relating to empirical research and plagiarism.

Marcus A. Bevier

Employment History

GOVERNMENT RESEARCH BUREAU – Vermillion, SD; Eastern South Dakota
Research Assistant, 2006 to 2008

UNIVERSITY OF SOUTH DAKOTA – Vermillion, SD

Research and Teacher Assistant, August, 2007 to January, 2008

BLACK HILLS SPECIAL SERVICES – Belle Fourche, SD

Mentor and Instructor, January, 2009 to August, 2010

ADDICTION FAMILY RESOURCES – Belle Fourche, SD
Chemical Dependency Technician, March, 2010 to September, 2010

SOUTH DAKOTA DEPARTMENT OF EDUCATION – Pierre, SD

LDS – Management Analyst, October, 2010 to Present

Education

THE UNIVERSITY OF SOUTH DAKOTA – Vermillion, SD
Master of Arts Degree in Political Science August 2010 GPA: 3.80/4.0
(Two-year advanced degree requiring 12-15 credit hours per semester.)

THE UNIVERSITY OF SOUTH DAKOTA – Vermillion, SD
Bachelor of Arts Degree in Political Science May 2006 GPA: 3.4/4.0

Laura Ellenbecker
(b)(6)

Experience

Management Analyst
September 2007-Present
South Dakota Department of Education, Pierre, SD

- Developed, implemented and for the last 4 years have carried out the December 1 Special Education Child Count process for the State.
- Fulfill student data requests for internal and external customers, mainly in the areas of special education, assessments and English Language Learners.
- Provide assessment pre-id label files to our testing vendors prior to yearly testing
- Work with the testing vendors to receive test results, "clean" the data files and see that the results get input properly into the Student Information Management System (Infinite Campus)
- Work with Infinite Campus on various issues related to student data
- Provide training and support for Infinite Campus data entry issues to the State's school districts
- Assist with AYP, EdFacts and various other data collections throughout the year

Revenue Agent
May 1999-September 2007
South Dakota Department of Revenue, Pierre, SD

- Reviewed and approved new applications for sales tax and motor fuel tax licenses for new businesses in the State
- Conducted reviews and audits of existing businesses to verify compliance with state laws
- Provided assistance to taxpayers around the state regarding collecting, filing and paying state sales and motor fuel taxes

Customer Service Representative
August 1996-May 1999
Yellow Freight Company, Sioux Falls, SD

- Provided shipping and tracking information to customers in the United State and Canada for one of the Nation's largest trucking companies
- Consistently received 100+ calls per day

Student Loan Representative
June 1995-August 1996
Wells Fargo Bank, Sioux Falls, SD

- Processed student loan applications from around the country

Student Loan Representative
May 1991-June 1995
Education Assistance Corporation, Aberdeen, SD

- Reviewed and processed Federal Student Loan applications
- Verified compliance with all Federal Laws pertaining to student loans

Education

University of New Mexico, Albuquerque, NM
1987-1990

- Bachelor of Science, Geography
- Minor in Business Management

University of California Los Angeles (UCLA), Los Angeles, CA
1986-1987

- Pre-Medicine major

(b)(6)

References

References are available on request.

Your Name
Address, phone, fax, email

THOMAS H. MORTH
(b)(6)

Summary of Qualifications:

Accumulation of a broad spectrum of knowledge and experience in the mathematical, scientific, and analytical fields. Proficient with numerous computer software packages, including Microsoft Office Suite and SAS. Additionally, I have the ability, honed by my teaching experience and involvement with Toastmasters International, to clearly communicate the outcomes of my work in an understandable manner. I can communicate with both computers and people.

Professional History:

2009-Present	South Dakota Department of Education; Pierre, SD Management Analyst – Responsible for numerous items that include, but are not limited to: data analysis, data requests, basic statistics, data matching, NCLB reports and analysis.
2008-2009	North Dakota Public Employees Association, Bismarck Volunteer Recruitment Coordinator – Political and campaign issue involvement.
2006-2008	North Dakota Department of Human Services; Bismarck ND Research Analyst – Responsible for Economic Assistance program analysis and reporting.
1998-2006	Job Service North Dakota – FINDET Program; Bismarck, ND Research Analyst - Involved in all aspects of the State's interagency data-matching program.
1992-1998	North Dakota Department of Public Instruction; Bismarck, ND Research Analyst – Manager of Fall Data Collection – SAS programming and analysis.
1988-1992	North Dakota State Health Department; Bismarck, ND Environmental Scientist – Radiation Control Program.
1988	Asset Management Group; Fargo, ND Interviewer and enroller for Section 125 (Flexcomp) benefits plan to public employees.
1986-1988	Moorhead Public Schools; Moorhead, MN Substitute Teacher – Secondary Education level.
1986-1987	University of Minnesota – Department of Epidemiology; Minneapolis, MN Field Interviewer – Medical Research (MHHP) Project.
1987	Charles Ambuehl Agency; Moorhead, MN Tax Preparer – Business and Individual clients.
1976-1985	The Pioneer Mutual Life Insurance Company; Fargo, ND. Actuarial Assistant – Involved with actuarial applications, life and health insurance.

Education and Competencies:

Bachelor of Science Degree, Moorhead State University, Moorhead, MN- Mathematics Education – 1986
Bachelor of Science Degree, North Dakota State University, Fargo, ND – Mathematics and Chemistry – 1975
Society of Actuaries – completed examinations 1 and 2
Fellow, Life Management Institute (FLMI) – Life Office Management Association
Advanced Toastmaster–Silver (ATM-S) designation – Toastmasters International
Columnist – Bismarck Tribune – 1997-2007
North Dakota Public Employees Association – Employee of the Year recipient 2007

References:

Will be furnished upon request.

Kim Carlson
(b)(6)

CAREER OBJECTIVES: To secure a challenging position where my experience will make an important contribution to the goals of your organization and the advancement of my career.

EDUCATION:

Dakota State University
Madison, SD 57042
BBA in Management for Information Systems and Management
Graduated: May 2002

Freeman Public High School
Freeman, SD 57029
Graduated: May 1998

WORK EXPERIENCE:

South Dakota Department of Education Office of Finance and Management, Pierre, SD

- Employed as a Management Analyst from July 2009 to Current
- Responsibilities include being the ED*Facts* and non-fiscal CCD Coordinators.
- ED*Facts* and CCD Coordinator duties include: submitting data in a specified format, working with numerous data stewards on gathering data to submit, analyzing data with ACCESS, EXCEL, and answering questions about the data after it has been submitted to US Department of Education.

South Dakota Department of Health Office of Data, Statistics, and Vital Records, Pierre, SD

- Employed as a Policy Analyst from August 2004 to July 2009
- Responsibilities include: Administrating and designing surveys, designing surveys with on-line survey tools and Adobe Professional, designing ACCESS databases for data entry purposes, analyze the data using either SPSS, ACCESS, or EXCEL, and filling data requests. This position required me to use ACCESS, EXCEL, WORD, ARC MAP, and SPSS software.

South Dakota Department of Health Office of Data, Statistics, and Vital Records, Pierre, SD

- Employed as a Statistician from November 2002 to August 2004
- Responsibilities include: Gathering data, analyzing data, and writing reports.

ACHIEVEMENTS:

Member of Delta Mu Delta Spring 2002
Member of General Statistics Permanent Standing Task Force under the Education Information Management Advisory Consortium (EIMAC) from January 2010 to Current

- This committee serves as a sounding board to US Department of Education on issues related to data collection.

Carla Leingang
Management Analyst – Data Management, South Dakota Department of Education
(b)(6)

Education

Bachelor of Science 1983 - 1987
West Texas State University, Canyon, Texas

Professional Experience

Management Analyst – Data Management May 2008 – Present
South Dakota Department of Education

- Manage Personnel Record Form (PRF) Database
  - Responsible for coordinating enhancements and updates to the database
  - Responsible for testing all updates to the system to ensure it is working correctly
  - Develop PRF Training Manual for district use
  - Run Highly Qualified Reports for the State Report Card
  - Complete data requests
- Coordination of EDEN data

Assessment Specialist– Office of Curriculum, Technology and Assessment 2007 – 2008
South Dakota Department of Education

- Responsible for South Dakota Writing Assessment
- Assist with Dakota STEP (statewide) Assessment and submission of documents for Peer Review
- Manage statewide utilization of Achievement Series
- Developed End of Course Exam Program
  - Assisted with development of End of Course Assessments
  - Developed process for administering exams
  - Developed End of Course Training Manual and website
  - Assisted districts to schedule and administer exams

Program Specialist II – Division of Adult Services & Aging 1991– 2007
South Dakota Department of Social Services

- Developed statewide database (SAMS) for services provided through the Administration on Aging, Title 19 Home and Community Based Waiver Program and State Programs for the Elderly
- Trained and advised all staff and providers on how to use SAMS
- Developed South Dakota Caregiver Program
- Managed contracts for South Dakota Adult Day Service Programs
- Responsible for development of State Plan on Aging and submitting Federal Reports to the Administration on Aging

Teresa Jung
(b)(6)

Objective: Seeking a position in policy and data analysis.

QUALIFICATIONS

- Excellent written and oral communication skills
- Exercises critical thinking on complex policy issues
- Expertise with Student Information Systems (SIS)
- Possesses the ability to produce reports from complex data
- Impeccable training for Local Education Agencies
- Intermediate in Microsoft Office: Excel, Word, Power Point
- Proficient in MS Access
- Experience with contracts and negotiation

WORK EXPERIENCE & ACHIEVEMENTS

Data/Policy Analyst 2007 to Present
South Dakota Department of Education

- Acted as Tier 1 help desk support for Local Education Agencies
- Trains district personnel on proper data use and entry
- Assists with reporting and calculation of Adequate Yearly Progress
- Assists with data cleansing related to State Aid and County Apportionment

Athletic Director 2004-2007
McIntosh School District

- Coordinated contracts with personnel
- Organized transportation for students
- General administration of all athletics

Administrative Assistant 1989 to 2007
McIntosh School District

- Worked extensively with student data
- Completed task orders from District Administration
- Assigned various projects for completion

EDUCATION

Northern State University 1980-82
- General Studies

McIntosh High School 1977-1980
- General Coursework

(b)(6)

Kamal S. Kumar

SUMMARY OF EXPERIENCE

A decisive leader and IT reformer, with more than 27 years of professional success in the information technology field, for Fortune 500 firms, and large public educational organizations. With broad functional expertise in; executive management, strategic planning, project management, data management, and decision support. Has demonstrated success in; controlling costs, managing multi-million dollar projects, organizing project teams, identifying organization inefficiencies, consolidating redundant systems/functions, and building highly productive IT teams.

SELECTED ACCOMPLISHMENTS

NYC-PS Data Warehouse. Recruited and assembled a team (internal employees and external consultants) and led the design and development of the first Data Warehouse for the New York City Public School system. It has served as a model for other large school systems across the country, and has seen tremendous growth and usage over the years.

NYC's Educational Decision Support System. Directed the project team through the design, development and implementation of a highly successful Decision Support System (DSS), one of the first of its kind in public education. Over a six-month period of time, assembled a team to evaluate software options, finalized requirements, designed & prototyped a system, developed system and released it for production use. Adoption and usage has been tremendous with Principals using it as a resources to manage their schools and communicate (progress) with parents, teachers and the community. The DSS reports are used for decision-making, funding requests, grant applications, and general presentations.

Project Manager of the Louisiana DOE State Longitudinal Data System (SLDS). Selected the proposal team and led the proposal development team to win the Louisiana DOE RFP for an LDS. Currently managing the project, and providing technical knowledge transfer to the DOE staff, as we build the various processes to manage the ETL and Reporting. This is an 18-month project which started in April of 2010. The project is progressing as planned, and on schedule to pilot in the first quarter of 2011.

Kent Intermediate School District Data Warehouse, Project Director/Manager. Oversaw the design and development of the entire data warehouse project. Designed the user training program, and entire training plan, which included systems administrators, power users and support personnel.

Detroit Public Schools Data Warehouse, Project Manager. Oversaw and accelerated the development of the Detroit Public Schools (DPS) data warehouse project, and was able to complete the initial release within the first 8 months.

Managed the NYC SIS (Student Information System). Managed the requirements, design, development, production and support of the NYC-PS SIS; ATS. Implemented processes and

systemic changes to improve the; quality of the data (both accuracy and reliability), the availability of the system, accessibility, integration, performance, concurrent user capacity and reporting capability. Built a phenomenal team of technology architects, developers, trainers and support/helpdesk staff, to build, grow and maintain the best SIS in the world.

Managed the Wyoming State FUSION Portal Project. Managed the development team for the implementation of the Wyoming Department of Education FUSION portal project, using SharePoint services.

Reformed IT Systems Practices. Ended the age-old practice of building standalone systems in the NYC-PSS, by merging numerous systems into the primary applications. The SIS alone absorbed over 24 smaller standalone systems, reducing human and financial resource considerably, and increasing data quality and integration with other NYC-PS data.

CAREER SUMMARY

Otis Educational Systems 2011 to present

Chief Customer Advocate – Responsible for customer satisfaction with our solutions and services.

- Manage data management projects, including data warehouse initiatives, to keep them on track and within budget.
- Identify the best companies to partner with to meet our client's needs.
- Help identify resources to assist with our various data warehouse project.

CELT Corporation 2002 – 2005 & 2009 – 2010

Executive Vice President – Responsible for the overall strategy and business unit related to Decision Support and Data Warehousing within the company. Helped identify and manage partners, projects, people and budgets.

Teacher-Student Data Link (TSDL) – State Team Leader – Managed the Gates Foundation TSDL Project in the State of Louisiana, to efficiently and effectively identify teachers and the students they serve. Additionally, helped define the rules and processes which are now part of the Teacher-Student Data Link.

K12Ed.com, CIO/Director: 2005 to present

Educational (K-12) data management firm, specializing in the use of data to improve student performance.

- Oversee the design, development and implementation of data warehouses in the public education arena, States and Districts.
- Worked with numerous SEA's and LEA's to help them with their data governance and data management processes to improve data quality.

- Helped large school districts with their SIS implementations to get reliable and accurate data while establishing data management processes.
- Developed plans for the submission of EDEN/EDFacts (federal) data to get the SEA compliant with their federal data reporting.

New York City – Public Schools, 1993 to 2002 (Held positions of increasing responsibility within the Division of Instructional and Information Technology):

- **Senior Director**, 2000 to 2002. Oversaw all application development, including requirements, planning, design, development, testing, system implementation and support. Directed 2nd level User support and training. Managed a staff of 250 and a $25M budget (non-payroll). Consolidated systems and reduced consulting services to save money and jobs. Saved the organization more than $2M annually.
- **Director**, 1997 to 2000. Directed all aspects of application development, 2nd level User support and training for the Student Systems unit. Managed budgets up to $18M and a staff of 180 employees and consultants.
- **Manager**, 1996 to 1997. Led the Application Development group for the district's Student Information System (SIS).
- **Consultant Programmer**, 1993 to 1996. Served as Project Lead / Supervisor in the Application Development group. Performed coding on the organization's primary system.

Senior Analyst / Assistant Project Director, CMS (formerly Health Care Finance Administration), a sector within the Department of Health and Human Services, 1991 to 1993. Directed a team of 10 developers in designing, developing and implementing a Medicaid and Medicare compliance system. The project was completed on time and under budget.

Consultant, New York City Board of Education, 1989 to 1991. Led a team of developers in the citywide implementation of a new enterprise system.

EARLIER CAREER HISTORY

Began my career with **AT&T** (1983 to 1989), in their Information Management Division. Started as a programmer on the mainframe, and eventually went on to lead project teams that won the prestigious Eagle Award from the Marketing department.

EDUCATION

B.S.E.E., University of Toledo, 1982. Started coursework towards my MBA at the University of Findlay.

Dr. Julie Mathiesen

Director, Technology and Innovation in Education

(b)(6)

Education

Ed.D Educational Technology *Pepperdine University* Educational Technology, Graduate School of Education and Psychology	2003-2008
Master of Science *Black Hills State University* Curriculum and Instruction	1998-2000
Bachelor of Science *Black Hills State University* 1995 B.S. Ed. Summa Cum Laude, BHSU, Spearfish, SD 1994 B.S. Biology, Summa Cum Laude, Spearfish, SD	 1995 1994

Professional Experience

Director
2008-present

Technology and Innovation in Education

- Interpret the vision of the organization in order to build the capacity of all stakeholders of the educational community, both internally and externally.
- Provide and create opportunities for positive and continued growth for professional improvement and increased excellence.
- Develop programs that serve the mission of the organization and increase technology capacity to operate productively and responsibly in a networked global society.
- Reflect the values of the organization to ensure integrity, accountability and responsibility.

Education Technology Specialist
2005-2008

Technology and Innovation in Education

- Engaged educators in technology related professional development
- Conduct keynote sessions about 21st Century skills and new student learning habits
- Assisted schools with software and technologies to support formative assessment and curriculum management.

Graduate Assistant
2003-2005

Pepperdine University, Graduate School of Education and Psychology

- Coordinate community building activities for educational technology doctoral students
- Provide support to Educational Technology program director

High School Educator
1995-2003

Meade School District, Sturgis High School

- Efficiently coordinated student learning and curriculum needs
- Effectively managed time, resources and a variety of personalities
- Conducted staff development sessions in use of Gradequick, Powerpoint, Webpage development and student portfolios
- Subjects taught include Art1, Graphic Art, Advanced Fine Arts, Airbrush, 3-D Design, Photography,

Biology II (Human Anatomy & Physiology), Introductory Bio/Chem

Accreditation Review Team Fall 2003
Sinte Gleska University
- Evaluated and assessed the art teacher preparation program at SGU
- Applied my knowledge of art, education and curriculum to the review process
- This review was coordinated through the State DOE, Pierre, SD

Adjunct Faculty Spring 2003
Black Hills State University
- Designed and delivered a new course titled "Art & Technology"

Arts Education Institute Instructor *Summer 2000*
Black Hills State University
- Facilitated airbrush workshop for teachers, BHSU Summer Institute of the Arts
- Workshop participants were evaluated and received graduate credit for their efforts

Professional Presentations

American Association of School Administrators, Summer Leadership Institute July 2010
Maximizing the Impact of Technology

National Educational Computing Conference (NECC) June 2008
aMap to aMazing: infuse your curriculum maps with technology

Curriculum Mapping Institute July 2008
Leading Curriculum Mapping with Web 2.0 Technologies

TIE Conference Spring 2007
Featured Speaker: Student 2.0: New Technologies, New Opportunities for 21st Century Learning

Business Leadership Conference Fall 2006
Keynote: The New Learning Environment
Western Dakota Tech – Corporate Education Center

SD Science Teachers Association/ Winter 2006
Formative Assessment Technologies
SD Council of Teachers of Mathematics Joint Professional Development Conference

NAEA conference Spring 2001
Presenter National Art Education Association Conference in New York, NY

Community Service

South Dakota State Board of Education 2011-present
Past Board member, Rapid City Area Arts Council 2005-2007
Sturgis Area Arts Council, past-president and vice-president 2003
Featured community sculpture artist for Deer, Dough and VanGogh project
Mayoral Appointee to Community Cultural Planning Committee

- *April 2003 -- Bush Leadership Fellowship,* This prestigious fellowship has allowed me to attend Pepperdine and fully engage in my studies.

Lennie Symes

(b)(6)

Work Experience

Technology & Innovations in Education (TIE Office) **Rapid City, SD** **2003-Present**

Education Technology Specialist. Responsible for planning and developing a variety of technology integration and data services for school districts across South Dakota and surrounding region. Developed extensive growth model data tools to assist schools with implementation of *No Child Left Behind* legislation. Developed growth models for South Dakota's Incentive Plus federal grant implementation to determine teacher incentives. South Dakota's experimental growth model for application to the federal Department of Education. Analyzed statewide test data for educational trends to assist state decision-making. Co-evaluator for state-sponsored Classroom Connections One-to-One laptop initiative and Watertown School District. Co-coordinator for membership services and offerings for 180+ school districts. Presenter for various technology conferences and workshops throughout South Dakota, Wyoming, and Minnesota.

Rapid City Area Schools **Rapid City, SD** **1999-2003**

IT Director. Responsible for district technology planning, budget, program supervision, purchasing, and support. Responsible for nearly $3M of general fund and capital outlay budgets. Oversight of the Network, Administrative, and Instructional branches of the technology department. Responsible for district technology planning to increase technology access for teachers/students and to improve efficiency of administrative tasks. Implemented network expansion of Internet-connected computers from 150 to 4500 for nearly 30 sites. Expanded fiscal/HR services and Student Information Management (SIM) services to include online attendance, grading, online registration, food service, and interactive parent access to daily school information. Implemented web services for district, school information, including parent access and library catalog services. Established district security practices via improved technology, policy, and user education. Oversight for regional implementation of state TTL training program for 2 years. Served on state SIM evaluation team.

Huron School District **Huron, SD** **1994-1999**

Director of Technology. Responsible for district technology planning, purchasing, inservice, and support. Facilitator for district implementation of TEC-RAM, a federal Challenge Grant, including staff development on hypermedia, web page publishing, and video production. Implemented a district WAN for Internet/network connectivity to all classrooms, Windows and Macintosh, 2 years prior to Wiring the Schools project. Webmaster for district web sites. Instructor for Governor's TTL academy at DSU 2 years. Facilitator for district technology committee and Modernization Project. Presenter at TIE and TEC-RAM Summer Academy.

Bainbridge Island School District **Bainbridge Island, WA** **1993-1994**

Educational Technology Specialist. Implemented a district multi-platform wide area network and E-mail system. Installed Novell 4.x file servers, WordPerfect Office e-mail/scheduling software, Macintosh and IBM workstations for all staff.

Educational Technology Center, Olympic ESD 114 **Bremerton, WA** **1989-1993**

Educational Technology Coordinator of a regional technology center. Responsible for instructing and coordinating technology inservice for 15 school districts.

Education Technology Consultant **Seattle, WA** **1988-1989**

Implemented technology integration and teacher training for Schools for the 21st Century grant recipient in Issaquah School District.

Technology In Education Office (TIE) **Rapid City, SD** **1987-1988**

Education Specialist. Developed and conducted technology inservice across state for elementary, secondary, special education teachers and administrators.

Rapid City Area Schools **Rapid City, SD** **1982-1987**

Elementary Computer Coordinator. Instructed K-6 classroom curriculum using computers through model teaching; program designed to train staff and students simultaneously. Performed extensive research on effective software to implement technology into curriculum. Served on district's language textbook adoption committee. Fourth and fifth grade teacher. Chairman of district committee to develop elementary computer curriculum to enhance K-6 classroom.

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Sunset Hill Elementary **Plymouth, MN** **1981-1982**
Fifth grade teacher.

Skills

Technology Skills

Operating Systems

- Experience with Macintosh computers since 1986, including desktop publishing, hypermedia, digital video editing, and web page design. Integrated Macs with PCs in AppleShare, Novell, and Win NT environments.
- Experience with DOS, Windows 3.1, 95/98, & NT since 1989, including desktop publishing, hypermedia, and web page design.

Networks

- Experience with installing and maintaining Windows NT server 4.0. Experience with installing and maintaining Appleshare web server. Some experience maintaining Linux servers.
- Extensive experience establishing Internet connectivity to Macintosh and Windows computers via district WAN, including frame relay and cable modems.
- Experience with planning and implementing network infrastructure in existing and new buildings, with fiber and Cat. 5 cabling.

Training/Inservice Skills

Training Topics

- Teacher technology inservice experience since 1984. Topics include technology integration, hypermedia, web page creation, presentation software, writing and word processing, video editing, trends in educational technology, networks, Internet in the classroom, desktop publishing.

Training Models

- Extensive experience with a variety of inservice models including conference presentations and in-depth workshops, before & after school workshops, teacher-and-student-team release days, extended week- or month-long training, K-12 day-long hands-on classes.

Leadership Skills

- Responsible for planning and purchasing technology for classroom implementation and communication infrastructure on district level.
- Facilitator for TEC-RAM project to implement educational change. TTL instructor at DSU for 2 years. District technology committee facilitator. Modernization facilitator 1 year.
- Web master for district web sites, including development of the Internet Quickstart, a collection of hundreds of educationally applicable web sites.
- Initiated and coordinated curriculum development/technology projects, including the Oscar Howe Web Project.

Education

University of South Dakota **Extended Campus** **2005-Present**
Completing E.D.D. in Education Administration

Dakota State University **Online** **2003-2005**
Masters of Science in Information Systems, emphasis in database systems.

Augustana College **Sioux Falls** **1977-1981**
Bachelor of Arts Major: Elementary Education Minors: Special Educ., Psychology, Early Childhood
Honors: Cum Laude, Who's Who Among Students in American Universities and Colleges

Joseph L. Hauge

(b)(6)

EDUCATION

- 2008 Ed.D. Educational Administration/School District Superintendent
  University of South Dakota
  Dissertation: High School Principal and Counselor Perceptions
  Concerning Distance Education and the South Dakota Virtual High School

- 1990 M.Ed. Educational Administration/Secondary Principalship
  South Dakota State University

- 1985 B.S. Mathematics/Computer Science
  South Dakota State University

EXPERIENCE

- **Deputy Executive Director**, Black Hills Special Services Cooperative (BHSSC), Sturgis, South Dakota. Responsibilities include managing over 500 staff and a $30 million per year budget. Contracts are negotiated and secured with local school districts and state and Federal agencies. Website: http://www.bhssc.org. July 2007 – present.

- **South Dakota Teacher Incentive Fund Project Manager**, Technology and Innovation in Education (TIE), Rapid City, South Dakota. The South Dakota Teacher Incentive Fund is a five-year Federal grant that focuses on performance pay for teachers. Responsibilities include coordinating with the South Dakota Department of Education, managing personnel and budget, developing a value-added growth model, and making performance based payments to teachers. Website: http://doe.sd.gov/secretary/incentives_plus.asp. July 2007 – present.

- **Adjunct Faculty**, University of Sioux Falls, Sioux Falls, South Dakota. Responsibilities include teaching graduate courses for the Educational Specialist program. Courses are delivered using a hybrid delivery method of face-to-face instruction and online distance instruction. Website: http://www.usiouxfalls.edu. September 1996 – present.

- **EveryTeacher Assistant Director**, Technology and Innovation in Education (TIE), Rapid City, South Dakota. EveryTeacher was a three-year Federal Teacher Quality Enhancement Grant. Responsibilities included managing a $3 million per year budget, facilitating projects and meetings, managing and organizing personnel, and filing reports with the US Department of Education. The primary focus of this work was to promote and strengthen the number of highly qualified teachers in South Dakota. Website: http://www.everyteacher.tie.net.
  October 2003 – September 2006.

- **LOFTI Assistant Director**, Technology and Innovation in Education (TIE), Rapid City, South Dakota. LOFTI (Learning Organizations For Technology Integration) was a five-year Federal Technology Challenge Grant. Responsibilities included managing a $2 million per year budget, facilitating projects and meetings, managing and organizing personnel, and filing reports with the US Department of Education. The primary focus of this work was to articulate and promote effective technology integration into the teaching and learning process. Website: http://www.lofti.tie.net. October 1998 – September 2003.

- **Education/Technology Specialist**, Technology and Innovation in Education (TIE), Rapid City, South Dakota. Responsibilities included providing technology and school reform support to South Dakota teachers, administrators, and school districts. Duties included leading workshops and presentations for educators, facilitating technology planning and strategic planning at local school districts, and promoting the effective use of distance learning technologies. Website: http://www.tie.net. July 1990 – June 2007.

- **Secondary Math/Computer Teacher and Computer Coordinator**, Hamlin School District, Hayti, South Dakota. Responsibilities included teaching Algebra II, Geometry, Pascal Programming, and Advanced Math to grades 10-12. They also included evaluating and ordering computer software and hardware for grades K-12 and administering the Chapter II program. September 1987 – June 1990.

ORGANIZATIONAL MEMBERSHIPS

- Association for Supervision and Curriculum Development (ASCD)
- National Council of Teachers of Mathematics (NCTM)
- School Administrators of South Dakota (SASD)

BIE	Bureau of Indian Education
COTS	Commercial off the Shelf
CTE	Career and Technical Eduation
Dakota STEP	Dakota Student Test of Educational Development
DQC	Data Quality Campaign
EDGB	Education Data Governance Board
ESA	Education Service Agency (Intermediate Unit)
ETL	Extract, Transform, and Load
FERPA	Family Educational Rights and Privacy Act
HQT	Highly Qualified Teacher
LDS	Longitudingal Data System
LEA	Local Education Agency
PRF	Personnel Record Form
SD STARS	South Dakota Student Teacher Accountability Reporting System
SDBIT	South Dakota Bureau of Information and Telecommunications
SDBOR	South Dakota Board of Regents
SDDHS	South Dakota Department of Human Services
SDDLR	South Dakota Department of Labor and Regulation
SDDOE	South Dakota Department of Education
SDIF	South Dakota Incentive Fund
SEA	State Education Agency
SIMS	Student Information Management System
TIF	Teacher Incentive Fund
USDOE	United States Department of Education
VDS	Vertical Data Submission
YRBS	Youth at Risk Behavior Survey

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** 07_STARS Budget Narrative Final.pdf

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

Add Optional Budget Narrative

Tracking Number:GRANT11026057 Funding Opportunity Number:ED-GRANTS-092011-001 Received Date:2011-12-15T10:01:50-04:00

South Dakota Student Teacher Accountability Reporting System (SD STARS) Budget Summary												
Category		*Reported by Fiscal Year*					*Reported by Project Objectives*					
		Year 1	**Year 2**	**Year 3**	**Total**		**Obj 1**	**Obj 2**	**Obj 3**	**Obj 4**	**Obj 5**	**Obj 6**
Personnel		$78,396	$78,396	$78,396	$235,188		$39,198	$39,198	$39,198	$39,198	$39,198	$39,198
Benefits		$21,951	$21,951	$21,951	$65,853		$10,975	$10,975	$10,975	$10,975	$10,975	$10,975
Travel												
In-State Travel		$7,656	$7,656	$7,656	$22,968		$0	$0	$0	$0	$11,484	$11,484
Out-of-State Travel		$8,320	$8,320	$8,320	$24,960		$4,160	$4,160	$4,160	$4,160	$4,160	$4,160
Supplies /Materials		$6,000	$6,000	$6,000	$18,000		$3,000	$3,000	$3,000	$3,000	$3,000	$3,000
Equipment		$90,000	$0	$0	$90,000		$90,000	$0	$0	$0	$0	$0
Contractual												
Otis Educational Systems		$1,550,000	$450,000	$450,000	$2,450,000		$612,500	$612,500	$612,500	$612,500	$0	$0
Data Quality Training		$61,692	$20,564	$20,564	$102,820		$0	$0	$0	$0	$0	$102,820
Regional SD STARS Trainers		$450,000	$450,000	$450,000	$1,350,000		$0	$0	$0	$0	$200,000	$1,150,000
BIT Technical Support		$24,000	$24,000	$24,000	$72,000		$50,400	$0	$0	$0	$21,600	$0
Data Governance Consultant		$75,000	$75,000	$75,000	$225,000		$0	$0	$0	$0	$225,000	$0
Growth Model Consultant		$85,000	$85,000	$50,000	$220,000		$0	$44,000	$132,000	$44,000	$0	$0
Other		$0	$0	$0	$0		$0	$0	$0	$0	$0	$0
Indirect - 9.3%		$36,859	$36,446	$36,446	$109,751		$18,292	$18,292	$18,292	$18,292	$18,292	$18,292
Total		**$2,494,874**	**$1,263,333**	**$1,228,333**	**$4,986,540**		**$828,525**	**$732,125**	**$820,125**	**$732,125**	**$533,710**	**$1,339,930**

South Dakota Student Teacher Accountability Reporting System (SD STARS)
Budget Narrative

SD DOE believes that improvement in educational outcomes for South Dakota students is fully dependent on reliable data, information and evidence that would be generated by a new statewide, longitudinal data system. To meet the needs and opportunities identified the proposed **South Dakota Student Teacher Accountability Reporting System** (SD STARS) will accomplish the following objectives through its design, development and implementation. The highlighted areas correlate to specific deliverables of the project.

1. To customize and implement a **comprehensive K-12 commercial-off-the-shelf (COTS) longitudinal data system** capable of connecting existing data repositories, data editing and validation and expansion to all LEA's. Although the system will be initially developed as a warehouse for K-12 data, it will be designed with the capability to be expanded to include post-secondary and workforce data.
2. To develop and implement a robust and scalable **reporting and analysis module** that will inform and improve required reporting, policy making, educational improvement, access and transparency.
3. To design system expansions that respond to **LEA needs; link teachers and students; and reflect growth in student achievement** through various lenses.
4. To design, develop and implement system specifications that capture and analysis data to reflect **teacher and school leader effectiveness**.
5. To ensure effective, responsive and representative structure for data **governance and management**.
6. To provide **training for SD DOE and LEA end users** that will improve accurate data collection, data upload and relevant data reporting and analysis.

In order to achieve the 6 objectives of SD STARS, budget resources will be utilized as follows:

Personnel	**Year 1**	**Year 2**	**Year 3**	**Total**
Project Director (DOE)	**$0**	**$0**	**$0**	**$0**

Ms. Tamara Darnall will be 30% FTE as the Project Director. In her role as the Director of the Office and Finance and Management for the South Dakota Department of Education, she is in a position to make sure that this project is fully implemented for maximum success.

Project Manager (DOE)	**$39,321**	**$39,321**	**$39,321**	**$117,963**

Mr. Marcus Bevier will be 100% FTE as the Project Manager. Mr. Bevier will be responsible for day-to-day management of all project activities, including regular contact with all project stakeholders. He will report regularly to the Project Director.

Data Manager (DOE)	**$14,111**	**$14,111**	**$14,111**	**$42,333**

Ms. Judy Merriman will be 25% FTE as the Data Manager. Ms. Merriman also serves in the role of Administrator of Data Management for the Office of Finance and Management for the South Dakota Department of Education. She will be responsible for data quality as the expanded longitudinal data system is connected to existing databases.

Management Analyst (DOE)	**$17,567**	**$17,567**	**$17,567**	**$52,701**

Mr. Tom Morth and Ms. Laura Ellenbecker will each be 15% FTE and Ms. Carla Leingang will be 10% FTE as the Management Analyst for the project. They also serve in the role as

Management Analyst for the Office of Finance and Management for the South Dakota Department of Education. Their role in the project will be to successfully integrate data from the expanded system into the existing system.

Policy/Data Analyst (DOE) **$7,379** **$7,379** **$7,379** **$22,191**

Ms. Teri Jungvand Ms. Kim Carlson will each be 10% FTE as the Policy/Data Analyst for the project. They all work for the Office of Finance and Management for the South Dakota Department of Education. Their role will be to analyze policy as the new expanded data system is implemented.

South Dakota Department of Education personnel costs will be spread equally across all six objectives each of the 3 years of the SD STARS project.

Total Personnel **$78,396** **$78,396** **$78,396** **$235,188**

Personnel Costs by Year and Objective

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Total
Year 1	$13,066	$13,066	$13,066	$13,066	$13,066	$13,066	$78,396
Year 2	$13,066	$13,066	$13,066	$13,066	$13,066	$13,066	$78,396
Year 3	$13,066	$13,066	$13,066	$13,066	$13,066	$13,066	$78,396
Total	$39,198	$39,198	$39,198	$39,198	$39,198	$39,198	$235,188

Benefits

The fringe benefit package is computed as 28% of the total salary amount. The breakdown for the 28% includes: Social Security/Medicare-7.65%, Retirement-6%, Health/Dental Insurance-14%, and Worker's Comp/UI-.64%. The benefits pack is comparable to the fringe benefits offered by other organizations in the region. South Dakota Department of Education benefit costs will be spread equally across all six objectives each of the 3 years of the SD STARS project.

Total Benefits **$21,951** **$21,951** **$21,951** **$65,853**

Benefit Costs by Year and Objective

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Total
Year 1	$3,659	$3,659	$3,659	$3,659	$3,659	$3,659	$21,951
Year 2	$3,659	$3,659	$3,659	$3,659	$3,659	$3,659	$21,951
Year 3	$3,659	$3,659	$3,659	$3,659	$3,659	$3,659	$21,951
Total	$10,976	$10,976	$10,976	$10,976	$10,976	$10,976	$65,853

Travel

In-state

SD DOE staff will attend regional data governance meetings 4 times per year. All travel expenses will be paid at state rate which is currently at .37 per mile, $46.50 per night of lodging and $26 per day for meals.

Mileage (400 miles @ .37 x 6 staff x 4 trips)

$3,552 **$3,552** **$3,552** **$10,656**

Lodging (2 nights @ $46.50 x 6 staff x 4 trips)

$2,232 **$2,232** **$2,232** **$6,696**

Meals (3 days @ $26 per day x 6 staff x 4 trips)

	$1,872	**$1,872**	**$1,872**	**$5,616**

In-state travel costs, for SD DOE staff to attend regional data governance meetings, will be split between objective 5 and objective 6 each of the 3 years of the SD STARS project.

Total In-state Travel	**$7,656**	**$7,656**	**$7,656**	**$22,968**

Out-of-state

The Project Director and Project Manager will attend 2 project meetings in Washington, DC each year.

Airfare ($800 per flight x 2 people x 2 trips)

$3,200	**$3,200**	**$3,200**	**$9,600**

Lodging (4 nights @ $250 x 2 people x 2 trips)

$4,000	**$4,000**	**$4,000**	**$12,000**

Meals (5 days @ $36 per day x 2 people x 2 trips)

$720	**$720**	**$720**	**$2,160**

Other Expenses (taxi, luggage fees, etc.)

$400	**$400**	**$400**	**$1,200**

Out-of-state travel costs, for the Project Director and Manager to attend project meetings in Washington, DC, will be spread equally across all six objectives each of the 3 years of the SD STARS project.

Total Out-of-state Travel	**$8,320**	**$8,320**	**$8,320**	**$24,960**
Total Travel	**$15,976**	**$15,976**	**$15,976**	**$47,928**

Travel Costs by Year and Objective

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Total
Year 1	$1,387	$1,387	$1,387	$1,387	$5,214	$5,214	$15,976
Year 2	$1,387	$1,387	$1,387	$1,387	$5,214	$5,214	$15,976
Year 3	$1,387	$1,387	$1,387	$1,387	$5,214	$5,214	$15,976
Total	$4,161	$4,161	$4,161	$4,161	$15,642	$15,642	$47,928

Supplies/Materials

Resources have been budgeted for the provision of routine office supplies as well as duplication, postage, and other costs associated with the administration of the project and dissemination of materials to project participants and stakeholders. The budgeted amount supports space billings, computer, phone, and postage charges necessary maintain communication with partners and participants. The cost of supplies and materials are calculated at $500 per month. Supply and material costs will be spread equally across all six objectives each of the 3 years of the SD STARS project.

Total Supplies/Materials	**$6,000**	**$6,000**	**$6,000**	**$18,000**

Supplies/Material Costs by Year and Objective

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Total
Year 1	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$6,000
Year 2	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$6,000
Year 3	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$6,000

Total	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$18,000

Equipment

During the first year of the project, servers and software will be purchased to expand the capacity of the South Dakota DOE longitudinal data system. For the physical Data Warehouse, hardware requirements include a Quad Core Processor, 64 GB RAM, and 300 GB available disk space. Software requirements are Microsoft Windows Server 2008 Standard Edition and Microsoft SQL Server 2008 Enterprise Edition. For the Portal and Reporting server, hardware requirements include a Dual Core Processor, 4 GB RAM, and 100 GB available disk space. Software requirements are Microsoft Windows Server 2008 Standard Edition and Microsoft WQL Server 2008 Enterprise Edition with SQL Server Reporting Services. Equipment costs will be focused on objective 1 only during the first year of the SD STARS project.

Total Equipment	**$90,000**	**$0**	**$0**	**$90,000**

Equipment Costs by Year and Objective

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Total
Year 1	$90,000	$0	$0	$0	$0	$0	$90,000
Year 2	$0	$0	$0	$0	$0	$0	$0
Year 3	$0	$0	$0	$0	$0	$0	$0
Total	$90,000	$0	$0	$0	$0	$0	$90,000

Contractual

Otis Educational Systems

The vendor will work with the Bureau of Information and Technology (BIT) to expand the existing K-12 student longitudinal data system for the South Dakota Department of Education. The data system will be able to edit, validate and load the following data domains: student, teacher, course enrollment, assessment, and program participation. The system will also link teachers to students and specific course enrollments and provide the ability to calculate highly-qualified teacher (HQT) and annual yearly progress (AYP). The reporting capability will include the calculation for the value added growth model along with producing the EDEN/EDFacts extracts for the federal government. The expanded longitudinal data system will be installed during the first year of the project with ongoing support from the vendor.

The costs will be spread evenly across objectives 1, 2, 3 and 4.

Total Otis Educational Systems	**$1,550,000**	**$450,000**	**$450,000**	**$2,450,000**

Data Quality Training

The Regional SD STARS trainers and staff from the Department of Education will receive training on the new longitudinal data system. This quality training will help all key personnel in this project to be fully versed in this system so they can assist local school districts with implementation. Data quality is a high priority for this project, so highly trained staff are essential for the success of this project. Costs associated with data quality training are focused on objective 6 and the costs will be higher in the first year of the project and less in the second two years. During the second and third years a train the trainer model will be implemented so that data quality training can continue after the grant period ends.

Total Data Quality Training **$61,692** **$20,564** **$20,564** **$102,820**

Regional SD STARS Trainers

The state of South Dakota is divided into 6 Educational Services Agencies (ESAs). The South Dakota Department of Education established ESAs to serve as a mechanism to bring services closer to constituents. Each ESA will receive a subcontract to hire a full-time staff member to serve as the SD STARS trainer for their region of the state. These trainers will receive high quality professional development on the new longitudinal data system which will enable them to work with leaders in individual school districts to successfully implement the new data system. Each ESA will receive $75,000 per year to fund the SD STARS training position. Costs associated with the Regional SD STARS trainers will be focused 15% on objective 5 and 85% on objective 6 during all 3 years of the project. The Regional SD STARS trainers will play an important role in data governance by serving as the go-between the South Dakota Department of Education and local school districts.

Total Regional SD STARS Trainers $450,000 $450,000 $450,000 $1,350,000

BIT Technical Support

The Bureau of Information and Technology (BIT) serves most technology needs for the state of South Dakota, including the Department of Education. BIT will work with the longitudinal data system vendor to integrate the system successfully into the existing data system. BIT staff will work closely with vendor staff to make the integration of the upgraded data system successful. Costs associated with BIT technical support will be focused 70% on objective 1 and 30% on objective 5 during all 3 years of the project.

Total BIT Technical Support **$24,000** **$24,000** **$24,000** **$72,000**

Data Governance Consultant

Data quality is the top priority for the SD STARS project. One of the strategies used by the project to ensure data quality will be to hire a data governance consultant that will work with project staff to improve policies and practices related to data quality. SD STARS will only be as good as the data that is entered into the system. It will be important that state and local policies are in place to support data quality. The data governance consultant will work with trainers to make sure the professional development provided through the SD STARS project is high quality and supports data quality. The data governance consultant will be hired at the rate of $600 per day. Costs associated with the data governance consultant will be divided equally over all 3 years of the project and focused on objective 5.

Total Data Governance Consultant $75,000 $75,000 $75,000 $225,000

Growth Model Consultant

One of the important components of a complete longitudinal data system is the ability to calculate value-added growth for each student in South Dakota. The South Dakota Teacher Incentive Fund project has experience with a value-added growth model, which makes it possible to measure the amount of growth that occurs with a student over the course of a school year. Consultants involved with the South Dakota Teacher Incentive Fund project will be hired at $600 per day to work with SD STARS staff to integrate the value-added model calculations into the expanded longitudinal data system. Costs associated with the growth model consultant will be focused 20% each on objectives 2 and 4 and 60% on objective 3 with costs tapering off during

the last year of the project.

Total Growth Model Consultant	**$85,000**	**$85,000**	**$50,000**	**$220,000**
Total Contractual	**$2,245,692**	**$1,104,564**	**$1,069,564**	**$4,419,820**

Contractual Costs by Year and Objective

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Total
Year 1	$404,300	$404,500	$438,500	$404,500	$148,867	$445,025	$2,245,692
Year 2	$129,300	$129,500	$163,500	$129,500	$148,867	$403,897	$1,104,564
Year 3	$129,300	$122,500	$142,500	$122,500	$148,867	$403,897	$1,069,564
Total	$662,900	$656,500	$744,500	$656,500	$446,601	$1,252,819	$4,419,820

Total Direct Costs	**$2,458,015**	**$1,226,887**	**$1,191,887**	**$4,876,789**

Total Direct Costs by Year and Objective

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Total
Year 1	$513,412	$423,612	$457,612	$423,612	$171,806	$467,964	$2,458,015
Year 2	$148,412	$148,612	$182,612	$148,612	$171,806	$426,836	$1,226,887
Year 3	$148,412	$141,612	$161,612	$141,612	$171,806	$426,836	$1,191,887
Total	$810,235	$713,835	$801,835	$713,835	$515,417	$1,321,635	$4,876,789

Indirect at negotiated rate of 9.3% exclusive of all but first $25,000 of contracts	**$36,859**	**$36,446**	**$36,446**	**$109,751**
Total Costs	**$2,494,874**	**$1,263,333**	**$1,228,333**	**$4,986,540**

Total Costs by Year and Objective

	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Total
Year 1	$519,554	$429,755	$463,754	$429,754	$177,948	$474,109	$2,494,874
Year 2	$154,486	$154,685	$188,686	$154,685	$177,881	$432,910	$1,263,333
Year 3	$154,485	$147,685	$167,685	$147,686	$177,881	$432,911	$1,228,333
Total	$828,525	$732,125	$820,125	$732,125	$533,710	$1,339,930	$4,986,540

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

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

Name of Institution/Organization

South Dakota 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	78,396.00	78,396.00	78,396.00			235,188.00
2. Fringe Benefits	21,951.00	21,951.00	21,951.00			65,853.00
3. Travel	15,976.00	15,976.00	15,976.00			47,928.00
4. Equipment	90,000.00	0.00	0.00			90,000.00
5. Supplies	6,000.00	6,000.00	6,000.00			18,000.00
6. Contractual	2,245,692.00	1,104,564.00	1,069,564.00			4,419,820.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	2,458,015.00	1,226,887.00	1,191,887.00			4,876,789.00
10. Indirect Costs*	36,859.00	36,446.00	36,446.00			109,751.00
11. Training Stipends						
12. Total Costs (lines 9-11)	2,494,874.00	1,263,333.00	1,228,333.00			4,986,540.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2012 (mm/dd/yyyy)

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

The Indirect Cost Rate is 9.30 %.

(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 9.30 %.

Name of Institution/Organization	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.	
South Dakota Department of Education		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

Tracking Number:GRANT11026057 Funding Opportunity Number:ED-GRANTS-092011-001 Received Date:2011-12-15T10:01:50-04:00