

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
AUGUST 20, 2009**

TAB	DESCRIPTION	ACTION
1	COLLEGE OF SOUTHERN IDAHO ANNUAL REPORT	Informational Item
2	PRESIDENTS' COUNCIL REPORT	Informational Item
3	ACT – 50TH ANNIVERSARY RECOGNITION	Informational Item
4	BOARD OF EDUCATION BY-LAWS – 2ND READING	Motion to Approve
5	P-20 STATEWIDE LONGITUDINAL DATA SYSTEM GRANT PROPOSAL	Motion to Approve
6	STATE BOARD OF EDUCATION – STRATEGIC PLANNING	Informational Item

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2009**

SUBJECT

The College of Southern Idaho

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for CSI to provide a progress report on the institution's strategic plan and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Dr. Jerry Beck will provide a 15-minute overview of CSI's progress in carrying out the College's strategic plan.

IMPACT

CSI's strategic plan, based on its assigned role and mission from the State Board and supportive of the State Board's own strategic plan, drives the College's integrated planning, programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the Division of Financial Management and the Legislative Services Office.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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SUBJECT

Presidents' Council Report

BACKGROUND/ DISCUSSION

Dr. Dene Thomas, President of Lewis-Clark State College and current Chair of the Presidents' Council will give the bi-monthly report for the Presidents' Council.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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SUBJECT

50th Anniversary Recognition for ACT

BACKGROUND/DISCUSSION

Founded in 1959, ACT is celebrating 50 years of helping people achieve education and workplace success. The concept for the *American College Testing Program* emerged in the 1950s, and the organization itself was founded in 1959. In the late 1950s, large numbers of students were approaching college age and wanted to attend college. Financial aid to students was increasing, and most colleges desired increasing enrollments. It was in this environment that ACT's founders established *The American College Testing Program, Inc.*, now known as ACT. ACT's first testing program, the ACT Assessment, was designed to serve two purposes:

- to help students make better decisions about which colleges to attend and which programs to study ; and
- to provide information helpful to colleges both in the process of admitting students and in ensuring their success after enrollment

In late 1996, the company underwent a name change from American College Testing to ACT (pronounced "A - C - T"). ACT provides services to K-16 education and educational agencies and to business and industry.

BOARD ACTION

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SUBJECT

Idaho State Board of Education By-Laws Amendment – 2nd Reading

REFERENCE

February 2007

Board approved amendments to section J. Presidents' Council, aligning the by-laws with the current practice of the Presidents' Council.

October 2009

Board approved 1st reading of proposed amendments to by-laws.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education, Governing Policies and Procedures, By-Laws

BACKGROUND/DISCUSSION

The proposed amendments will bring the Board's by-laws into alignment with current operating procedures of the Board's standing committees, eliminate committee's that are no longer in operation, clarify the quorum requirements of the Board based on state statute and clean up language in a few miscellaneous sections.

Between the first and second reading there has been minor changes clarifying additional language based on Board member input.

IMPACT

These changes will bring the Board by-laws into alignment with current Board practice.

ATTACHMENTS

Attachment 1 – By-laws

page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

A motion to approve the second reading of the proposed amendments to the Idaho State Board of Education, Governing Policies and Procedures, By-Laws as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: BYLAWS**

December 2009

BYLAWS

A. Membership

The membership of the State Board of Education and Board of Regents of the University of Idaho is determined in accordance with the Constitution of the State of Idaho and by legislative enactment.

B. Office of the State Board of Education

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board is under the direction of an executive director responsible directly to the Board.

C. Powers and Duties

The State Board of Education and Board of Regents of the University of Idaho have all the powers and duties specified in the Constitution of the State of Idaho and the Idaho Code.

D. Meetings

1. The Board holds at least four (4) regular meetings annually. A quorum of the Board consists of a simple majority of the total membership of the Board. A quorum of the Board must be present for the Board to conduct any business.
2. The Board will maintain a 12-month running meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month running schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.
3. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.
4. All meetings of the Board are held at such place or places as may be determined by the Board.
5. All meetings of the Board are conducted and notice thereof provided in accordance with the Idaho "Open Meeting Law." An executive session (a closed

meeting) of the Board may be held upon a two thirds vote of a quorum of the Board for the purpose of considering (a) appointment of an employee or agent, (b) employee evaluation or termination or hearing of complaints and disciplinary action, (c) labor negotiations or acquisition of private real property, (d) records that are exempt from public inspection, (e) preliminary negotiations on matters of trade or commerce, or (f) matters of pending or probable litigation as advised by its legal representatives.

E. Rules of Order

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order Newly Revised* except that a Board action that conflicts with a previous action takes precedence.
2. With the exception of usual, short, parliamentary motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.
3. A record vote of the Board is taken in rotational order on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel.

F. Officers and Representatives

1. The officers of the Board include:
 - a. A president, a vice president, and a secretary, who are members of the Board.
 - b. An executive secretary, who is the state superintendent of public instruction.
2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.
3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.
4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.

G. Duties of Board Officers

1. Board President

The Board president:

- a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
- b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
- c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
- d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, agency and institution heads, and the executive director.
- e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
- f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
- g. Establishes screening and selection committees for all appointments of agency and institutional heads.
- h. Appoints Board members to all standing and interim committees of the Board.
- i. Establishes the Board agenda in consultation with the executive director.
- j. Serves as chief spokesperson for the Board and, with the executive director, carries out its policies between meetings.

2. Vice President

The vice president:

- a. Presides at meetings in the event of absence of the Board president.

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- b. Performs the Board president's duties in the event of the Board president's inability to do so.
- c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary

The secretary:

- a. Presides at meetings in the event of absence of the Board president and vice president.
- b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary

The state superintendent of public instruction, when acting as the executive secretary, is responsible for:

- a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho and the *Idaho Code* or established by the Board for all elementary and secondary school matters.
- b. Presenting to the Board recommendations concerning elementary and secondary school matters and the matters of the State Department of Education.

5. Executive Director

The executive director serves as the chief executive officer of the Board, as chief administrative officer of the statutory Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

H. Committees of the Board

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing or other committee may make recommendations to the Board, but may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, the College of Southern Idaho the College of Western Idaho, and North Idaho College are included in references to the “institutions;” and Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, the Division of Professional-Technical Education, and the State Department of Education, are included in references to the “agencies.”* An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

a. Purpose

The Planning, Policy and Governmental Affairs Committee is a ~~permanent~~ standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop and recommend to the Board future planning initiatives and goals. This committee shall also advise the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

b. Composition

The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and

* Definition provided for purposes of the Bylaws only. Recognizing the Board governance relationship varies with each of these entities, the intent in including representatives of each of the agencies and institutions as much as possible in the committee structure is to ensure proper and adequate representation, but is not intended to obligate or interfere with any other local boards or governing entities.

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spokesperson of the committee, and is staffed by the Board's Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form a working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit recommendations to the Board.

c. Responsibilities and Procedures

The Planning, Policy and Governmental Affairs Committee is responsible for making recommendations to the Board in the following general areas:

- (1) long range planning and coordination;
- (2) initial discussions and direction on strategic policy initiatives and goals;
- (3) legislative proposals and administrative rules for Board agencies and institutions;
- (4) coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
- (5) review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
- (6) reports and recommendations from the Presidents' Council and the Agency Heads' Council;
- (7) other matters as assigned by the Board.

At the direction of the Board President, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Policy and Government Affairs Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a **permanent** standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for making recommendations to the Board in the following general areas:

- (1) agency and institutional instruction, research and student affairs agenda items;
- (2) instruction, academic or professional-technical program approval;
- (3) instruction, academic or professional-technical program review, consolidation, modification, and discontinuance, and course offerings;
- (4) outreach, technology and distant learning impacting programs and their delivery;
- (5) long-range instruction, academic and professional-technical planning;
- (6) registration of out-of-state institutions offering programs or courses in Idaho;
- (7) continuing education, professional development, workforce training, programs for at-risk populations, career guidance;

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- (8) student organizations' activities and issues; and
- (9) other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a **permanent** standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee recommendations to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

- (1) agency and institutional financial agenda items;
- (2) coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
- (3) long-range fiscal planning;

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(4) fiscal analysis of the following:

- (a) new and expanded financial programs;
- (b) establishment, discontinuance or change in designation of administrative units;
- (c) consolidation, relocation, or discontinuance of programs;
- (d) new facilities and any major modifications to facilities which would result in changes in programs or program capacity; and

(5) other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

4. Audit Committee

a. Purpose

The Audit Committee is a ~~permanent~~ standing ~~advisory~~ committee of the Board, ~~and its members are appointed to assist the Board in fulfilling its fiscal oversight responsibilities.~~ The Audit Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit Committee members shall be appointed by the Board and shall consist of six or more members. Three members of the Committee shall be current Board members and three members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or

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agency under the governance of the Board. However, Audit Committee members who are Board members may be compensated for Board service. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of the Committee and financial affairs and the ability to exercise independent judgment, and at least one member of the Committee shall have current accounting or related financial management expertise in the following areas:

- (1) an understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
- (2) the ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
- (3) experience in preparing or auditing financial statements and;
- (4) an understanding of internal controls.

Appointments shall be for a three-year term. Terms will be staggered such that two members exit and two new members are added each year. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

c. Responsibilities and Procedures

It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institution's and agencies shall be ~~is~~ responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

- (1) Approve the appointment, establish the compensation, and evaluate and oversee the work of the independent auditors. The Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Committee and the auditor's "engagement letter" shall be addressed to the Committee and the President of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.
- (2) Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;

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- (3) Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.
- (4) Ensure the independent auditor Ppresents the financial statements to the Board and provides detail and summary reports as appropriate.
- (5) Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
- (6) Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;
- (7) Monitor the independence and performance of each organization's independent auditors and internal auditing departments;
- (8) Provide general guidance for developing risk assessment models for all institutions.
- (9) Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.
- 10) Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.
- ~~11) As a matter of independence, the Committee will not approve policy.~~

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

5. Executive Committee

a. Purpose

The Executive Committee is responsible for assisting the full Board in discharging its responsibilities with respect to the management of the business and affairs of the Board and the Board Office when it is impracticable for the full Board to meet and act, to consider matters concerning the Board that may arise from time to time, and to provide appropriate direction to the executive director on any of such matters.

b. Composition

The Executive Committee is composed of the current Board President, Vice President, and Secretary, and the immediate past Board President. The Board's Executive Director also shall serve on the Executive Committee. The current Board President serves as chairperson of the committee. In the event

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the past Board President is unable to serve on the Executive Committee, then the Board President may appoint another member of the Board to serve in the place of such former officer.

c. **Responsibilities and Procedures**

The Executive Committee shall have such duties, responsibilities, and authority as may be delegated from time to time to the Executive Committee by the Board, and in the intervals between meetings of the Board, the Executive Committee shall, in conjunction with the executive director, assist in directing the management of the business and affairs of the Board. However, the Executive Committee may not undertake any action that, pursuant to any applicable law, rule, or policy of the Board, must be performed by another committee of the Board, or which must be acted upon by the whole Board in public session. The Board's executive director, under the direction of the Board President, prepares the agenda for and schedules each meeting of the Executive Committee, which may be conducted telephonically. A written record is not kept of the committee's activities, but it shall be the responsibility of the executive director to promptly communicate to all Board members who are not members of the committee regarding information related to the committee's discussions and activities.

I. Committee Presentations

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection H above, with the exception of the Audit Committee.
2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall lead and facilitate discussion and presentations with regard to agenda items in the area of the committee's responsibility. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to lead and facilitate discussions and presentations in a particular area.

J. Presidents' Council

1. **Purpose**

The Presidents' Council convenes prior to each Board meeting to discuss and make recommendations, as necessary, on Board agenda items scheduled for Board consideration. The Presidents' Council may also choose or be directed by the Board to meet with the Agency Heads' Council for exchanges of information or to discuss projects of benefit to the entire system. The Presidents' Council

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reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

The Presidents' Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College; and the presidents of North Idaho College, the College of Western Idaho and the College of Southern Idaho, each of whom has one (1) vote. One (1) of the voting members shall serve as chair of the Council, with a new chair selected each academic year such that the chair will rotate among the respective members, such that no two community college presidents' will hold a term in consecutive years. The administrator of the Division of Professional-Technical Education and the Board's Executive Director shall be ex-officio members of the Council.

3. Duties of the Chair

The chair:

- a. presides at all Presidents' Council meetings with full power to discuss and vote on all matters before the Council;
- b. establishes the Presidents' Council agenda in consultation with the Executive Director; and
- c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

4. The Executive Director will communicate openly and in a timely manner with the Presidents' Council.

K. Agency Heads' Council

1. Purpose

The Agency Heads' Council convenes prior to each Board meeting to discuss and make recommendations, as necessary, on agenda items scheduled for Board consideration. The Agency Heads' Council may also choose or be directed by the Board to meet with the Presidents' Council for exchanges of information or to discuss projects of benefit to the entire system. The Agency Heads' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

The Agency Heads' Council is composed of the chief administrators of Idaho Educational Public Broadcasting System, the Division of Vocational

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Rehabilitation, and the Division of Professional-Technical Education; and representatives from the State Department of Education. The Board's Executive Director shall serve as chair of the Council.

3. Duties of the Chair

The chair:

- a. presides at all Agency Heads' Council meetings
- b. establishes the Council's agenda in consultation with the Council's members;
and
- c. maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

L. Adoption, Amendment, and Repeal of Bylaws

Bylaws may be adopted, amended, or repealed at any regular or special meeting of the Board by a majority vote of the Board, provided notice has been presented at the preceding meeting of the Board.

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SUBJECT

Statewide P-20 and Workforce Longitudinal Data System – Federal Grant

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education, Governing Policies and Procedures, By-Laws

BACKGROUND/DISCUSSION

Pursuant to accepting State Fiscal Stabilization Funds, Idaho agreed to education reform assurance. There are four assurances, the second of which states that "The State will establish a longitudinal data system that includes elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871 (e)(2)(D)). (*Improving Collection and Use of Data Assurance*)."

As part of the American Reinvestment and Recovery Act of 2009, the Institute of Education Sciences invited states to apply for grants to design, develop and implement statewide P-20 longitudinal data systems to capture student level data from preschool to high school, college, and career. The Office of the State Board of Education has completed the application process. Board staff collaborated with the State Department of Education, the eight public postsecondary institutions, the Division of Professional-Technical Education, and the Idaho Department of Labor to complete the grant application.

The purpose of grants under this program is to enable State Educational Agencies (SEAs) to create comprehensive P-20 systems that permit the generation and use of accurate and timely data, support analysis and informed decision-making at all levels of the education system; increase the efficiency with which data may be analyzed to support the continuous improvement of education services and outcomes; facilitate research to improve student academic achievement and close achievement gaps; support education accountability systems, and simplify the processes used by SEAs to make education data transparent through Federal and public reporting. The grants awarded will support the development and implementation of systems that have the capacity to link individual student data across time and across databases (i.e., are "interoperable"), including the matching of teachers to students, promote the linking of data collected or held by various institutions, agencies, and States, and protect student privacy consistent with applicable privacy protection laws.

In April of 2009 the State Board of Education was awarded a \$6 million Institute of Education Sciences, Statewide Longitudinal Data System grant to aid efforts currently underway by the State Department of Education for building a K-12 statewide longitudinal data warehouse. The State Department of Education is managing the efforts on that grant as they design and develop the K-12 Idaho System for Educational Excellence (ISEE).

The outcomes of this new grant will expand and blend a number of efforts currently underway to create the Idaho Longitudinal Education Analysis Data

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System (I-LEADS). The proposed project core is an integrated, statewide, dimensional P-20 and workforce data warehouse coupled to a reporting and analysis system. There are nine proposed outcomes as part of this grant application.

1. Establish policies and governance structure to support a P-20 and workforce data system
2. Integrate current statewide Education ID application into the public postsecondary systems
3. Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse, and reporting and analysis systems
4. Integrate Professional and Technical training information into I-LEADS
5. Deploy web services to facilitate the exchange of data across agencies and states
6. Establish a K-12 Learning Management System to support formative assessments and curriculum management
7. Create a statewide K-12 data utilization training program (teaching the teachers and administrators how to use data to set measurable goals and track progress)
8. Create web widgets and tools to provide targeted, appropriate information to stakeholders
9. Multi-state collaboration

The projected P-20 and workforce data warehouse will interface with proposed data warehouses at each of the eight state-supported postsecondary institutions, the K-12 data warehouse currently under development and workforce data to create a centralized P-20 and workforce data warehouse managed by the Board office.

Developing a P-20 and workforce statewide longitudinal data warehouse is a critical step to fulfill accountability, reporting, and analysis obligations under the American Recovery and Reinvestment Act of 2009. It will also permit the generation and use of accurate and timely data, allow for analysis and informed decision-making at all levels of the education system, and increase the efficiency with which data may be analyzed to support the continuous improvement of education services and outcomes.

IMPACT

Implementation of a statewide P-20 and workforce data system will allow the Board to gather reliable, consistent data showing the effectiveness of the statewide education system. This grant will provide the needed resources to fully develop and implement a P-20 and workforce data system. It is anticipated at this time that on-going maintenance for infrastructure and two positions post-grant funding will be needed by the Board office at the conclusion of the grant. Funding will be requested from the legislature at the conclusion of the grant when the information system requirements are finalized and exact numbers can be compiled. If no additional funding is appropriated, systemwide needs funds will

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be reallocated to provide sustainability of I-LEADS. The proposed data warehouses will be fully implemented at the institution level by the expiration of the grant. The Department of Education estimates they will need on-going maintenance for infrastructure and six positions post-grant funding, this funding was presented to the legislature as part a \$1.8 million K-12 longitudinal data system budget proposal submitted two years ago by Superintendent Luna. Funding for the Department's six positions will be requested as part of the Superintendent's \$1.8 million request. Additionally, the Department of Labor may need funds for staff time allocated to the activities surrounding their participation in the project.

Should the Board disapprove the application, Board staff would withdraw the application.

ATTACHMENTS

Attachment 1 – Federal Request for Proposals

page 5

Attachment 2 – Grant Application

page 25

STAFF COMMENTS AND RECOMMENDATIONS

The original grant application deadline of November 19th was changed to December 4th in an attempt to provide states with additional time to complete the applications. Board staff recommends approval.

BOARD ACTION

A motion to approve the grant application submitted on December 4th for the development of a statewide P-20 and workforce longitudinal data system as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**GRANTS FOR STATEWIDE, LONGITUDINAL DATA SYSTEMS UNDER THE
AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009**

CFDA NUMBER: 84.384

RELEASE DATE: July 24, 2009

REQUEST FOR APPLICATIONS: NCES 09-02

INSTITUTE OF EDUCATION SCIENCES

<http://ies.ed.gov/funding/>

APPLICATION DEADLINE DATE: November 19, 2009

THIS REQUEST FOR APPLICATIONS CONTAINS THE FOLLOWING INFORMATION:

- I. Request for Applications
- II. Background
- III. Purpose of the Grant Program for Statewide Longitudinal Data Systems
- IV. Statewide Longitudinal Data System Requirements
- V. Applications Available
- VI. Mechanism of Support
- VII. Funding Available
- VIII. Eligible Applicants
- IX. Special Requirements
- X. Contents and Page Limits of Application
- XI. Application Processing
- XII. Peer Review Process
- XIII. Review Criteria
- XIV. Receipt and Review Schedule
- XV. Award Decisions
- XVI. Submission Requirements
- XVII. Exception to Electronic Submission Requirement
- XVIII. Inquiries Address
- XIX. Program Authority
- XX. Applicable Regulations

I. REQUEST FOR APPLICATIONS

The Institute of Education Sciences invites State educational agencies to apply for grants to design, develop, and implement statewide P-20 longitudinal data systems to capture student data from preschool to high school, college, and career.

II. BACKGROUND

The American Recovery and Reinvestment Act of 2009 (Recovery Act), signed into law on February 17, 2009, provides \$245 million for investing in statewide, longitudinal data systems to improve student achievement. These funds will support grants pursuant to section 208 of the

Educational Technical Assistance Act of 2002, the Grant Program for Statewide, Longitudinal Data Systems, but with additional authority to include postsecondary and workforce information. The Institute of Education Sciences held an earlier fiscal year 2009 competition under this program, and awards pursuant to that competition have been made. This announcement and request for applications is for a separate competition for grants to be made with the funds provided by the Recovery Act.

The Recovery Act recognizes the need for longitudinal data to support informed decision-making and continuous improvement at all levels of the education system. In addition to this grant competition, the Recovery Act includes other provisions related to the development and implementation of longitudinal data systems. It requires that States that wish to receive allocations under the State Fiscal Stabilization Fund assure, among other things, that they will establish longitudinal data systems that include the elements set out in the America COMPETES Act. In addition, the Recovery Act requires that Race to the Top funds be awarded to States that have made significant progress in establishing such longitudinal data systems and in meeting other performance objectives related to higher standards and better assessments, teacher effectiveness and equity in teacher distribution, and supporting and turning around low-performing schools.

The Department of Education will propose specific data and information requirements for all four reform areas of the State Fiscal Stabilization Fund, in the form of assurance metrics and descriptors, in a notice for Part II funding. In addition, the Department is developing guidance to assist States in designing and implementing statewide, longitudinal data systems that are consistent with the provisions of the America COMPETES Act and that comply with applicable student privacy requirements, including applicable requirements of the Family Educational Rights and Privacy Act. Preliminary guidance in this area will be issued soon and will also apply to grants awarded pursuant to this competition. These grants will assist States in meeting the State Fiscal Stabilization Fund assurance related to data systems, and they may also contribute to States' ability to compete for Race to the Top funds. Data systems that capture student data, thus facilitating the tracking of student progress, and that link student growth and achievement to teachers, link principals to their schools, and link teachers and other educators to their preparation programs will support actions and reporting in all the reform areas.

The Department recognizes that requests for data and information should reflect an integrated and coordinated approach among the various Recovery Act programs, particularly the Stabilization, Race to the Top, School Improvement Grants, and Statewide Longitudinal Data Systems grant programs. Accordingly, the Department will continue to evaluate our requests for data and information under this program in context with other Recovery Act programs.

III. PURPOSE OF THE GRANT PROGRAM FOR STATEWIDE LONGITUDINAL DATA SYSTEMS

The purpose of grants under this program is to enable State educational agencies to design, develop, and implement statewide, longitudinal data systems to efficiently and accurately manage, analyze, disaggregate, and use individual student data.

The long-term goal of the program is to enable all States to create comprehensive P-20 systems that permit the generation and use of accurate and timely data, support analysis and informed decision-making at all levels of the education system, increase the efficiency with which data may be analyzed to support the continuous improvement of education services and outcomes, facilitate research to improve student academic achievement and close achievement gaps, support education accountability systems, and simplify the processes used by State educational agencies to make education data transparent through Federal and public reporting.

The grants awarded will support the development and implementation of systems that have the capacity to link individual student data across time and across databases (i.e., are “interoperable”), including the matching of teachers to students, promote the linking of data collected or held by various institutions, agencies, and States, and protect student privacy consistent with applicable privacy protection laws.

Grants will not be made available to support ongoing maintenance of data systems, but they may be used to expand and/or improve existing systems, and to support system implementation. Expansion and improvement activities should include promoting and facilitating the linking of data across institutions, agencies, and States not only to capture student data and track student progress, but also to inform policy and practice. Linking data from multiple sources will be facilitated by improving system interoperability through the adoption of standardized, extensible markup language (xml) format and/or the data definitions and standards of the National Center for Education Statistics. Implementation activities should include, among other things, training, technical assistance, analyses, and feedback reporting to promote effective use of data by teachers, administrators, and other appropriate personnel to monitor progress and make changes to improve student achievement.

Grants are intended to help States accelerate the development of their longitudinal data systems, to support the inclusion of education data from preschool through postsecondary and workforce information, including employment, wage, and earnings data, and to promote linkages with other data systems where such linkages may inform policy and practice. Longitudinal data can be used, among other purposes, to identify early childhood programs that are associated with strong school readiness outcomes for children, assess student progress and learning needs, improve instruction, identify successful instructional programs within the State, and determine priorities for allocating resources. These data also help policymakers and educators devise methods for identifying effective teachers and teaching practices, and strong teacher preparation programs. They can be used to identify programs and pathways that encourage students to stay in school, re-enter school, and enter postsecondary education, and they are a means to determine whether high school graduates have the knowledge and skills to succeed in postsecondary education and the workforce without the need for remediation, strengthen the preparation of all students for success after high school, provide accurate information about schools, school staff, and the progress of students, and support accountability and public reporting.

Supplement not supplant. The Educational Technical Assistance Act of 2002 requires that funds made available under the Grant Program for Statewide, Longitudinal Data Systems be used to supplement, and not supplant, other State or local funds used for developing State data systems.

This requirement applies to grants to be awarded pursuant to this competition for Recovery Act funds, as well as to other Statewide, Longitudinal Data System grants.

IV. STATEWIDE LONGITUDINAL DATA SYSTEM REQUIREMENTS

Any statewide, longitudinal data system to be supported with funds made available pursuant to this competition must meet the requirements described below, which include certain system capabilities, the elements prescribed by the America COMPETES Act, and other requirements.

Required data system capabilities. A statewide, longitudinal data system developed with funding obtained pursuant to this grant competition must have the following seven capabilities:

- The system must enable States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. Such a system must include data at the individual student level from preschool through postsecondary education and into the workforce (e.g., employment, wage, and earnings information).
- The system must facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.
- The system must link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects.
- The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training.
- The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students.
- The system must ensure the quality and integrity of data contained in the system.
- The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the *EDFacts* data collection and reporting system.

Required data system elements. A data system developed with funding obtained pursuant to this grant competition must include at least these 12 elements prescribed by the America COMPETES Act:

With respect to preschool through grade 12 education and postsecondary education:

- A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law)
- Student-level enrollment, demographic, and program participation information

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- Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs
- The capacity to communicate with higher education data systems
- A State data audit system assessing data quality, validity, and reliability

With respect to preschool through grade 12 education:

- Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965
- Information on students not tested, by grade and subject
- A teacher identifier system with the ability to match teachers to students
- Student-level transcript information, including information on courses completed and grades earned
- Student-level college readiness test scores

With respect to postsecondary education:

- Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework
- Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education

Depending on the condition of a State's current system, a grant awarded pursuant to this competition may not be of sufficient amount or duration to permit the State to build a system with all of the capabilities and including all of the elements outlined above. The State's application should indicate, however, which capabilities and elements are already included in its existing system, which are being developed or improved with an earlier grant under the Grant Program for Statewide, Longitudinal Data Systems, which will be developed or improved with a grant awarded pursuant to this competition, and which will be developed or improved with other funds, including other Recovery Act funds, Federal formula or discretionary funds, or State funds. Please refer to section *IX. Appendix C* for details. If the State cannot fully achieve each of these capabilities and fully implement each of these elements in its statewide, longitudinal data system by the end of the 3-year grant period, the State must outline in its application its plan for accomplishing each requirement, including the date by which each will be realized and the projected sources of funding.

States are encouraged to include additional information in their longitudinal data systems, provided all of the required capabilities and elements have been or are being addressed. States are encouraged to include or integrate data from special education, programs for English language learners, early childhood programs, human resources, finance, health, postsecondary, and other relevant areas, with the purpose of allowing important questions related to policy or practice to be asked and answered. States are also encouraged to work together to adopt or adapt their statewide, longitudinal data systems to meet multiple States' needs.

Systems must be designed to meet the standards and guidelines of the National Center for Education Statistics (<http://nces.ed/Programs/SLDS/standardsguidelines.asp>) to the maximum extent feasible. These resources currently include the NCES Handbooks Online, the schemas of

the Schools Interoperability Framework Association and the Postsecondary Electronic Standards Council, the National Education Data Model of the National Forum on Education Statistics, the data glossary of NCES' Integrated Postsecondary Education Data System, and others. Work is currently underway to create comprehensive standards and guidelines for use by States to promote data quality and interoperability of data systems both within States and across States. The NCES site will be modified, as appropriate, to include up-to-date resources, and States should plan to utilize the common standards and guidelines that are available prior to the award of grants pursuant to this competition. In addition, the Department of Education is developing the guidance mentioned above (see section *III. Purpose of the Grant Program for Statewide, Longitudinal Data Systems*), which will apply to these grants.

States should include in their applications and plans for developing robust, statewide, longitudinal data systems concrete strategies and steps to ensure that the data will be used to support continuous improvement, especially instructional improvement, and informed decision-making by school and district leaders, as well as by State officials.

States are encouraged to pursue the seamless integration of district systems with the State system and to leverage available resources by establishing partnerships with other States and among institutions and agencies within the State that hold data to be included in the statewide, longitudinal data system.

States are encouraged to develop partnerships with State workforce agencies and the workforce investment system to build a data system that can provide information to inform complex policy questions that cut across education, the workforce, and economic development contexts.

States are encouraged to develop partnerships with external research organizations and must include in their applications and plans strategies for providing researchers access to State data for evaluations of policies and programs within the State, with appropriate safeguards to protect student confidentiality.

In developing applications for this competition, States are encouraged to consult with key stakeholders such as superintendents, educators, and parents as well as teacher union, business, community, and civil rights leaders. Such consultation would ensure that these stakeholders are aware of the State's current ability to meet the statewide, longitudinal data system requirements, can provide input on the means the State will develop to comply with the requirements, and can prepare to assist the State in implementing those means.

V. APPLICATIONS AVAILABLE

Application forms and instructions for the electronic submission of applications will be available for this program no later than August 10, 2009, at the Department's E-Application system. Applicants should refer to this site for information about the electronic submission procedures that must be followed and the software that will be required.

VI. MECHANISM OF SUPPORT

The Institute intends to award grants in the form of *cooperative agreements*. Applicants should note that *cooperative agreements* allow Federal involvement in the activities undertaken with Federal financial support. The Institute intends to work with grantees to identify best practices in designing and implementing statewide, longitudinal data systems, establish partnerships among States, and disseminate useful products or “lessons learned” through these grants. The specific responsibilities of the Institute and the grantee will be outlined in the cooperative agreement.

VII. FUNDING AVAILABLE

A total of \$245 million is available in one-time funding. The Institute estimates that individual grants will range from \$2,000,000 to \$20,000,000 for the entire grant period. Grants will be awarded for periods not to exceed 3 years. The size of individual grants will depend on the outcomes the State proposes to achieve and the extent of development and improved system capability the State commits to accomplishing with grant funds. The Institute anticipates that the average grant to a single State will be approximately \$10,000,000. Additional funds for multi-state collaboration may be awarded based on the proposed plans and anticipated outcomes of the multi-state collaboration.

VIII. ELIGIBLE APPLICANTS

Only State educational agencies are eligible to apply. By law, for this program, the State educational agency is the agency primarily responsible for the State supervision of elementary schools and secondary schools. The State educational agencies of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands are eligible. A State educational agency may propose to work jointly with other agencies in the State, such as a higher education agency, preschool, early childhood, or workforce agency, or a school district or group of districts in the State. However, in all cases, the State educational agency, as defined above, must be the applicant and the fiscal agent for the grant.

Individual States may also propose to collaborate with other States. Each State educational agency participating in a collaborative should submit its own application for its own activities and funding. If the collaborating States determine that funding for the joint activities cannot be easily and clearly apportioned among them, or that such apportioning would result in inefficiency and higher costs, one State could serve as the fiduciary agent for the joint activities. In that case, funding for the joint activities should be included in the application of the State acting as fiscal agent.

IX. SPECIAL REQUIREMENTS

Applicants should budget for travel and accommodations for two senior project staff to attend a two-day meeting each year in Washington, DC with other grantees and Institute staff to discuss accomplishments, problems encountered, and possible solutions/improvements.

State educational agencies that receive grants must agree to participate in an evaluation to determine the quality of the data in the statewide, longitudinal data systems, if the Department decides to conduct such an evaluation. The agreement of a State to participate in such an evaluation would extend to an evaluation conducted after termination of the State's assistance under this program.

In order to leverage the value of work supported through these grants, resulting products and lessons learned shall be made available for dissemination, except where such products are proprietary.

Accountability and Transparency. The Recovery Act requires accountability and transparency in the use of these funds. A State educational agency that receives Recovery Act funds must report the following information to the Department of Education 10 days after the end of each calendar quarter:

- The total amount of recovery funds received from the Department
- The amount of recovery funds received that were obligated and expended to projects or activities. This reporting will also include unobligated allotment balances to facilitate reconciliations
- A detailed list of all projects or activities for which recovery funds were obligated and expended, including:
 - The name of the project or activity;
 - A description of the project or activity;
 - An evaluation of the completion status of the project or activity;
 - An estimate of the number of jobs created and the number of jobs retained by the project or activity; and
 - For infrastructure investments made by State and local governments, the purpose, total cost, and rationale of the agency for funding the infrastructure investment with funds made available under the Recovery Act, and the name of the person to contact at the agency if there are concerns with the infrastructure investment.
- Detailed information on any subcontracts or subgrants awarded by the recipient to include the data elements required to comply with the Federal Funding Accountability and Transparency Act of 2006 (P.L. 109-282), allowing aggregate reporting on awards below \$25,000 or to individuals, as prescribed by the Director of OMB.

Note that these are requirements that apply to all funding received by State educational agencies under the Recovery Act. Grantees under this competition should anticipate having to report at the end of each quarter on the amount of the grant funds obligated and expended; all activities for which those funds were obligated and expended; the completion status of those activities; the estimated number of jobs created or retained by the project and those activities; and detailed information on any contracts awarded with grant funds. Specific guidance regarding reporting will be contained in the terms and conditions of any grant awarded pursuant to this competition.

X. CONTENTS AND PAGE LIMITS OF APPLICATION

All applications and proposals must be self-contained within specified page limitations. Internet website addresses may not be used to provide information necessary to the review because reviewers will not be able to view Internet sites for application review.

The sections described below (summarized in Table 1) represent the body of applications to be submitted to the Institute and should be organized in the order they appear in the RFA.

As noted above under section *V. Applications Available*, all of the required forms and instructions for the forms will be in the application package to be made available through the Department's eApplication system. The application package will also provide specific instructions about where applicants will be able to attach those application sections that must be submitted in .PDF (Portable Document Format).

Table 1. List of proposal sections and their page limits.

Section	Page Limit
<i>1. Application for Federal Education Assistance (SF 424)</i>	N/A
<i>2. Department of Education Supplemental Information for SF 424</i>	N/A
<i>3. Budget Information Non-Construction Programs (ED 524) – Sections A and B</i>	N/A
<i>4. Budget Information Non-Construction Programs (ED 524) – Section C</i>	No page limit
<i>5. Project Abstract</i>	1 page
<i>6. Project Narrative</i>	30 pages
<i>7. Budget Narrative (Justification)</i>	No page limit
<i>8. Appendix A – Optional Attachments</i>	15 pages
<i>9. Appendix B – Résumés of Key Personnel</i>	3 pages for each résumé
<i>10. Appendix C – Current Status of State's Longitudinal Data System</i>	4 pages
<i>11. Appendix D - Letters of Support</i>	No page limit

1. Application for Federal Education Assistance (SF-424). Applicants must use this form to provide basic information about the applicant and the application.

2. Department of Education Supplemental Information for SF 424. Applicants must use this form to provide contact information for the Project Director and research on human subjects information, if applicable.

3. Budget Information Non-Construction Programs (ED 524)—Sections A and B. The application must include a budget for each year of support requested. Applicants must use this form to provide the budget information for each project year.

4. Budget Information Non-Construction Programs (ED 524)—Section C. The application must provide an itemized budget breakdown for each project year, for each budget category listed in Sections A and B. For each person listed in the personnel category, include a listing of percent effort for each project year, as well as the cost. Section C should also include a breakdown of the fees to consultants, a listing of each piece of equipment if applicable, itemization of supplies into separate categories, and itemization of travel requests (e.g., meeting travel, etc.) into separate categories. Any other expenses should be itemized by category and unit cost. All information provided should be displayed as a spreadsheet and

should directly correspond to the written description provided in section *XI: 8. Budget Narrative (Justification)*.

5. Project Abstract. The *Project Abstract* is limited to one page and must include: (1) The title of the project, (2) the names of collaborating States if the State proposes to participate in a multi-state collaboration, (3) a short description of the project, including goals and major activities, and (4) the expected outcomes of the project related to required system elements and implementation of the State's longitudinal data system.

6. Project Narrative. This section provides the majority of the information on which reviewers will evaluate the application. In the narrative, the applicant should describe the proposed project and address how the State either meets or proposes to make progress toward incorporating each of the capabilities and requirements outlined in section *IV. Statewide Longitudinal Data System Requirements*. The applicant should also address implementation and how the State anticipates the system will be used to support improvement.

The narrative should be set out in five sections – (a) through (e) as described here – to facilitate reviewers' application of the five review criteria described in section *XIII. Review Criteria*.

(a) Need for Project

Briefly summarize the current status of the State's statewide, longitudinal data system, if one exists or is under development, the required capabilities and key elements to be developed or improved through this grant, and how these capabilities and key elements will support the State's education improvement efforts, goals, and accountability system. Briefly describe the current capacity in the State to use the data system to support improvement efforts, and the training or technical assistance needs to be addressed through the grant. Describe how the State will use the system to address the requirements of the State Fiscal Stabilization Fund.

In summarizing the current status of the State's system, refer to the capabilities and elements outlined in section *IV. Statewide Longitudinal Data System Requirements*. Indicate whether work on each capability and element has been completed, is in progress and if so, whether an existing grant from the Institute is being used, has been planned but not yet begun, or is not planned. With regard to the seven required capabilities and 12 essential elements, specify for each whether any current resources (especially grants from the Institute and from other Recovery Act programs) are being used for design or development of the element. Display this information in chart format and attach as *Appendix C*.

(b) Project Outcomes Related to System Requirements and Implementation

List proposed outcomes (products, features, benchmarks) for each of the system requirements (both capabilities and elements) that the State will be addressing in work funded under this grant. A proposed outcome should represent completion or substantial progress toward completion of the requirement and its inclusion in the

State's longitudinal data system (example: develop a unique student identifier for all students in the K-12 system).

Outcomes should be expressed as products (example: develop web portal), features (example: design data support application), or benchmarks (example: integration of postsecondary data by 2011) that can be measured at the end of the grant period.

If the State proposes to participate in a multi-state collaboration, describe the goals and outcomes to be achieved through the joint activities.

(c) Timeline for Project Outcomes

Briefly describe how the outcomes of the project will be achieved. Provide a timeline for all relevant subtasks related to each of the proposed outcomes described in (b) *Project Outcomes Related to System Requirements and Implementation*. The applicant may determine the format for the timeline, but it should include the proposed outcomes for the project, a set of supporting events or tasks for each of the proposed outcomes, the party or parties responsible for the events or tasks, and estimated dates (month can be used) for initiation and completion of the tasks.

Describe how activities supported by a grant pursuant to this competition will be coordinated with activities supported by an existing grant, especially how duplication will be avoided. (Note that funds under a Recovery Act grant must be separately tracked from funds under another grant, including other Statewide, Longitudinal Data System grants.)

If the State proposes to participate in a multi-state collaboration, describe the collaboration, citing the other States involved, and what role the State will play in the collaboration. Describe the outcomes for which the State is requesting funding, making clear which outcomes are unique to the State's application and which, if any, would be carried out on behalf of the collaboration. If the State will act as the fiscal agent for the collaboration, also describe the joint outcomes for which the State will be responsible. If the joint outcomes are described in another application, i.e., the application of another State that would serve as the fiscal agent, indicate the application.

(d) Project Management and Governance Plan

Indicate where the project is located within the organizational structure of the State educational agency and identify the entities responsible for approval and oversight of project activities. Describe the management controls that will be exercised in order to achieve the goals of the proposed project on time and within budget. In describing these controls, refer to the timeline and activities described above.

Briefly describe the governance structure for the proposed project. Identify the organizational units that will have authority for the project, that will be responsible for the project's operation, and that will be responsible for the subsequent operation of the statewide data system. Identify any units or agencies working as partners in

the project, and describe how the project proposes to include other relevant State and local stakeholders. Describe how such partnerships or other working agreements will be coordinated and funded. Describe partnerships that will support implementation activities (i.e., training and technical assistance for users) and how those will be funded. Specify how the input of teachers and other educators will be obtained and utilized.

Include as *Appendix D* letters of support or other documentation that are evidence of the anticipated participation and coordination by all agencies or institutions that will be partners in the project (e.g., letters of support from postsecondary institution leaders, the Governor, the chief State school officer, etc.).

If a multi-state collaboration is proposed, explain how it will be managed and what steps the State will take to mitigate risk and ensure that the project achieves its intended outcomes.

(e) Staffing

Discuss how the project will be staffed and managed. Describe the specific roles, responsibilities, and time commitments of the individuals involved with the project; this information should complement the information provided in (d) *Project Management and Governance Plan*. This section can refer to the résumés of key personnel included in *Appendix B*, to demonstrate that the proposed staff has needed qualifications, but the section should also describe how the key personnel are qualified to manage and implement the proposed activities.

The *Project Narrative* is limited to the equivalent of 30 pages, where a “page” is 8.5 inches x 11 inches, on one side only, with 1 inch margins at the top, bottom, and both sides. All text in the *Project Narrative* must be single-spaced and at least 12 point font in order that the reviewers can easily read the applications.

Use only black and white in graphs, diagrams, tables, and charts. The application must contain only material that reproduces well when photocopied in black and white. Color graphs, diagrams, tables, and charts are discouraged for this reason.

7. *The Budget Narrative (Justification)*. This justification narrative should correspond to the itemized breakdown of project costs that applicants are asked to provide in a spreadsheet format. See above, 4. *Budget Information – Non-Construction Programs (ED 524) – Section C*.

The budget justification should be organized around the specific outcomes listed in 6. b) *Project Outcomes Related to System Requirements and Implementation*. A projected cost should be shown for each outcome. If, for example, an applicant proposes six outcomes for funding, each outcome must include an estimated total cost and budget justification. In this example, the total cost for these six outcomes must equal the requested amount for this application in 4. *Budget Information – Non-Construction Programs (ED 524) – Section C*

The *Budget Narrative* must provide sufficient detail to allow reviewers to judge whether reasonable costs have been attributed to the project. It must include the time commitments, including an indication of the percentage of FTE, and brief descriptions of the responsibilities of key personnel. For consultants, the narrative should include the number of days of anticipated consultation, the expected rate of compensation, travel, per diem, and other related costs. A justification for equipment purchase, supplies, travel, and other related project costs should also be provided in the budget narrative for each project year outlined in *Section C*. For applications that include contracts for work, applicants should submit an itemized budget spreadsheet for each contract for each project year, and the details of the contract costs should be included in the budget narrative. It is understood that some level of detail may not be provided due to overall timing of the process (i.e., contracts cannot be articulated unless grants have been awarded). A page limit does not apply to this section.

8. *Appendix A – Optional Attachment.* In *Appendix A* of the proposal, applicants may include any figures, charts, or tables that supplement section *X. 6. Project Narrative*, as well as key letters of agreement from partners and consultants. Letters of agreement should include enough information to make it clear that the author of the letter understands the nature of the commitment of time, space, and resources to the project that will be required if the application is funded. *Appendix A* is limited to 15 pages.

9. *Appendix B –Résumés of Key Personnel.* Abbreviated résumés should be provided for the project director and other key personnel. Each résumé is limited to 3 pages and should include information sufficient to demonstrate that personnel possess training and expertise commensurate with their duties. The résumés must adhere to the margin and format requirements described above in the section *X. 6. Project Narrative*.

10. *Appendix C – Current Status of State’s Longitudinal Data System.* The chart described in section *X. 6. Project Narrative* should be provided. The chart should include three columns that: 1) identify each of the seven capabilities and 12 elements that are set out in section *IV. Statewide, Longitudinal Data System Requirements*; 2) describe the current status of each requirement (i.e., whether the requirement has been completed, whether it is currently under development, whether current development is supported with an existing grant from the Institute, and whether it will be developed or improved under a grant awarded pursuant to this competition; and 3) identify any relevant outcomes (from section *X. 6. Project Narrative*) that will address the requirement.

11. *Appendix D – Letters of Support.* In this appendix, applicants should provide letters of support or other documentation that are evidence of the anticipated participation and coordination by all agencies or institutions that will be partners in the project.

Please note that applicants selected for funding will be required to submit the certifications and assurances noted below before a grant is issued. The electronic application will provide these forms so that applicants can complete and submit them with their applications.

- (a) SF 424B Assurances-Non-Construction Programs
- (b) ED 80-0013 Certification Regarding Lobbying

(c) SF LLL Disclosure of Lobbying Activities, if applicable

XI. APPLICATION SUBMISSION AND PROCESSING

Applications must be received by 4:30:00 p.m., Washington, DC time, on the application deadline date listed in the heading of this request for applications. E-Application will not accept an application for this competition after 4:30:00 p.m., Washington, DC time, on the application deadline date. Therefore, the Department strongly recommends that you do not wait until the application deadline date to begin the application process.

Each application that is received on time will be reviewed for completeness and for responsiveness to this request for applications.

XII. PEER REVIEW PROCESS

All applications that are complete and responsive to this request will be evaluated and rated by peer reviewers. A panel of technical experts who have substantive and methodological expertise appropriate to the design, development, implementation, and utilization of statewide, longitudinal data systems will conduct reviews in accordance with the review criteria stated below.

Each application will be assigned to at least two primary reviewers, who will complete written evaluations of the application, identifying strengths and weaknesses related to each of the review criteria. Primary reviewers will independently assign a score for each criterion, as well as an overall score, for each application they review. At the full panel meeting, each application will be presented to the panel by the primary reviewers. After discussion of the application's strengths and weaknesses, each panel member will independently assign a score for each criterion, as well as an overall score.

XIII. REVIEW CRITERIA

Reviewers will be expected to evaluate the application on the basis of the following criteria:

- (1) Substantial need for the project. The application clearly describes the status of the State's longitudinal data system and demonstrates that the system lacks one or more required capabilities and/or several of the essential elements. It provides a convincing case that the project is necessary to accelerate the State's development and implementation of a longitudinal data system. Failure to meet the goals outlined for the project would seriously threaten or impede significant State progress toward establishment and use of an effective, statewide, longitudinal data system.
- (2) Clear goals and appropriate and measurable outcomes. The goals of the project are clearly articulated and demonstrate a commitment to creating a robust system that includes the seven required capabilities and 12 required elements, and supports transparency, accountability and improvement. Proposed outcomes relate directly and logically to the stated needs with respect to both data system

requirements and implementation. The application clearly describes measurable or observable outcomes that will be accomplished by the end of the grant. These outcomes will represent completion or substantial progress toward completion of the requirements described in section *IV*, as well as appropriate attention to promoting effective use of the system. If the required system capabilities and elements cannot be accomplished during the grant, the application provides a compelling explanation and indicates when each of those capabilities and elements will be accomplished.

- (3) High-quality, logical, and feasible activities and timeline. The project activities are reasonable and well designed to achieve project goals. Proposed collaborations will promote efficiency. The timeline clearly describes work that logically will lead to accomplishment of the proposed outcomes. The work appears feasible in terms of the State's current status as described in section *X. 6 (a) Need for the Project*, and the time and resources available for the project.
- (4) Effective management and governance plan. The management plan for the project demonstrates that there will be sufficient administrative oversight and controls to enable the work to proceed on time, as planned, and within budget. The governance plan describes an active partnership between K-12 and higher education agencies and with other agencies and institutions responsible for data included in the statewide data system, as well as the involvement of appropriate parties to promote use of the system to support reform and accountability. In particular, the plans describe any new staffing required to provide useful data back to school districts, schools, and teachers.
- (5) Personnel and financial resources. The project personnel have the qualifications and time commitment needed to implement the project within the proposed project period. If personnel will be hired or contracted for the project, the qualifications and duties of these new hires or contractors are clearly described. The proposed budget and budget justification are reasonable in terms of the activities to be carried out and commensurate with the proposed outcomes and goals of the project.

XIV. RECEIPT AND REVIEW SCHEDULE

Application Deadline Date and Time: November 19, 2009, 4:30:00 p.m., Washington, DC time

Earliest Anticipated Start Date: May 2010

XV. AWARD DECISIONS

The following will be considered in making award decisions:

- 1. Overall merit of the proposal, as determined by the peer review;
- 2. Responsiveness to the requirements of this Request for Applications;
- 3. Prior funding under this program and stage of development of State's system;
- 4. Performance and use of funds under previous Federal awards; and
- 5. Funding available.

XVI. SUBMISSION REQUIREMENTS

Applications for grants under this competition must be submitted electronically using the Department's e-Grants Web site: <http://e-grants.ed.gov>. For information (including dates and times) about how to submit your application in paper format by mail or hand delivery, if you qualify for an exception to the electronic submission requirement, please refer to XVII. Exception to Electronic Submission Requirement.

Electronic Submission of Applications

Applications for grants under the Statewide Longitudinal Data Systems competition--CFDA number 84.384A must be submitted electronically using E-Application, accessible through the Department's e-Grants Web site at: <http://e-grants.ed.gov>.

Applications must be received by 4:30:00 p.m., Washington, DC time, on the application deadline date listed in the heading of this RFA.

While completing your electronic application, you will be entering data online that will be saved into a database. You may not e-mail an electronic copy of a grant application to us.

Please note the following:

- You must complete the electronic submission of your grant application by 4:30:00 p.m., Washington, DC time, on the application deadline date. E-Application will not accept an application for this competition after 4:30:00 p.m., Washington, DC time, on the application deadline date. Therefore, the Department strongly recommends that you do not wait until the application deadline date to begin the application process.
- The hours of operation of the e-Grants Web site are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until 8:00 p.m. Sunday, Washington, DC time. Please note that, because of maintenance, the system is unavailable between 8:00 p.m. on Sundays and 6:00 a.m. on Mondays, and between 7:00 p.m. on Wednesdays and 6:00 a.m. on Thursdays, Washington, DC time. Any modifications to these hours are posted on the e-Grants Web site.
- You will not receive additional point value because you submit your application in electronic format, nor will the Department penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.
- You must submit all documents electronically, including all information you typically provide on the following forms: the Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications. You must attach any narrative sections of your application as files in a.PDF (Portable Document) format. If you upload a file type other than the file type specified in this paragraph or submit a password protected file, the Department will not review that material.
- Your electronic application must comply with any page limit requirements described in this RFA.
- Prior to submitting your electronic application, you may wish to print a copy of it for your records.

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- After you electronically submit your application, you will receive an automatic acknowledgment that will include a PR/Award number (an identifying number unique to your application).
- Within three working days after submitting your electronic application, fax a signed copy of the SF 424 to the Application Control Center after following these steps:
 - (1) Print SF 424 from E-Application.
 - (2) The applicant's Authorizing Representative must sign this form.
 - (3) Place the PR/Award number in the upper right hand corner of the hard-copy signature page of the SF 424.
 - (4) Fax the signed SF 424 to the Application Control Center at (202) 245-6272.
- The Department may request that you provide us original signatures on other forms at a later date.

Application Deadline Date Extension in Case of E-Application Unavailability

If you are prevented from electronically submitting your application on the application deadline date because E-Application is unavailable, the Department will grant you an extension of one business day to enable you to transmit your application electronically, by mail, or by hand delivery. The Extension will be granted if--

- (1) You are a registered user of E-Application and you have initiated an electronic application for this competition; and
- (2) (a) E-Application is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC time, on the application deadline date; or
(b) E-Application is unavailable for any period of time between 3:30 p.m. and 4:30:00 p.m., Washington, DC time, on the application deadline date.

The Department must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgment of any system unavailability, you may contact either the person listed below under Section XVIII of this RFA or (2) the e-Grants help desk at 1-888-336-8930. If E-Application is unavailable due to technical problems with the system and, therefore, the application deadline is extended, an e-mail will be sent to all registered users who have initiated an E-Application. Extensions referred to in this section apply only to the unavailability of E-Application.

XVII. EXCEPTION TO ELECTRONIC SUBMISSION REQUIREMENT

The Department will reject your application if you submit it in paper format unless, as described here, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the application deadline date is provided below.

You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through E-Application because—

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- You do not have access to the Internet; or
 - You do not have the capacity to upload large documents to E-Application;
- and
- No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevents you from using the Internet to submit your application. If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

Address and mail or fax your statement to: Elizabeth Payer, U.S. Department of Education, 555 New Jersey Avenue, NW, room 602C, Washington, DC 20208. FAX: (202) 219-1466. Your paper application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

Submission of Paper Applications by Mail

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.384A)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

You must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, the Department does not accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Service.

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If your application is postmarked after the application deadline date, the Department will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

Submission of Paper Applications by Hand Delivery

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application, by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.384A)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department--

(1) You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 -- the CFDA number 84.384A; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this grant notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

XVIII. INQUIRIES ADDRESS

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW, Rm. 9023
Washington, DC 20006-5651
Email: Tate.Gould@ed.gov
Telephone: (202) 219-7080

XIX. PROGRAM AUTHORITY

20 U.S.C. 9607 et seq., the "Educational Technical Assistance Act of 2002," Title II of Public Law 107-279, November 5, 2002. This program is not subject to the intergovernmental review requirements of Executive Order 12372.

XX. APPLICABLE REGULATIONS

The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 77, 80, 81, 82, 84, 85, 97, 98, and 99. In addition 34 CFR part 75 is applicable, except for the provisions in 34 CFR 75.100, 75.101(b), 75.102, 75.103, 75.105, 75.109(a), 75.200, 75.201, 75.209, 75.210, 75.211, 75.217, 75.219, 75.220, 75.221, 75.222, and 75.230.

Abstract

Idaho plans to expand its current K-12 SLDS efforts by creating a data system that spans the P-20 and workforce pipeline through the establishment of the Idaho Longitudinal Education Analysis Data System (Idaho-LEADS). Idaho began streamlining its K-12 reporting requirements by evaluating the current data management infrastructure. This evaluation resulted in the creation of a unique student identifier and the consolidation of agency data collection and management through an enterprise portal and directory system. We are currently in the process of building a K-12 dimensional data warehouse and working diligently to provide stakeholders (i.e., students, parents, teachers, school and district leaders, state officials) with the ability to analyze, aggregate, and utilize relevant student-level information to identify trends and share best practices.

The State Board of Education (SBOE) is the SEA for Idaho's P-20 public education system. As the policy-making body for all public education in Idaho, the SBOE has the capacity to broadly impact the entire educational pipeline. The SBOE will coordinate efforts to meet the requirements and proposed outcomes for this grant. Idaho intends to participate in a pilot cross-state effort to establish a data exchange sharing K-12 and postsecondary education and workforce data. Other states to be included are Washington, Oregon, and Hawaii, and this coordination will be managed through the Western Interstate Commission for Higher Education (WICHE). Idaho has also collaborated with the state of Oregon on the development of a data utilization training program.

To implement Idaho-LEADS, our proposal includes nine outcomes aligned with the required seven capabilities and twelve elements. These outcomes will expand our current K-12 SLDS efforts, known as the Idaho Systems for Educational Excellence (ISEE), to include a P-20 and workforce data system:

1. Establish policies and governance structure to support P-20 and workforce data system
2. Integrate current statewide Education ID application into the public postsecondary systems
3. Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse and an associated reporting and analysis system based on the P-20 and workforce data warehouse
4. Align the Division of Professional-Technical Education's 10 System with State Department of Education's (SDE) application rewrite
5. Deploy web services to facilitate the exchange of data across agencies and states
6. Establish a K-12 Learning Management System to support formative assessments and curriculum management
7. Create a statewide K-12 data utilization training program (teaching teachers and administrators how to use data to set measurable goals and then track progress)
8. Create web widgets and tools to provide targeted, appropriate information to stakeholders
9. Develop pilot multi-state data exchange

Project Narrative

A. Need For Project

Demographics and Organization of Idaho

Idaho is the nation's thirteenth largest state geographically, covering 83,557 square miles. However, Idaho is ranked 41st in the nation for population, with 1.3 million residents. Thirty-five of the forty-four counties are defined as rural (a county in which the largest town or city has fewer than 20,000 residents). Idaho is a state with two time zones, with limited highway infrastructure due to the ruggedness of the mountain ranges, and where 63% of the state is federal lands (the majority of those inaccessible). Nevertheless, in December 2007 the U.S. Census Bureau named Idaho as the fourth fastest growing state in the nation. Idaho is divided into six educational regions with more than 630 K-12 schools operating within those regions. Idaho has eight public postsecondary institutions and three private. Most of the postsecondary institutions are located in urban areas.

The Idaho Constitution provides that the general supervision of the state educational institutions and the public school system of the State of Idaho shall be vested in the State Board of Education (SBOE). The Idaho educational system, consisting of the diverse agencies, institutions, school districts, and public charter schools governed by the SBOE, delivers public primary, secondary, and postsecondary education, training, rehabilitation, outreach, information, and research services throughout the state. These public organizations collaborate to provide educational programs and services that are high quality, readily accessible, relevant to the needs of the state, and delivered in the most efficient manner. The SBOE is responsible for defining the limits of instruction in the educational institutions supported in whole or in part by the state, and for the prevention of wasteful duplication of effort in the educational institutions. This broad educational oversight by the SBOE provides an ideal structure to implement and oversee the proposed Idaho-LEADS, a P-20 and workforce data system.

Current Status and Capacity to Use Data

Idaho has one of the least developed statewide longitudinal data systems in the nation. According to the Data Quality Campaign 2009 Annual Survey of the Ten Essential Elements of a Longitudinal Data System, Idaho employs one of the ten essential elements. Idaho lacks the ability to use longitudinal data to support educational improvement efforts, resulting in the inability to answer key questions regarding the educational processes.

Idaho is a local control state, with each Local Education Agency (LEA) selecting and operating independent Student Information Systems (SIS); this paradigm creates a heterogeneous K-12 landscape with many districts maintaining critical records only in spreadsheets or homegrown databases. The State Department of Education (SDE) is in the early stages of developing a K-12 data warehouse (under existing IES grant 84.372A). The project team has determined that the first steps in that effort are to identify the crucial common data elements, build a traditional normalized data model for data collection, and develop processes for extracting the required data from the various district systems and loading it into that single normalized model. These steps are under way. This effort will be expanded to incorporate the limited amount of pre-kindergarten data available into this data collection model, creating a P-12 database. This

database will then form the foundation for the development of the dimensional P-12 data warehouse.

The postsecondary educational system is similar to the K-12 system in that there are four different Enterprise Resource Planning (ERP) systems being operated among the eight state supported institutions. The systems include various levels of student information, finance, and human resource components. Most of those institutions lack a data warehouse and the associated benefits of business intelligence capabilities. Of these institutions, Boise State University is the only institution that has a data warehouse component nearing completion. Idaho State University is implementing an enterprise data warehouse as part of its new ERP implementation.

Current Improvement Efforts

Our current efforts are funded through a combination of state and IES resources. Under the current IES grant, the SDE is developing a K-12 SLDS, the Idaho Systems for Educational Excellence (ISEE). In recognition that ISEE is the foundation for a P-20 and workforce data warehouse, our data system architecture is being developed to incorporate key features to support student-level and teacher data across agencies and time (see Appendix A, Figure 1). Funding the nine outcomes proposed in this grant will enable our proposed data system to meet the seven capabilities and the twelve elements.

Current state-funded projects include:

- Statewide portal that will support a centralized statewide K-12 data collection mechanism and streamline data submission and review by all LEAs
- Authentication and authorization scheme that will ensure state and federal privacy regulation compliance and support single sign-on
- Teacher certification application rewrite, rebuilding the application in .Net to comply with our SLDS architecture and integrating Educational IDs (EDUID) for teachers
- Enrollment and attendance application rewrite that will refine the granularity of data collection to the individual student level for incorporation into the K-12 data system

Current IES grant-funded projects focus on these six K-12 areas:

- Enhanced Unique ID application; to create a system to assign and manage a unique Educational ID (EDUID) to identify all individuals involved in the K-12 educational system (i.e., students, teachers, administrators, etc.). This system will also facilitate linkage of student and teacher data, as well as enabling the collection and analysis of teacher specific education data.
- K-12 Longitudinal Data Warehouse; consisting of two primary components: a normalized data storage model is being developed to store person level information and all associated data for each individual. The model includes: Persons, Providers, Programs, and Evidence. Second, a dimensional data warehouse is being developed to support a reporting engine and associated data analytics.
- K-12 LEA data collection at state level; collect person level data at regular intervals from LEAs via standardized data exchange formats. This data will be imported into the K-12 longitudinal data warehouse.

- Support for LEAs to purchase, contract for, or internally develop any ETL (Extract, Transform, Load) capabilities needed to prepare their data to be imported into the K-12 longitudinal data system. This will streamline the data submittal process for LEAs.
- Deployment of the K-12 reporting and analysis system based on the Longitudinal Data Warehouse to examine and analyze educational results and trends over time. This will include development of standardized reports to fulfill federal reporting obligations such as EDFacts, and to identify effective teachers, schools, and programs to share best practices.
- Transcript system; Streamline and automate the movement of transcript information from LEAs to postsecondary institutions.

Required Data System Capabilities & Elements

To expand our current SLDS efforts from a K-12 system to a P-20 and workforce system we have proposed nine outcomes in this grant request.

Proposed Outcomes:

1. Establish policies and governance structure to support P-20 and workforce data system
2. Integrate current statewide Education ID application into the public postsecondary systems
3. Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse and an associated reporting and analysis system based on the P-20 and workforce data warehouse
4. Align the Division of Professional-Technical Education's 10 System with SDE's application rewrite
5. Deploy web services to facilitate the exchange of data across agencies and states
6. Establish a K-12 Learning Management System to support formative assessments and curriculum management
7. Create a statewide K-12 data utilization training program (teaching teachers and administrators how to use data to set measurable goals and then track progress)
8. Create web widgets and tools to provide targeted, appropriate information to stakeholders
9. Develop pilot multi-state data exchange

Proposed outcomes are tied closely to the required seven capabilities and twelve elements outlined in section IV of the RFA, as well as the State Fiscal Stabilization Fund assurances. Increasing student achievement will require instructional and policy decisions based on evaluation of data gathered, enabling us to more effectively use limited educational resources. Idaho-LEADS will be designed to improve the quality of collaboration efforts among educational stakeholders by shifting from anecdotal discussion groups to fact-based decision-making processes. Idaho-LEADS will maximize opportunities for improvement by creating a chain of feedback loops at transitions along the educational pipeline (e.g. secondary to postsecondary, postsecondary to workforce). This will allow for analysis of educational outputs and provide the appropriate data to guide instruction and administrative policy changes.

Idaho's proposed outcomes will expand and blend a number of efforts currently underway to create the Idaho Longitudinal Education and Analysis Data System (Idaho-LEADS). The proposed project core is an integrated, statewide, dimensional P-20 and workforce data

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warehouse coupled to a reporting and analysis system managed by the SEA. This warehouse will consolidate PK, K-12, postsecondary, and workforce data.

Alignment of Proposed Outcomes with the seven Data System Capabilities, the twelve Data System Elements, and the State Fiscal Stabilization Fund

Required Data System Capabilities	Corresponding Outcomes
1. Student progress and outcomes over time including preparation for postsecondary, workforce, and Armed Forces	2, 3, 5, 6, 8, 9
2. Exchange of data among agencies and institutions within and across states	1, 2, 3, 4, 5, 8, 9
3. Link student data with teachers	2, 3, 4, 5, 6, 8
4. Teacher certification and preparation information	2, 3, 5, 7
5. Support continuous improvement and decision making including timely information to parents, teachers, and school leaders on student achievement	2, 3, 5, 6, 7, 8, 9
6. Data quality and integrity	1, 2, 3, 4, 5, 7, 8
7. Meet Federal reporting requirements	1, 2, 3, 5

Required Data System Elements	Corresponding Outcomes
1. Unique Student ID, not personally identifiable	2, 3, 5, 7
2. Student-level enrollment, demographic, and program participation	2, 3, 5, 6, 7, 8, 9
3. Student-level information about points at which students exit, transfer, drop out, graduate P-16	2, 3, 5, 9
4. Capacity to communicate with higher education systems	2, 3, 4, 5
5. Data audit system, quality, validity, reliability	1
6. Yearly test records per ESEA	Funded by Existing Grant
7. Information on students not tested, by grade, by subject	Funded by Existing Grant
8. Teacher ID with ability to match teacher to student	Funded by Existing Grant
9. Student-level transcripts, courses completed and grades	Funded by Existing Grant
10. Student-level college readiness test scores	Funded by Existing Grant
11. Student information regarding transition from secondary to postsecondary and remedial coursework in college.	2, 3, 4, 5, 7, 8, 9
12. Other information necessary to address alignment and preparation for success in postsecondary education.	1, 2, 3, 4, 5, 6, 7, 8, 9

State Fiscal Stabilization Fund (SFSF) Assurances	Idaho-LEADS uses to address SFSF Assurances
Take actions to improve teacher effectiveness and	Proposed Learning Management System will support provisioning of results-oriented curriculum, formative

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distribution	assessments, scope, sequence, and pacing guides to assist struggling teachers. Linkage of student results to teachers will support analysis of teacher effectiveness. Linkage of teachers to student assessments will assist in the analysis of teacher preparation programs. Linkage of teachers to student outcomes can be used to ensure equitable distribution of effective teachers and continuous improvement of instructional practices. Initiation of professional learning communities for teachers to share best practices.
Establish an SLDS	Idaho–LEADS will be a P-20 and workforce SLDS.
Enhance the quality of academic assessments	Idaho–LEADS will allow for multiple data points to examine correlation of current academic assessments to postsecondary attendance and postsecondary performance (including remedial course work), creating feedback loops and opportunity for continuous improvement, or adoption of other, more highly correlated assessments. Introduction of juried item bank formative assessments into classroom will allow for prediction of student success and modification of ESEA assessments to more accurately reflect student learning, or adjustment of curriculum for improved alignment with standards.
Comply with IDEA	Idaho–LEADS will allow the State to monitor progress of children with disabilities over time, create an “early warning system” utilizing formative assessments, and share formative information with parents and other stakeholders.
Take steps to improve academic standards	Proposed Learning Management System allows for the online management of academic standards and comparison of curriculum to assessment results to standards proficiency. It will also support correlation of curriculum, formative assessments, and academic standards for the continuous improvement of academic standards. Introduction of feedback loops between postsecondary and secondary institutions will support analysis of standards against success in postsecondary environment.
Support struggling schools	Idaho–LEADS will be used to identify schools in need or potentially in need for targeted assistance by trending formative as well as summative assessment data to measure and predict school performance. It also supports the sharing of best practices by identifying high-performing schools, capturing their instructional practices and communicating those practices to struggling schools. It also creates tools for parent involvement, a key component of turning around struggling schools.

B. Project Outcomes Related to System Requirements and Implementation

Our data system is designed to track student-level data within a single data structure and minimize redundant and inconsistent data. The creation of Idaho–LEADS will increase our ability to measure and monitor student achievement, increase stakeholder participation and collaboration, monitor key performance metrics, identify and disseminate best practices, and expand the K-12 system scope to P-20 and workforce to align educational outcomes to workforce needs. To complete our vision, we propose nine outcomes aligned with the required seven capabilities and twelve elements.

1. Establish policies and governance structure to support P-20 and workforce data system

We will form the Idaho–LEADS Advisory Group to be responsible for developing and recommending clear reporting rules and operational policies, and creating a statewide data dictionary.

Idaho has a unique governance structure that provides significant advantages toward supporting this P-20 and workforce data system. The SBOE is responsible for the general supervision of the state postsecondary educational institutions and the public school system. The SBOE is responsible for defining the limits of instruction in the educational institutions supported in whole or in part by the state, and for the prevention of wasteful duplication of effort in the educational institutions. In addition, the SBOE will coordinate our efforts with the Governor’s Workforce Development Council. The Council was established to provide strategic direction and oversight of Idaho’s workforce development system and is supported by the Idaho Department of Labor. The Council members represent business, workers, education, state and local government and community-based organizations. The primary role of the Council is to advise Idaho’s governor and the SBOE on strategies designed to yield high-quality workforce investment services for Idaho’s businesses, job seekers, and students.

Based on Idaho’s unique governance structure and workforce partnerships, we will create the Idaho–LEADS Advisory Group. This group will consist of representatives from the SBOE, the Idaho Department of Labor, postsecondary institutions, the Division of Professional Technical Education, SDE and LEAs, as well as the education chairs of the Idaho House of Representatives and the Idaho Senate. Membership may be expanded or modified to include other stakeholders with database development, and/or research expertise. This group will be responsible for overseeing the development of the P-20 and workforce data warehouse and ensuring that it meets statewide longitudinal data needs, contains accurate, consistent data, and complies with the policies to be recommended by the group. The Idaho–LEADS Advisory Group will act as data stewards coordinating data governance with the local agency data stewards.

The two primary functions of the Idaho–LEADS Advisory Group are development and recommendation of sound data policy and technical aspects of data governance. The Idaho–LEADS Advisory Group will be responsible for the development and recommendation of privacy protection policies, data exchange agreements, confidentiality policies for access and uses, and data elements. Policies will take into account the need for interactions between participating data providers and consumers, both within and beyond the state, and will in turn govern those interactions. The Idaho–LEADS Advisory Group will also be responsible for

overseeing data element management, data security protocols, data collection, data exchange protocols, record matching, data quality assurance, and creation of a statewide data dictionary. To ensure data accuracy and timely reporting a complete set of validation rules as well as a robust data audit process will be implemented. An Idaho–LEADS Advisory Group information exchange portal will be developed to facilitate communication and product dissemination.

2. Integrate current statewide Education ID application into public postsecondary systems

We will modify the postsecondary Enterprise Resource Planning (ERP) to incorporate the Education Unique ID (EDUID) by 2012.

As part of our current grant (IES grant 84.372A), we have created an EDUID application to assign unique identifiers to people within the educational system to follow students over time, to link teachers and students, and monitor the transition of student into teachers. The EDUID is associated with an individual and remains the same regardless of the role they play (student, teacher, administrator). The EDUID will be used by all Idaho educational agencies to allow for longitudinal analysis (see Appendix A, Figure 2).

The eight public postsecondary institutions will evaluate their current ERPs and make necessary modifications to incorporate the EDUID data element. The coexistence of both the EDUID and SSN in the postsecondary institutions' ERPs will allow for the linkage of information across the secondary, postsecondary and workforce systems. The public postsecondary institutions will work collaboratively with the SDE IT group and external consultants as needed to ensure seamless integration of the EDUID and to fulfill this outcome. Representatives from the postsecondary institutions will receive training on the process of obtaining and assigning the EDUID as a part of this integration.

3. Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse, and an associated reporting and analysis system based on that warehouse

The core of this grant proposal is the design, development, and implementation of a P-20 and workforce dimensional data warehouse. It will be a “meta-warehouse,” combining data from the K-12 data warehouse (currently being developed under existing IES grant 84.372A) with data from the proposed data warehouses that will be built at each of the eight state-supported postsecondary institutions as described below, along with data from the Idaho Department of Labor (see Appendix A, Figure 3). This P-20 and workforce data warehouse will provide the foundation on which a robust reporting and analysis system, using appropriate business intelligence tools, will be based. The creation of this comprehensive dimensional data warehouse will provide the most powerful and flexible mechanism possible for reporting, analysis, and longitudinal tracking.

The proposed P-20 and workforce data warehouse will include detailed “transcript-level” information at the individual student level across the entire educational spectrum to include such information as individual students' course enrollments, grades, instructors, terms enrolled, majors and minors, etc. This will allow us to fulfill the requirements for postsecondary data elements specified in the RFA. We will be able to track how long students wait after high school before enrolling in postsecondary education, which students enroll in remedial coursework at the postsecondary level, and how their postsecondary performance correlates with their K-12

history. Additionally, we will be able to analyze which students are most likely to pursue postsecondary studies in STEM disciplines based on a wide variety of factors in their K-12 educational background, and use this information to devise strategies to improve STEM participation. Likewise, by including wage and industry-level data from the Department of Labor, we will be able to analyze how a students' level of educational attainment correlates with their employment. Strategies will be developed and implemented to provide de-identified but still detailed data and reports for appropriate research, evaluation, and policy-making purposes.

The first step toward the construction of this P-20 and workforce data warehouse is the development of the K-12 warehouse under the existing IES grant, which is still in the initial phase, consisting of the construction of a normalized data collection model. The design of the dimensional model has not yet begun, resulting in the ability to take into account any additional requirements arising from the need to incorporate data from that K-12 model into the P-20 and workforce data warehouse.

The next step will be the construction of individual dimensional data warehouses for each postsecondary institution. This approach will allow much of the work required to develop, maintain, and modify the detailed ETL logic to be distributed among the eight postsecondary institutions and SDE, rather than placing the entire burden on a single central team. The heterogeneity of the postsecondary institutions' ERPs, and their varying degrees of progress toward development of institutional data warehouses, necessitates that each institution be empowered with the flexibility to determine its own method of approach, subject to the requirement that each must have the capability to provide the data needed to populate the P-20 and workforce data warehouse.

A benefit of this architecture is that it will enhance local reporting and analysis capabilities at each postsecondary institution in addition to the statewide reporting and analysis that will be done from the central P-20 and workforce data warehouse. The proposed structure will enable institutions to track additional institution-specific data while also fulfilling their commitment to the statewide system. This distributed model will make it easier to accomplish sustained, post-grant funding for the initiative, since each postsecondary institution will be expected to provide the staffing needed to support its own data warehouse and will have the incentive to do so.

The Idaho-LEADS Advisory Group, as proposed in Outcome 1, will be the advisory group responsible for ensuring that the K-12 warehouse, the postsecondary warehouses, and the P-20 and workforce data warehouse are all based upon clearly and consistently defined common data elements. Additionally, the project management team will coordinate detailed planning sessions to ensure that those data elements identified by the Idaho-LEADS Advisory Group are reflected accurately and consistently within each of the respective data warehouses.

One important decision in implementing the P-20 and workforce data warehouse will be the selection of the physical architectures in which the dimensional model will be implemented. A dimensional model can be implemented as either a collection of fact and dimension tables in a relational database management system (such as Oracle or Microsoft SQL Server), or as a collection of multidimensional cubes in a system such as Oracle/Hyperion Essbase or Microsoft Analysis Services. Each approach has its own strengths and limitations, and it is very likely that

we will choose an implementation approach that includes *both* architectures, allowing us to use each one for the types of analysis and reporting it best supports. Likewise, the choice of reporting and analysis tools will depend on the architectural platforms chosen, but we expect to implement several different types of tools in order to support a wide range of needs.

The reporting and analysis tools chosen for the P-20 and workforce data warehouse will be used to develop an extensive library of standardized reports, including key performance indicators (KPIs), that will be used for statewide analysis across the entire educational and workforce spectrum. These reports will be used to analyze student preparation, remediation, retention, attainment, and employment, and to inform efforts at educational improvement and reform. Guidance concerning the exact types of reports needed and their relative priority will be provided by the Idaho-LEADS Advisory Group. The reports will be made available through a secure website to authorized stakeholders. Access to interactive features within the reporting tools will allow more in-depth exploration and analysis of the data. Researcher access will be controlled by the Idaho-LEADS Advisory Group through allowance of time-bound access to de-identified data sets in compliance with FERPA.

4. Align the Division of Professional-Technical Education's (PTE) 10 System to align with SDE's application rewrite

SDE is in the process of rewriting their teacher certification application incorporating EDUID for teachers. This requires moving the current application from Microsoft FoxPro to .Net creating compatibility with the ISEE SLDS architecture.

PTE accesses data from SDE for its 10 system. The 10 system was created as a desktop client-server application over a decade ago. Over the years new features and functionalities have been added into the system per new data collection requirements, including features that enable users to access the system using the Internet. The email generation feature does not work consistently and is not a reliable means of communication with the districts and schools therefore notification letters are written manually and sent to the districts/schools. Modifications have led to data integrity issues, manual intervention to exchange data between the different databases, and most importantly problems with data security and stability. The current system has several applications tied together using data exchange processes, leading to data inconsistencies and incorrect report generation from the two systems. To overcome these issues, program managers manually run the data exchange application at regular intervals to synchronize the data between the different databases. Data resides in FoxPro databases that are accessed by the FoxPro application and SQL server databases that are accessed by web application. The desktop application developed in FoxPro is reaching end-of-life support by Microsoft.

We will develop a new robust system using the latest technologies that are secure, stable, easy to maintain and scalable. In addition, this would also address the issues that the users are facing in terms of work efficiency as listed above.

We will develop a single database (FoxPro and SQL server databases would be merged) that houses the data entered by the program managers and the users accessing from the web. Personal information such as SSN numbers will be stored in an encrypted format with a robust role-based security setup for users accessing the system. Database backup procedures will be

automated at scheduled intervals with an automated scheduled process to synchronize district and school data from the ISEE system. With the new robust system, e-mail notification would be reliable, efficient and useful reports will then be generated from a single database system, and historical data would be available.

A centralized database (SQLServer) would store data entered by the program managers and the users outside the network. The access to the application would be only through a web interface (Internet and Intranet). Users would have role-based access to the different functionalities within the system and the application would be easily scalable as more users need access to the system. The synchronization process to update the district and school data would be automated and could be set on defined intervals. This will ensure that the database would have up-to-date information from the ISEE system and the manual database synchronization process would no longer be needed, and ensure the alignment with the P-20 and workforce data system.

5. Deploy web services to facilitate the exchange of data across agencies and states

We will deploy web services to facilitate the secure and efficient exchange of data across agencies, and states within a services-oriented architecture (SOA) using XML and other protocols.

The Idaho–LEADS data system will contain and exchange highly sensitive information between agencies, each with independent data systems. By utilizing web services there will be minimal impact to legacy systems, which will increase the number of data sources for Idaho–LEADS, increasing the types of student information, and thereby increasing its potential impact in the evaluation of educational policy and practices.

The deployment of web services will be coordinated with the data governance work of the Idaho–LEADS Advisory Group (Outcome 1) to implement policies and procedures guiding coordinated service development efforts. The Idaho–LEADS architecture and development team will define standard business processes and create application development guidelines (such as service descriptions and APIs) to ensure the efficient integration of web services into the application development process and sharing of information across agencies and states.

Web services will facilitate the management of authentication and authorization of researcher access to Idaho–LEADS. This will allow Idaho greater flexibility with more control in the provisioning of Idaho–LEADS information to research organizations, increasing the available information to make education policy adjustments. This access will be guided by Idaho–LEADS Advisory Group policy and initiated by a research request from an organization. There will be strict data use policies and required security contracts. Researchers will only have access to de-identified information, and their access will terminate by the date specified in the security contract.

6. Establish a K-12 Learning Management System to support formative assessments and curriculum management

We will implement a K-12 Learning Management System (LMS) that will facilitate the delivery of existing test data (i.e., Direct Math Assessment, Direct Writing Assessment, Idaho Standards Achievement Test) to teachers in the classroom to evaluate student-level strengths and

weaknesses to facilitate targeted instruction, assess teacher effectiveness, evaluate curriculum quality, and compare LEA achievement results. The K-12 LMS will create, track, and manage instructional plans; capture student progress on formative assessments; report summative assessment data; and provide detailed achievement metrics to teachers, students, parents and administrators.

Formative assessments will assist in the evaluation of teaching practices and teacher preparation programs for continuous improvement to increase student achievement. An LMS is a specialized data system that will enable district and school staff to identify student needs and determine appropriate interventions and/or programs; allow for rapid analysis and grouping of students by subject proficiency; store state standards and a set of curriculum based upon those standards. The K-12 LMS will also provide a mechanism that supports Professional Learning Communities where Idaho teachers can share best practices. We anticipate these best practices will be particularly useful for emerging teachers and schools struggling to meet AYP and other performance measures. The K-12 LMS will act as a digital library that maintains lesson plans and online resources for a given subject matter that can be accessed by instructors. The combination of digital instructional materials and Professional Learning Communities supports the sharing and continual improvement of instructional materials and practices.

The K-12 LMS will streamline the creation of assessments (formative, benchmarks and end-of-course), providing a process that includes: test and subject matter creation; test printing, and electronic grading supporting analysis of content proficiency and trends analysis to guide instructional practices.

Some of the key features anticipated in the K-12 LMS are:

- Graphical class roster display which includes student proficiency
- Differentiated instruction groups
- Individual student test history and profiles
- Teacher generated materials banks

The K-12 LMS will be integrated with ISEE, the K-12 data warehouse. ISEE will contain all student assessment data including those produced through the K-12 LMS and those delivered and scored by outside assessment vendors. The integration of these two systems will promote delivery of all assessment information to the classroom for teacher use. This system will also support efficient transfer of information regarding migrating students, providing longitudinal data to the new school during enrollment changes.

7. Create a statewide K-12 data utilization training program (teaching teachers and administrators how to use data to set measurable goals and then track progress)

We will create a statewide K-12 data utilization training program employing regional data coaches to train LEA personnel on data utilization for instructional and administrative practices.

The SDE will create a comprehensive training program for K-12 educators in the effective use of data to modify instructional practices. Educators need to be better prepared to use classroom formative assessments, summative assessments, proficiency trends, and student grouping. These tools can be used to correlate student progress to curriculum and instruction for the purpose of

individualizing instruction and the modification of curriculum based upon student achievement results. Under this grant proposal we will develop pre-service curriculum as well as in-service curriculum in the use of student assessment data to guide instructional practices.

Idaho plans to collaborate with Oregon, incorporating the training materials and expertise developed by them under their 2009 IES grant, CFDA 84.372A. Oregon has developed an extensive battery of on-line and workshop-centered training materials covering topics such as: creating a data culture, using data to improve learning in schools and districts, and using data to improve learning in the classroom. Idaho plans to modify these training materials to align with ISEE and deploy these materials to Idaho educators via workshops and on-line training, in both pre-service and in-service teacher programs.

An initial phase of the training program will be the creation of a communications plan to introduce the Learning Management System (LMS) and its utility to Idaho stakeholders. This phase will be quickly followed by the key training program components, on-line instruction and workshops, aligned to teacher and administrator stakeholder needs and instituted utilizing regional data coaches. Training will provide stakeholders with the knowledge and skills for using data to measure and analyze student progress and make data-driven instructional decisions which reflect the educational needs of individuals. It will provide administrators the ability to use data-driven information to identify successful programs, evaluate policy alternatives, and determine priorities for allocation of resources.

We will identify the most efficient ways to train each group of stakeholders and develop methods that maximize data use within that stakeholder's role. We will participate in local, regional and state stakeholder meetings (e.g., the Idaho Association of Principals, Title I conferences). We will invite neighboring states to participate in these meetings to share their successes using longitudinal and formative assessment data as a methodology to increase student achievement. This interaction will initiate peer-to-peer networks and establish a forum for sharing best practices across classrooms, schools, LEAs, and states.

The training curriculum will be designed for use during educator meetings (e.g. staff meetings), as well as for self-paced, web-based training. A series of workshops will be established to develop skills in data use for instructional modification and curriculum adjustments. The curriculum will include a number of instructional strands, culminating in the certification of local educators in data utilization.

The training program will be closely tied to the introduction of formative assessments delivered through the LMS. Educators need the ability to deliver and utilize formative assessments to adjust instruction and curriculum during the course work and prior to state tests. These formative assessments can be used to measure instructional outcomes and allocate resources (e.g. interventions) thereby increasing student learning. They can also be incorporated in the evaluation of teacher preparation programs.

Data-driven decision making and the use of data will become a part of the teacher evaluation process, integrated into the pre-service teacher certification process, included in student teacher internships, and introduced as part of the state's teacher certification process.

Organizationally, the training program will consist of six positions: one centralized Director of Data-Driven Instruction and five Regional Data Coaches. This training team will create a data use certification program and provide training workshops and on-line resources to certify educators as data coaches. These certified data coaches will train school data teams and coordinate training and professional development activities to other stakeholder groups. We will use a train-the-trainer model managed by the Director of Data-Driven Instruction who will coordinate delivery of training through the efforts of the regional data coaches (see Appendix A, Figure 4).

The training program will be evaluated by collecting quantitative and qualitative participant information using feedback sources such as Web Trends, paper-based surveys, on-line surveys, and/or interviews. This information will be used to modify the training program and ensure its alignment with stakeholder needs and continual improvement.

8. Create web widgets and tools to provide targeted, appropriate information to stakeholders

We will establish processes and instruments to deliver targeted, appropriate information to stakeholders by identifying key influencers of the educational process and creating web tools matched to their common web behaviors (see Appendix A, Figure 5).

Data availability does not equal accessibility. We plan to increase stakeholder participation and involvement in the educational system through the creation of specific sets of data for each of our stakeholder groups and then development of web widgets and tools to deliver more personalized information to each stakeholder group. This process will start by defining our stakeholders and determining where they acquire their information, what information they find useful and/or what information will they act upon, where they want it delivered and the most useful format. As an example, those who use iGoogle as their home page may want a gadget to customize their iGoogle page. Some may want to subscribe to updates (similar to the way they currently subscribe to local stock prices or sports scores) text messaged to their cell phone. Teachers may want a WebPart to be one of their favorite online teaching tools to integrate into the district portal. Parents may want to know school performance by school boundaries so they can select a home in an area with high performing school and have the information reside on their Yahoo account.

We will survey stakeholder groups for their informational needs and commonly used methods to access and acquire information. We will identify appropriate technology to deliver relevant educational information to each stakeholder group for incorporation into their preferred information source (e.g., iGoogle, Facebook, cell phone alerts, etc.); then establish message managers, who select pertinent information for the group they manage, and determine delivery schedules and content.

Once the stakeholder audience is defined and a general understanding of the content desired by the stakeholders has been established, the implementation of this new mechanism for providing targeted, appropriate information to stakeholders includes three steps: 1) defining content channels (e.g., Local School District, 4th Grade, local Elementary) to which stakeholders can

subscribe; 2) defining end points (e.g., iGoogle Gadget, MyYahoo, iPhone App, RSS Feed, Facebook Plugin, eMail etc.) to which content will be distributed; and 3) allowing stakeholders to select the combination of content channels and end points that suit their preferences.

9. Develop a pilot multi-state data exchange

We will participate in a pilot effort to establish a multi-state data exchange that encompasses K-12 and postsecondary education and workforce data.

To lay the foundation for this project, data system leaders from four states (Idaho, Oregon, Washington, and Hawaii) attended a planning meeting in June 2009 convened by the Western Interstate Commission for Higher Education (WICHE). Discussions focused on how such a multi-state data exchange might be designed, organized, governed, and implemented. The data exchange will focus on providing the resources to comprehensively answer two principal policy questions with evidence drawn from all participating states' data: 1) How are former high school students from participating states performing in postsecondary education and/or the workforce in participating states?; and 2) How are former postsecondary students from participating states performing in the workforce in participating states? The answers could be disaggregated in many ways to examine trends in performance associated with key characteristics such as timeframe; school/institution of attendance; disciplinary field or type of high school curriculum; industry of employment; key demographics such as race/ethnicity, gender, etc.; region within state; level of college readiness; and different conditions of departure from education (e.g., graduated/not graduated, number of postsecondary credits earned at departure, etc.).

The goals for this pilot effort are to create a structure through which states can exchange individual-level data for enhanced analysis while preserving privacy; to identify and standardize a set of core data elements required for effective record matching across states and policy research and analysis; to establish a lasting structure for the governance of such an exchange, which is completely reliant on the voluntary participation of states; and to create a set of regular reports using data from the exchange, and to develop the processes and procedures for FERPA compliant access to data for additional analyses.

To accomplish these goals, our project will engage WICHE, a trusted third party, to lead the development of the data exchange. WICHE will provide services including organization and facilitation of planning activities to include the development of necessary memoranda of understanding; identification and standardization of the initial set of core data elements to enable matching of records across sectors and states; selection and management of a qualified vendor to perform the technical aspects of record linking; facilitation of regular meetings of the data exchange's governing body; design and initial preparation of reports as regular products of the data exchange; and facilitation of meetings to standardize and incorporate additional data elements of particular interest to the participating states.

Particular attention must be paid to the governance of the exchange, given the voluntary nature of the exchange and the potential for built-in challenges to participation, such as comparisons among state performance that will inevitably be made. Initially, the exchange will turn to each state's governor to appoint members representing each sector (K-12, postsecondary, workforce) to a governance body. The governance structure will rely on an executive committee drawn

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from each state's delegation and a technical advisory committee, whose members will be selected among nominations made by the governance body. Issues for the governance structure to address include selection of the vendor for technically linking records; assuring compliance with relevant privacy protections; identifying the specific data elements to comprise the data exchange; creating regular reports using data in the exchange; and developing a process for outside researchers gaining access to the data.

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C. Timeline for Project Outcomes

These tables show the proposed outcome, their major activities and the expected quarters within which those activities will occur. These activities lead to the outcomes in the grant narrative.

1. Establish policies and governance structure to support P-20 and workforce data system

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Select representatives for Idaho–LEADS Advisory Group	X											
Convene initial Idaho–LEADS Advisory Group meeting		X	X									
Document member roles, responsibilities, establish meeting schedules and communication methodologies		X	X									
Examine other states' interoperability models			X	X								
Develop data elements to be included in P-20 and workforce data warehouse, data dictionary, policy manuals, protocol standards (in collaboration with development team)			X	X	X	X						
Define and implement data quality audit process			X	X	X	X	X	X	X	X	X	X
Provide quarterly Idaho–LEADS Advisory Group SLDS progress reports					X	X	X	X	X	X	X	X

2. Integrate current statewide Education ID application into the public postsecondary systems

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Collaboration between postsecondary institutions and SDE for integration of EDUID into postsecondary ERPs	X	X										
Evaluate and modify current ERPs to incorporate EDUID		X	X	X								

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Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
SDE and postsecondary institutions prepare process documentation and training materials for users			X	X								
SDE schedule and deliver training sessions				X	X	X						
Evaluate efficacy of processes and procedures as needed							X	X	X	X	X	X

3. Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse and an associated reporting and analysis system based on the P-20 and workforce data warehouse

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Issue RFP's, review proposals, award contracts for individual postsecondary data warehouses and reporting/analysis systems	X	X										
Issue RFP, review proposals, award contract for development of P-20 and workforce data warehouse and reporting/analysis system	X	X										
Design and implementation of individual postsecondary data warehouses			X	X	X	X	X	X	X	X		
Logical design of P-20 and workforce data warehouse (i.e., defining facts and dimensions)			X	X								
Review/adjustment/enhancement of individual secondary and postsecondary warehouse designs to ensure support for P-20 and workforce data warehouse logical design				X								
Construction and testing of P-20 and workforce data warehouse relational layer and ETL processes						X	X	X	X			

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Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Construction and testing of P-20 and workforce data warehouse multidimensional layer (intertwined with relational layer development)							X	X	X	X		
Development of end user data dictionary and training/help documentation for P-20 and workforce data warehouse									X	X		
Construction of reports (using both relational and multidimensional layers) in P-20 and workforce data warehouse									X	X	X	
Design and implementation of security									X	X	X	
Training and go-live									X	X	X	X

4. Align the Division of Professional-Technical Education's (PTE) 10 System to align with SDE's application rewrite

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Analyze and define business requirements for PTE			X									
Design system based on requirements and architecture of SDE's current system				X	X							
Build the various system applications and reporting tools					X	X	X					
Define test scripts, perform quality assurance, and testing on applications and reports								X				
Obtain end-user acceptance								X				
Load applications to PTE's servers									X			
Migrate data from existing databases									X			
Write application documentation										X		
Train end-users										X	X	

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5. Deploy web services to facilitate the exchange of data across agencies and states

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Business analysis	X											
Create Business Requirements Documents		X										
Develop architecture models			X	X								
Define use cases and test scenario framework and standards					X							
Purchase server and software applications to support architecture				X								
Define data elements and models					X	X						
Build application and user interfaces standards							X	X				
Create system testing standards									X			
Establish development requirements										X		
Final user acceptance testing standards											X	

6. Establish a K-12 Learning Management System to support formative assessments and curriculum management

Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Requirements gathering and documentation (procurement)	X											
Procurement process (procurement)	X	X										
Determine configuration		X	X									
Define data elements and format		X										
Verify data is normalized			X									
Software installation				X								
Load standards				X								
Curriculum discovery and loading				X								
Configure site preferences and permissions					X							
Load test data					X							
Load students and bell schedules						X						
Perform quality analysis							X					

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	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Deploy to pilot districts							X	X				
Deploy system statewide									X	X	X	X

7. Create a statewide K-12 data utilization training program

	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Discovery process of other states' best practices	X	X										
Document organizational structure, job descriptions, budgets, policies and processes		X	X									
Preparation and completion of hiring process. i.e. interview guides, selection grids, etc.			X	X								
Create communications and training plan				X								
Develop certification criteria and establish certification program					X							
Develop workshop training materials & online training tools					X	X						
Deploy training workshops and online courses							X	X	X	X	X	X
Survey participants to continuous improvement of courseware							X	X	X	X	X	X

8. Create web widgets and tools to provide targeted appropriate information to stakeholders

	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Procurement process	X											
Conduct stakeholder surveys and focus groups. Identify requirements	X	X										
Identify content providers			X									
Develop methodology for push (widgets, RSS, etc.)				X	X	X	X					

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	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Build applications					X	X	X	X	X	X		
Security testing						X	X	X	X	X		
Conduct user acceptance testing							X	X	X	X	X	
Train end users								X	X	X	X	X
Deploy/pilot								X	X	X	X	X

9. Develop pilot multi-state collaboration

	Year 1				Year 2				Year 3			
Activity	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Organize and facilitate planning activities (develop memoranda of understanding)	X	X	X	X	X	X	X	X				
Identify and standardize the initial set of core data elements to enable matching of records across sectors and states	X	X	X	X	X	X	X	X				
Select qualified vendor to perform technical aspects or record linking	X	X	X	X	X	X	X	X				
Facilitate regular meetings of the data exchange's governing body	X	X	X	X		X		X		X		X
Design and prepare reports as regular products of the data exchange					X	X	X	X	X	X	X	X
Facilitate meetings to standardize and incorporate additional data elements									X	X	X	X

D. Project Management and Governance Plan

Project Management

Management for the proposed nine outcomes of this grant will be the responsibility of the SEA. The nine outcomes will be divided into projects. The SBOE Project Manager will work with stakeholders to develop a plan to identify tasks and assign responsibilities. We will use a Project Management Institute (PMI) framework for project management based on the Project Management Body of Knowledge (PMBOK). The standard PMBOK process includes Scope Management, Time Management, Cost Management, Quality Management, and Communication Management. The processes involved in the framework will be audited on a quarterly basis to ensure consistency and adherence to the intended project outcome.

Each project will be managed electronically using an MSProject Server. Projects will be divided into four stages: Initiation, Planning, Execution, and Closing. Baseline variances against task averages will be used to measure task lifecycle durations and compared across the task portfolio to ensure all tasks will be completed on time and within budget.

During the planning phase, several management plans will be instituted to ensure project oversight and compliance. A risk management plan will identify potential risks and mitigation strategies. A communications plan will document what artifacts will be developed and the processes for keeping stakeholders informed of task progress. Additionally, this plan will be used to document input from teachers and other educational stakeholders. A change management plan will document how unforeseen events that affect the task schedules will be handled. Regular status meetings among stakeholders will be scheduled. These meetings will include the appropriate staff from relevant agencies to review task timelines (actual versus planned), task risks, expenditures (time and financial), and open issues needing resolution. Notes from these meetings as well as any other key documents will be posted electronically.

At the completion of the implementation of Idaho–LEADS, a final report will be generated to evaluate lessons learned.

Governance Structure

Legal authority for educational rules and policies exists within the SBOE, which will be responsible for drafting Memorandums of Understanding (MOUs) that establish interagency partnerships. MOUs will allow for shared responsibility for the creation and management of Idaho–LEADS. The organizational units with responsibility for Idaho–LEADS creation and implementation include the SBOE, SDE, and Idaho Department of Labor. Implementation activities will be coordinated and funded through this grant as part of Outcome 1. The SBOE will be responsible for the subsequent operation of the statewide data system.

As stated in Outcome 9, Idaho will be participating in a pilot multi-state data exchange. Particular attention will be paid to the governance of the exchange, given the voluntary nature and the potential for built-in challenges to participation. Initially, each state's governor will appoint members representing each sector (K-12, postsecondary, workforce) to a governance body. The governance structure will rely on an executive committee drawn from each state's

delegation and a technical advisory committee whose members will be selected among nominations made by the governance body.

E. Staffing

Staffing under this grant will be a coordinated team of professionals from multiple agencies utilizing a formal project management process as identified in the Project Management and Governance Plan above. Each functional group will be responsible for staffing projects specific to their group. For example, each postsecondary institution will manage projects and staff the data warehouse and reporting engine for their own institution.

The project team includes SDE's current ISEE deployment team. This will ensure coordination of efforts in the expansion of the planned K-12 SLDS efforts into a seamless P-20 and workforce data system.

Idaho State Board of Education

Project Management

SBOE Project Director Selena Grace, Director of Research, will be responsible for the oversight of the alignment SBOE initiatives, and her estimated project effort is 15% per year. She has extensive knowledge about Idaho policies, rules and laws pertaining to higher education and has a good understanding of their existing student information systems. She will ensure all activities of this project integrate into statewide efforts. She is working on her Ph.D. in Adult, Organizational Learning & Leadership. She has ten years of higher education experience, with a combined three years of experience in program management.

SBOE Project Manager (One new position) Responsible for day-to-day monitoring of Idaho-LEADS progress. His/her estimated project effort will be 100% per year. This person will manage and coordinate resources to analyze, design, configure, and implement the technical and security requirements for Idaho-LEADS. He/she will oversee technical and administrative services for management and planning of technical production activities to meet the needs of the SBOE for: data systems, network services, and security environments.

P-20 and workforce data warehouse

The exact nature of the design and development work that will be needed for this project is likely to depend in part on the experience of the selected vendor and on the architectural components and programmatic approaches that the vendor has already developed and used in prior projects. Some of the contractual work needed to implement the system may be done by employees of the selected vendor, while other work may be done by third party contractors working with both the SBOE and the vendor. The following positions will be needed, whether supplied by the vendor or hired independently by the SBOE. Some positions may require more than one person, and conversely, some personnel may perform the duties of more than one of the listed positions.

Data Warehouse Architect, (Contract position for development of P-20 and workforce data warehouse) This position will be responsible for designing the overall architecture of the warehouse. This will include responsibility for the logical and physical design of the fact and dimension tables, any staging tables needed for importing data from the various source systems,

the multidimensional (OLAP) dimensions and cubes, and any metadata tables, views and procedures needed to support ETL logic, relational reporting, and troubleshooting.

Data Warehouse Developer/Analyst, (Contract position for development of P-20 and workforce data warehouse) This position will be responsible for implementing the architectural design of the data warehouse (for example, creating and altering tables, views, dimensions and cubes) and for developing the ETL code needed to populate the data warehouse.

Reporting/Analysis Developer and Trainer, (Contract position for development of P-20 and workforce data warehouse) This position will develop an initial library of “canned” reports using the P-20 AND WORKFORCE data warehouse and reporting/analysis system that will address the most important reporting and analysis needs. They will also train staff from the SBOE, SDE, LEAs, postsecondary institutions and other agencies in the development and use of such reports.

Database Administrator, (Contract position for development of P-20 and workforce data warehouse) This position will be responsible for installing, maintaining, backing up and tuning the relational and OLAP databases that comprise the P-20 AND WORKFORCE warehouse, and for database-level security.

Functional Data Expert and Liaison, (Contract position for development of P-20 and workforce data warehouse) This position will have experience and expertise with the specific types of educational and workforce data to be tracked in the P-20 AND WORKFORCE warehouse, and will work with both the technical positions described above and with data experts SBOE, SDE, postsecondary institutions and Department of Labor to ensure that the data in the warehouse accurately reflects the data definitions adopted by the Idaho–LEADS Advisory Group and the business practices of the various agencies and institutions.

Technical Report Writer, (Contract position for development of P-20 and workforce data warehouse), This position will manage documentation of this project from initial planning through writing and editing, reviewing and revising, and creating graphics through final publication. The writer will have a working knowledge of educational data and federal and state education policy, rules and regulations to ensure document conformity with grant requirements.

Postsecondary Institutions

Each postsecondary institution will implement a data warehouse and reporting system that will be used as the source for that institution’s data in the P-20 and workforce data warehouse. The amount and nature of the staffing required at each institution to carry out this implementation will depend on the specific approach the institution chooses for implementation, the type and extent of the resources provided by the vendor (if one is used), and the skills and experience available at the institution.

Postsecondary Project Manager/Data Expert (Eight positions, see attached resumes) This person will work with the vendor and the institution’s technical team to ensure that the data in the data warehouse accurately reflects the institution’s business practices and the structure of its ERP, and identifying and providing specifications for any modifications or enhancements that are needed. It will also include working with the P-20 and workforce data warehouse development team to

ensure that the data from the institution's data warehouse are accurately reflected in the P-20 and workforce data warehouse.

Postsecondary Data Warehouse Developer/Analyst (Eight positions, see attached resumes) The exact duties of this position will again depend on the approach taken, vendor resources provided, and skills available at the institutions. This person will learn the technical architecture of the vendor's system and the techniques used to modify and enhance that system; work closely with the data expert to understand and translate into technical language any changes to the system needed to reflect the institution's data accurately; work with the Data Expert and the vendor to ensure that the needed modifications and enhancements to the system are successfully implemented and tested; work with the Data Expert and the P-20 and workforce data warehouse development team to ensure that institution's data warehouse are accurately reflected in the P-20 and workforce data warehouse and that any technical questions are answered.

Idaho State Department of Education

Project Director Troy Wheeler, SDE Chief Information Officer, will be the project director and his estimated project effort is 30% per year. Troy will direct the technical aspects of the project including the integration of the systems into the enterprise data architecture. Troy will assure that all activities of this project integrate into statewide efforts. He has more than 20 years of experience in information technology, project management, and business management. His experience includes work with educational systems.

Project Manager Joyce Popp, SDE IT Project Manager and IT Network Manager, will be the project manager responsible for day-to-day monitoring of project progress and her estimated project effort is 40% per year. Joyce will manage and coordinate resources to analyze, design, configure, and implement the data system technical and security requirements for this project. She oversees technical and administrative services for management and planning of technical production activities to meet the needs of the SDE for: data systems, network services, helpdesk, workstations and security environments. Her work experience includes the role of CIO for a large information technology group supporting an international manufacturer of computer systems. She has more than 30 years as an IT professional with extensive technical and project management experience.

Federal Data Manager John Romero, SDE EDFacts Coordinator, will insure alignment with EDFacts/Consolidated State Performance Reporting (CSPR) and Non-Fiscal State Reporting requirements and his estimated project effort is 20% per year. John has a Master's degree in Educational Technology and has worked for the SDE for more than eight years. He is currently working as the Federal EDFacts coordinator and Federal and State non-fiscal reporting data coordinator.

School District Liaison Jimmy Takata, SDE Education Technology Coordinator, will insure school district alignment and coordination for the project, and his estimated project effort is 10% per year. He will help with identifying personnel for the SLDS Advisor Group and be an active member of the group. He has ongoing professional relationships with the technical coordinators and other school district personnel through his work managing Title II-D funds, and assisting

districts with integrating technology in the curriculum. He has a Master's degree in Instructional Technology, and he has been working as an educational professional for 10 years.

Assessment Liaison Carissa Miller Ph.D, SDE Deputy Superintendent, Assessment Division, oversees ESEA assessments including National Assessment of Educational Progress (NAEP), Idaho Standards Achievement Test (ISAT) and the Idaho English Language Assessment (IELA) required assessments and the accountability processes for NCLB, and her estimated project effort is 5% per year. She will communicate assessment requirements to the data system team and use the data system to analyze student achievement trends and report those trends to the appropriate groups for continuous improvement efforts. She will assist in the coordination of assessment vendor systems with the Idaho data system to ensure accurate capture of student assessment information. Her previous experience includes the position of Program Manager of Assessment and Accountability with the Idaho Board of Education. Dr. Miller has a Doctorate of Philosophy in Education.

Teacher Certification Liaison Christina Linder, SDE Director of Certification and Professional Standards, will provide leadership in the inclusion of data use in instructional pedagogy for Idaho's teaching professionals, coordinating the modification of pre-service certification requirements to include proficiency in data gathering and its use in instructional planning. She will also communicate teacher certification program requirements to ensure unique identifier tracking for teachers and other instructional staff. Her estimated project effort is 5% per year. Ms. Linder has more than 20 years of experience working in education, including experience in federal program management and as university faculty in a teacher preparation program. She holds a Master's degree in Curriculum and Instruction and is currently completing her doctorate in Adult and Organizational Leadership.

Finance Coordinator Myrna Holgate, SDE Finance Coordinator, will provide input and oversight for the management of all staffing data elements including course code. Her estimated project effort is 5% per year. She maintains the Idaho Basic Education Data System (IBEDS) that contain the demographics on public school staffing. She has extensive knowledge regarding Idaho policies, rules and laws and their implications to data gathering and reporting. For more than 10 years, she has been Idaho's liaison to the National Center of Educational Statistics (NCES) during which she has developed expertise in data element definitions understanding including those reported to the U.S. Department of Education. She has served at the SDE for more than 14 years. Ms. Holgate is a Certified Public Accountant.

Director of Content Areas and Instructional Services Peter Kavouras, SDE Director of Content Areas and Instructional Services, will provide assistance in the coordination of the project with the data analysis needs of each core content area, Mathematics, Science, Reading, English Language Arts, and Social Studies. His estimated project effort is 5% per year. In addition, his team is responsible for managing the data for three statewide assessments: Idaho Reading Indicator, Direct Math Assessment, and Direct Writing Assessment. He and his team will be key contributors to the selection and implementation of the Learning Management System. Peter has 24 years of experience in education working as a classroom teacher and administrator. Peter holds Bachelor of Science, Bachelor of Arts, and Master of Education degrees. He is certified as a K-12 Principal and Curriculum and Instruction Supervisor.

Director of Data-Driven Instruction (One new position) He/she will lead the data utilization efforts for the integration of data into instructional practices and policy making. Estimated project effort is 100%. Delivering training through efforts of the Regional Data Coaches, they will develop workshops and online training materials for teachers, principals and superintendents. He/she will coordinate training with LEA efforts, integrating training materials into in-service days and staff meetings, and introduce support materials for the initiation of school data teams.

Regional Data Coaches (Five new positions) The Regional Data Coaches will train LEA personnel on data utilization to individualize instructional practices, measure and monitor curriculum effectiveness, identify “best of class” instructors for adoption of their instructional practices, and data-driven policy making. Estimated project effort is 100%. The Regional Data Coaches will conduct data use workshops, coordinate the delivery of on-line training materials and monitor data use training attendance versus program goals. They will also train administrators on the benefit of and the management of school data teams. School data teams will meet regularly to review student achievement and evaluate potential benefits from instructional, curricular, and organizational adjustments.

Web Services Specialist, (Contract position for development web services) Define and design the Services Oriented Architecture (SOA). Identify strategies, technologies, vendor, and stakeholder requirements. Recommend instrumentation, coordinate activities with vendors and other service developers. Establish application development and web services standards based on the latest technologies and best practices. Work with developers to ensure that standards are communicated, understood, and implemented. Develop web services as required.

Senior Development Analyst, (Two contract positions for development of web services) Understand and document the business processes and requirements through direct interaction with business teams. Analysts must be able to translate business needs into technical requirements and solutions. Analysts will work closely with the Project Manager and Developers to ensure that the business requirements are communicated and understood and that development efforts are in line with requirements. Use cases and test cases will be derived from requirements documentation.

Idaho State Department of Labor

Senior Research Analyst (One contract position) Plan, develop, and implement wage record matches using associated Social Security numbers. This person will communicate with the governance team about pertinent issues necessary to develop the technical protocols and practices for wage record matching while maintaining confidentiality of the records under state and federal requirements. This person will support contractors in the development of protocols and data matching infrastructure to create efficiencies for all subsequent wage record matches. Efforts will be made to determine the efficacy of combining other labor market information data sets to enrich the database. Initially all quarterly wage record matches will be conducted in-house by the Senior Research Analyst. The analyst will analyze initial wage record matches and make summary findings for initial matches during the duration of the grant period or until a fully integrated or automated analytical data system can be developed, whichever comes first.

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Budget Narrative (Justification)

Outcome 1: Establish policies and governance structure to support P-20 and workforce data system

Create the Idaho–LEADS Advisory Group which will be responsible for ensuring progress and outcomes of interoperability initiatives, and reporting them to the SBOE. We will examine at least two other state’s interoperability models to evaluate their efficacy and draw from their best practices to develop an effective interoperability model for Idaho.

Outcome 1	Year 1	Year 2	Year 3	Totals	Justification
Personnel	\$6,000	\$6,000	\$6,000	\$18,000	The SBOE Project Director, Selena Grace, Director of Research/Grant Developer, will commit 10% of her time to these efforts to coordinating, conducting and disseminating the results of these meetings. She will work closely with the SBOE Project Manager to ensure alignment with the Idaho–LEADS data warehouse system and all proposed outcomes in this grant.
Benefits	\$1,320	\$1,320	\$1,320	\$3,960	
Travel	\$13,872	\$13,872	\$13,872	\$41,616	Travel for nine Idaho-LEADS Advisory Group members to attend six, one day meetings per year, assumes \$80 hotel for one night and 2 days per diem at \$44 plus \$600 mileage or other travel expenses for the group per meeting
Equipment					
Supplies					
Contractual					
Construction					
Other					
Total Direct	\$21,192	\$21,192	\$21,192	\$63,576	
Indirect	\$2,967	\$2,967	\$2,967	\$8,901	

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Outcome 1	Year 1	Year 2	Year 3	Totals	Justification
Training Stipends					
Total Costs	\$24,159	\$24,159	\$24,159	\$72,477	

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Outcome 2: Integrate current statewide Education ID application into the public postsecondary systems

The eight public postsecondary institutions will modify their current Enterprise Resource Programs (ERP) to incorporate the Education ID (EDUID) into their ERP systems.

Outcome 2	Year 1	Year 2	Year 3	Totals	Justification
Personnel	\$5,600	\$5,600		\$11,200	Two SDE staff will facilitate and conduct one all-day training session with the public postsecondary institutions. Representatives from the public postsecondary institutions will then provide training to their respective institution.
Benefits	\$1,232	\$1,232		\$2,464	
Travel	\$11,504	\$11,504		\$23,008	One, all day meeting per year for years 1-2 for two representatives from the eight public postsecondary institutions to attend training on EDUID use. Assumes \$80 hotel for one night and two days per diem at \$44 plus \$600 mileage or other travel expenses for the group per meeting
Equipment					
Supplies					
Contractual	\$605,920			\$605,920	Eight postsecondary institutions will need to work with their ERP vendors to modify their current systems to incorporate the EDUID. This allows for \$75,740 for each institution for consulting services with their ERP vendors.
Construction					
Other					
Total Direct	\$624,256	\$18,336		\$642,592	
Indirect	\$6,067	\$2,567		\$8,634	
Training Stipends					
Total Costs	\$630,323	\$20,903		\$651,226	

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Outcome 3: Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse and an associated reporting and analysis system based on the P-20 and workforce data warehouse

The core of this grant proposal is the design, development, and implementation of a P-20 and workforce dimensional data warehouse. It will be a “meta-warehouse,” combining data from the K-12 data warehouse (currently being developed under existing IES grant 84.372A) with data from the proposed data warehouses that will be built at each of the eight state supported postsecondary institutions, along with data from the Idaho Department of Labor. This P-20 and workforce data warehouse will provide the foundation on which a robust reporting and analysis system, using appropriate business intelligence tools, will be based.

Outcome 3	Year 1	Year 2	Year 3	Totals	Justification
Personnel	\$287,105	\$288,175	\$288,175	\$863,455	Staff support to contractor designing the P-20 and workforce data warehouse (approximately 1,655 hours), includes time for training for 20 staff members for SLDS and reporting and analysis system. Staff support effort decreases to 1/2 the time years 2-3. Allows for \$154,860 for year one and \$77,430 for years two and three. One Project Manager, 100% of the time at \$78,500 years 1-3. One Database Administrator, 100% of the time at \$78,500 years 2-3. One Research Analyst 100% of the time at \$53,745 years 1-3.
Benefits	\$82,563	\$92,499	\$92,499	\$267,560	
Travel	\$17,086	\$17,086	\$17,086	\$51,258	Meetings to review design of the P-20 and workforce data warehouse and for training on the use of the reporting and analysis system. Three people to attend the NCES SLDS grant recipient meetings in DC. Assumes \$550 airfare, three days hotels at \$190, three days per diem at \$64 and \$50 for taxi/shuttle.
Equipment	\$149,061	\$20,000	\$20,000	\$189,061	Servers for P-20 and workforce data warehouse and for the reporting and analysis system includes software and licenses. Two desktop computers for SBOE Project Manager and Database

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Outcome 3	Year 1	Year 2	Year 3	Totals	Justification
					Administrator.
Supplies					
Contractual	\$727,601	\$427,601	\$427,601	\$1,582,803	Contractor time for table design and initial load, ETL and cube development, and training for staff for the P-20 and workforce data warehouse. Allows for \$727,601 for the first year and \$427,601 for years 2-3. Contractor time to build reports along with license fees for selected reporting and analysis software. Allows for \$400,000 for the first year and \$200,000 for subsequent years for maintenance fees and report development. Contractual positions will include Data Warehouse Architect, Data Warehouse Developer/Analyst, Reporting/ Analysis Developer and Trainer, Technical Report Writer.
Construction					
Other	\$2,399,904			\$2,399,904	Construction of data warehouses for the eight postsecondary institutions to provide data needed to populate P-20 and workforce data warehouse \$299,988 per institution
Total Direct	\$3,663,320	\$845,361	\$845,361	\$5,354,041	
Indirect	\$57,646	\$59,186	\$59,186	\$176,018	
Training Stipends					
Total Costs	\$3,720,966	\$904,547	\$904,547	\$5,530,059	

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Outcome 4: Align the Division of Professional-Technical Education's (PTE) 10 System to align with SDE's application rewrite

We will develop a single database (FoxPro and SQL server databases would be merged) that houses the data entered by the program managers and the users accessing from the web. Personal information such as SSN numbers will be stored in an encrypted format with a robust role-based security setup for users accessing the system. Database backup procedures will be automated at scheduled intervals with an automated scheduled process to synchronize district and school data from the ISEE system. With the new robust system, email notification would be reliable, efficient and useful reports will then be generated from a single database system, and historical data would be available.

Outcome 4	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment					
Supplies					
Contractual	\$200,000	\$65,000		\$265,000	Contractor time to design and build a system that aligns with SDE's current application rewrite and incorporates with the P-20 and workforce data warehouse
Construction					
Other					
Total Direct	\$200,000	\$65,000		\$265,000	
Indirect	\$3,500	\$3,500		\$7,000	
Training Stipends					
Total Costs	\$203,500	\$68,500		\$272,000	

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Outcome 5: Deploy web services to facilitate the exchange of data across agencies and states

Deploy web services to facilitate the exchange of data across agencies, and states within a services oriented architecture (SOA).

Outcome 5	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment	\$158,000	\$31,600	\$31,600	\$221,200	Install Storage Area Network (SAN) device. Hardware includes: rack, drives (multiple), cache memory, SATA expansion units, base unit, cabling, backup drives, fail-over and load balancing, power supply, and UPS.
Supplies	\$14,000	\$2,800	\$2,800	\$19,600	Software: Resource manager, replication software, link management, data protection suite, backup service manager plus maintenance agreement at 20%.
Contractual	\$351,520	\$174,720	\$174,720	\$700,960	One web services specialist consultant to assist in development of web service requirements at \$85 per hour for one year (2080 hours). One Senior Development Analyst full time (100%), years 1-3 to oversee the development of web services at \$65,000 per year. One Database Administrator full time (100%) at \$65,000 per year, years 1-3 to oversee development and maintenance. Fringe benefits at 33% of salary and 2% COLA.
Construction					
Other	\$5,000	\$5,000	\$5,000	\$15,000	Administrative services at \$2,500 per FTE.
Total Direct	\$528,520	\$214,120	\$214,120	\$956,760	
Indirect	\$5,460	\$3,892	\$3,892	\$13,244	
Training Stipends					
Total Costs	\$533,980	\$218,012	\$218,012	\$970,004	

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Outcome 6: Establish a K-12 Learning Management System to support formative assessments and curriculum management

Implement a K-12 Learning Management System (LMS) that provides student information to teachers in the classroom to accurately assess student-level strengths and weaknesses to facilitate targeted instruction. The LMS will create, track, and manage curriculum, instructional plans; assessment data (formative, benchmark and high stakes).

Outcome 6	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment	\$125,000	\$25,000	\$25,000	\$175,000	Server to host application and additional SAN drives
Supplies					
Contractual	\$5,900,000	\$1,180,000	\$1,180,000	\$8,260,000	Purchase of Learning Management System, (assessments, curriculum, content, reports, dashboards) plus ongoing licensing fees for application and content. Project Manager to manage requirements and deployment process, 100% of time, years 1-3 at \$95 per hour, 2080 hours per year.
Construction					
Other					
Total Direct	\$6,025,000	\$1,205,000	\$1,205,000	\$8,435,000	
Indirect	\$3,500	\$3,500	\$3,500	\$10,500	
Training Stipends					
Total Costs	\$6,028,500	\$1,208,500	\$1,208,500	\$8,445,500	

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Outcome 7: Create a statewide K-12 data utilization training program

Assist educational stakeholders in adopting data utilization for modification of instructional and organizational practices. Support a network of school data teams who use data to monitor student proficiency and adjust instruction, curriculum, and pacing to maximize results and share best practices. Create demand and use of data by local and state administrative personnel.

Outcome 7	Year 1	Year 2	Year 3	Totals	Justification
					Six full time staff, 100% of time. One Director of Data-Driven Instruction (years 1-3), five Regional Data Coaches (years 1-3). The Director of Data-Driven Instruction will lead the data utilization efforts for the integration of data into instructional practices and policy making. Estimated project effort is 100%. Regional Data Coaches will train LEAs on data utilization to measure and monitor instructional practices and policy making. Estimated project effort is 100%. Director salary of \$85,000, Regional Coaches at \$75,000, plus benefits at 33% of salary and 2% COLA.
Personnel	\$460,000	\$469,200	\$478,584	\$1,407,784	
Benefits	\$151,800	\$154,836	\$157,933	\$464,569	
					Twelve school visits or workshops per month (per staff member) resulting in three overnight stays at \$100 a night plus \$76 a day per diem times six staff. 180 workshops per year (6 trainers times 3 per month) with supplies of \$400 each.
Travel	\$203,904	\$207,982	\$212,142	\$624,028	
Equipment	\$18,700	\$3,740	\$3,740	\$26,180	Laptops, software, web cameras and video equipment.
Supplies	\$72,000	\$72,000	\$72,000	\$216,000	
					Contract with Oregon Department of Education. Training Director of Oregon Direct Access To Achievement (DATA) Project to assist Idaho. Incorporation of Oregon DATA Project materials and methodologies into Idaho's data utilization
Contractual	\$54,900	\$27,450		\$82,350	

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Outcome 7	Year 1	Year 2	Year 3	Totals	Justification
					training program. Oregon Training Director travel at three days per month for eighteen months at \$1,000 per day consulting compensation and \$525 per day for travel and per diem.
Construction					
Other	\$400,000	\$100,000	\$50,000	\$550,000	Video production work for on-line training material development plus printed training materials.
Total Direct	\$1,361,304	\$1,035,208	\$974,398	\$3,370,911	
Indirect	\$127,779	\$130,063	\$128,892	\$386,733	
Training Stipends					
Total Costs	\$1,489,083	\$1,165,271	\$1,103,291	\$3,757,644	

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Outcome 8: Create web widgets and tools to provide targeted appropriate information to stakeholders

Processes and instruments to deliver targeted, appropriate information to stakeholders by identifying key influencers of the educational process and creating information sets and web gadgets and tools designed for their common web behaviors and actionable information.

Outcome 8	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment					
Supplies					
Contractual	\$149,760	\$299,520	\$50,400	\$499,680	One full time application developer at \$72 per hour for 2,080 hours year one, two full time application developers at \$72 per hour for 5,160 hours year two, one part time application developer at \$72 per hour for 700 hours year three.
Construction					
Other	\$165,000	\$40,000		\$205,000	Market research to identify stakeholder groups, survey their educational interest and web habits. Conduct focus groups for each stakeholder group to gain insight on potential information sets and delivery mechanisms (yr 1). Post deployment research to analysis project effectiveness and adjust to match stakeholder feedback (yr 2).
Total Direct	\$314,760	\$339,520	\$50,400	\$704,680	
Indirect	\$3,500	\$3,500	\$3,500	\$10,500	
Training Stipends					
Total Costs	\$318,260	\$343,020	\$53,900	\$715,180	

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Outcome 9: Develop pilot multi-state collaboration

Costs for participating in the multi-state exchange are based on equal sharing for four states of all initial development and maintenance costs over three years. Each state's share will equal \$117,500. That covers matching of all public school students in grades 9-12 and public postsecondary students in all four states. Initial activities to develop this pilot multi-state exchange were funded by a grant from the Bill and Melinda Gates Foundation, but the grant that supported those efforts has since ended. This proposal's budget includes an amount sufficient only for the physical matching of data from multiple states. We anticipate that a grant currently under consideration by the Gates Foundation will support other costs, including that for travel and meeting expenses and WICHE's involvement.

Outcome 9	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment					
Supplies					
Contractual	\$117,500	\$117,500	\$117,500	\$352,500	Covers matching of all public school students in grades 9-12 and public postsecondary students in all four states.
Construction					
Other					
Total Direct	\$117,500	\$117,500	\$117,500	\$352,500	
Indirect	\$3,500	\$3,500	\$3,500	\$10,500	
Training Stipends					
Total Costs	\$121,000	\$121,000	\$121,000	\$363,000	

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS



DECEMBER 10, 2009 U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

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

Name of Institution/Organization
Idaho State Board 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	\$758,705	\$768,976	\$772,759			\$2,300,440
2. Fringe Benefits	\$236,915	\$249,887	\$251,751			\$738,553
3. Travel	\$246,366	\$250,444	\$243,100			\$739,910
4. Equipment	\$450,761	\$80,340	\$80,340			\$611,441
5. Supplies	\$86,000	\$74,800	\$74,800			\$235,600
6. Contractual	\$8,107,201	\$2,291,791	\$1,950,221			\$12,349,213
7. Construction						
8. Other	\$2,969,904	\$145,000	\$55,000			\$3,169,904
9. Total Direct Costs (lines 1-8)	\$12,855,852	\$3,861,238	\$3,427,971			\$20,145,061
10. Indirect Costs*	\$213,918	\$212,675	\$205,437			\$632,030
11. Training Stipends						
12. Total Costs (lines 9-11)	\$13,069,770	\$4,073,913	\$3,633,408			\$20,777,091

***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: 07/01/2007 To: 06/30/2011 (mm/dd/yyyy)

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

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

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Name of Institution/Organization Idaho State Board 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 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	\$811,541	\$821,401	\$822,836			\$2,455,778
2. Fringe Benefits	\$275,879	\$279,996	\$282,297			\$838,172
3. Travel	\$2,500	\$2,500	\$2,500			\$7,500
4. Equipment						
5. Supplies	\$13,000	\$13,000	\$10,000			\$36,000
6. Contractual	\$1,400,000					\$1,400,000
7. Construction						
8. Other	\$65,000	\$200,000	\$200,001			\$465,001
9. Total Direct Costs (Lines 1-8)	\$2,567,920	\$1,316,897	\$1,317,634			\$5,202,451
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)	\$2,567,920	\$1,316,897	\$1,317,634			\$5,202,451
SECTION C – BUDGET NARRATIVE (see instructions)						

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SECTION C – BUDGET NARRATIVE

Outcome 1: Establish policies and governance structure to support P-20 and workforce data system

Create the Idaho–LEADS Advisory Group which will be responsible for ensuring progress and outcomes of interoperability initiatives, and reporting them to the SBOE. We will examine at least two other state’s interoperability models to evaluate their efficacy and draw from their best practices to develop an effective interoperability model for Idaho.

Outcome 1	Year 1	Year 2	Year 3	Totals	Justification
					The SBOE Project Director, Selena Grace, Director of Research/Grant Developer, will commit 10% of her time to these efforts to coordinating, conducting and disseminating the results of these meetings. She will work closely with the SBOE Project Manager to ensure alignment with the Idaho–LEADS data warehouse system and all proposed outcomes in this grant.
Personnel	\$6,000	\$6,000	\$6,000	\$18,000	
Benefits	\$1,320	\$1,320	\$1,320	\$3,960	
					Travel for nine Idaho-LEADS Advisory Group members to attend six, one day meetings per year, assumes \$80 hotel for one night and 2 days per diem at \$44 plus \$600 mileage or other travel expenses for the group per meeting
Travel	\$13,872	\$13,872	\$13,872	\$41,616	
Equipment					
Supplies					
Contractual					
Construction					
Other					
Total Direct	\$21,192	\$21,192	\$21,192	\$63,576	
Indirect	\$2,967	\$2,967	\$2,967	\$8,901	
Training Stipends					
Total Costs	\$24,159	\$24,159	\$24,159	\$72,477	

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Outcome 2: Integrate current statewide Education ID application into the public postsecondary systems

The eight public postsecondary institutions will modify their current Enterprise Resource Programs (ERP) to incorporate the Education ID (EDUID) into their ERP systems.

Outcome 2	Year 1	Year 2	Year 3	Totals	Justification
Personnel	\$5,600	\$5,600		\$11,200	Two SDE staff will facilitate and conduct one all-day training session with the public postsecondary institutions. Representatives from the public postsecondary institutions will then provide training to their respective institution.
Benefits	\$1,232	\$1,232		\$2,464	
Travel	\$11,504	\$11,504		\$23,008	One, all day meeting per year for years 1-2 for two representatives from the eight public postsecondary institutions to attend training on EDUID use. Assumes \$80 hotel for one night and two days per diem at \$44 plus \$600 mileage or other travel expenses for the group per meeting
Equipment					
Supplies					
Contractual	\$605,920			\$605,920	Eight postsecondary institutions will need to work with their ERP vendors to modify their current systems to incorporate the EDUID. This allows for \$75,740 for each institution for consulting services with their ERP vendors.
Construction					
Other					
Total Direct	\$624,256	\$18,336		\$642,592	
Indirect	\$6,067	\$2,567		\$8,634	
Training Stipends					
Total Costs	\$630,323	\$20,903		\$651,226	

Outcome 3: Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse and an associated reporting and analysis system based on the P-20 and workforce data warehouse

The core of this grant proposal is the design, development, and implementation of a P-20 and workforce dimensional data warehouse. It will be a “meta-warehouse,” combining data from the K-12 data warehouse (currently being developed under existing IES grant 84.372A) with data from the

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proposed data warehouses that will be built at each of the eight state supported postsecondary institutions, along with data from the Idaho Department of Labor. This P-20 and workforce data warehouse will provide the foundation on which a robust reporting and analysis system, using appropriate business intelligence tools, will be based.

Outcome 3	Year 1	Year 2	Year 3	Totals	Justification
Personnel	\$287,105	\$288,175	\$288,175	\$863,455	Staff support to contractor designing the P-20 and workforce data warehouse (approximately 1,655 hours), includes time for training for 20 staff members for SLDS and reporting and analysis system. Staff support effort decreases to 1/2 the time years 2-3. Allows for \$154,860 for year one and \$77,430 for years two and three. One Project Manager, 100% of the time at \$78,500 years 1-3. One Database Administrator, 100% of the time at \$78,500 years 2-3. One Research Analyst 100% of the time at \$53,745 years 1-3.
Benefits	\$82,563	\$92,499	\$92,499	\$267,560	
Travel	\$17,086	\$17,086	\$17,086	\$51,258	Meetings to review design of the P-20 and workforce data warehouse and for training on the use of the reporting and analysis system. Three people to attend the NCES SLDS grant recipient meetings in DC. Assumes \$550 airfare, three days hotels at \$190, three days per diem at \$64 and \$50 for taxi/shuttle.
Equipment	\$149,061	\$20,000	\$20,000	\$189,061	Servers for P-20 and workforce data warehouse and for the reporting and analysis system includes software and licenses. Two desktop computers for SBOE Project Manager and Database Administrator.
Supplies					
Contractual	\$727,601	\$427,601	\$427,601	\$1,582,803	Contractor time for table design and initial load, ETL and cube development, and training for staff for the P-20 and workforce data warehouse. Allows for \$727,601 for the first year and \$427,601 for years 2-3. Contractor time to build reports along with license fees for selected reporting and analysis software. Allows for

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Outcome 3	Year 1	Year 2	Year 3	Totals	Justification
					\$400,000 for the first year and \$200,000 for subsequent years for maintenance fees and report development. Contractual positions will include Data Warehouse Architect, Data Warehouse Developer/Analyst, Reporting/ Analysis Developer and Trainer, Technical Report Writer.
Construction					
Other	\$2,399,904			\$2,399,904	Construction of data warehouses for the eight postsecondary institutions to provide data needed to populate P-20 and workforce data warehouse \$299,988 per institution
Total Direct	\$3,663,320	\$845,361	\$845,361	\$5,354,041	
Indirect	\$57,646	\$59,186	\$59,186	\$176,018	
Training Stipends					
Total Costs	\$3,720,966	\$904,547	\$904,547	\$5,530,059	

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**DECEMBER 10, 2009****Outcome 4: Align the Division of Professional-Technical Education's (PTE) 10 System to align with SDE's application rewrite**

We will develop a single database (FoxPro and SQL server databases would be merged) that houses the data entered by the program managers and the users accessing from the web. Personal information such as SSN numbers will be stored in an encrypted format with a robust role-based security setup for users accessing the system. Database backup procedures will be automated at scheduled intervals with an automated scheduled process to synchronize district and school data from the ISEE system. With the new robust system, email notification would be reliable, efficient and useful reports will then be generated from a single database system, and historical data would be available.

Outcome 4	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment					
Supplies					
Contractual	\$200,000	\$65,000		\$265,000	Contractor time to design and build a system that aligns with SDE's current application rewrite and incorporates with the P-20 and workforce data warehouse
Construction					
Other					
Total Direct	\$200,000	\$65,000		\$265,000	
Indirect	\$3,500	\$3,500		\$7,000	
Training Stipends					
Total Costs	\$203,500	\$68,500		\$272,000	

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Outcome 5: Deploy web services to facilitate the exchange of data across agencies and states

Deploy web services to facilitate the exchange of data across agencies, and states within a services oriented architecture (SOA).

Outcome 5	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment	\$158,000	\$31,600	\$31,600	\$221,200	Install Storage Area Network (SAN) device. Hardware includes: rack, drives (multiple), cache memory, SATA expansion units, base unit, cabling, backup drives, fail-over and load balancing, power supply, and UPS.
Supplies	\$14,000	\$2,800	\$2,800	\$19,600	Software: Resource manager, replication software, link management, data protection suite, backup service manager plus maintenance agreement at 20%.
Contractual	\$351,520	\$174,720	\$174,720	\$700,960	One web services specialist consultant to assist in development of web service requirements at \$85 per hour for one year (2080 hours). One Senior Development Analyst full time (100%), years 1-3 to oversee the development of web services at \$65,000 per year. One Database Administrator full time (100%) at \$65,000 per year, years 1-3 to oversee development and maintenance. Fringe benefits at 33% of salary and 2% COLA.
Construction					
Other	\$5,000	\$5,000	\$5,000	\$15,000	Administrative services at \$2,500 per FTE.
Total Direct	\$528,520	\$214,120	\$214,120	\$956,760	
Indirect	\$5,460	\$3,892	\$3,892	\$13,244	
Training Stipends					
Total Costs	\$533,980	\$218,012	\$218,012	\$970,004	

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Outcome 6: Establish a K-12 Learning Management System to support formative assessments and curriculum management

Implement a K-12 Learning Management System (LMS) that provides student information to teachers in the classroom to accurately assess student-level strengths and weaknesses to facilitate targeted instruction. The LMS will create, track, and manage curriculum, instructional plans; assessment data (formative, benchmark and high stakes).

Outcome 6	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment	\$125,000	\$25,000	\$25,000	\$175,000	Server to host application and additional SAN drives
Supplies					
Contractual	\$5,900,000	\$1,180,000	\$1,180,000	\$8,260,000	Purchase of Learning Management System, (assessments, curriculum, content, reports, dashboards) plus ongoing licensing fees for application and content. Project Manager to manage requirements and deployment process, 100% of time, years 1-3 at \$95 per hour, 2080 hours per year.
Construction					
Other					
Total Direct	\$6,025,000	\$1,205,000	\$1,205,000	\$8,435,000	
Indirect	\$3,500	\$3,500	\$3,500	\$10,500	
Training Stipends					
Total Costs	\$6,028,500	\$1,208,500	\$1,208,500	\$8,445,500	

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Outcome 7: Create a statewide K-12 data utilization training program

Assist educational stakeholders in adopting data utilization for modification of instructional and organizational practices. Support a network of school data teams who use data to monitor student proficiency and adjust instruction, curriculum, and pacing to maximize results and share best practices. Create demand and use of data by local and state administrative personnel.

Outcome 7	Year 1	Year 2	Year 3	Totals	Justification
Personnel	\$460,000	\$469,200	\$478,584	\$1,407,784	Six full time staff, 100% of time. One Director of Data-Driven Instruction (years 1-3), five Regional Data Coaches (years 1-3). The Director of Data-Driven Instruction will lead the data utilization efforts for the integration of data into instructional practices and policy making. Estimated project effort is 100%. Regional Data Coaches will train LEAs on data utilization to measure and monitor instructional practices and policy making. Estimated project effort is 100%. Director salary of \$85,000, Regional Coaches at \$75,000, plus benefits at 33% of salary and 2% COLA.
Benefits	\$151,800	\$154,836	\$157,933	\$464,569	
Travel	\$203,904	\$207,982	\$212,142	\$624,028	Twelve school visits or workshops per month (per staff member) resulting in three overnight stays at \$100 a night plus \$76 a day per diem times six staff. 180 workshops per year (6 trainers times 3 per month) with supplies of \$400 each.
Equipment	\$18,700	\$3,740	\$3,740	\$26,180	Laptops, software, web cameras and video equipment.
Supplies	\$72,000	\$72,000	\$72,000	\$216,000	
Contractual	\$54,900	\$27,450		\$82,350	Contract with Oregon Department of Education. Training Director of Oregon Direct Access To Achievement (DATA) Project to assist Idaho. Incorporation of Oregon DATA Project materials and methodologies into Idaho's data utilization training program. Oregon Training Director travel at three days per month for eighteen months at \$1,000 per day consulting compensation and \$525 per day for travel and per diem.

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Outcome 7	Year 1	Year 2	Year 3	Totals	Justification
Construction					
Other	\$400,000	\$100,000	\$50,000	\$550,000	Video production work for on-line training material development plus printed training materials.
Total Direct	\$1,361,304	\$1,035,208	\$974,398	\$3,370,911	
Indirect	\$127,779	\$130,063	\$128,892	\$386,733	
Training Stipends					
Total Costs	\$1,489,083	\$1,165,271	\$1,103,291	\$3,757,644	

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Outcome 8: Create web widgets and tools to provide targeted appropriate information to stakeholders

Processes and instruments to deliver targeted, appropriate information to stakeholders by identifying key influencers of the educational process and creating information sets and web gadgets and tools designed for their common web behaviors and actionable information.

Outcome 8	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment					
Supplies					
Contractual	\$149,760	\$299,520	\$50,400	\$499,680	One full time application developer at \$72 per hour for 2,080 hours year one, two full time application developers at \$72 per hour for 5,160 hours year two, one part time application developer at \$72 per hour for 700 hours year three.
Construction					
Other	\$165,000	\$40,000		\$205,000	Market research to identify stakeholder groups, survey their educational interest and web habits. Conduct focus groups for each stakeholder group to gain insight on potential information sets and delivery mechanisms (yr 1). Post deployment research to analysis project effectiveness and adjust to match stakeholder feedback (yr 2).
Total Direct	\$314,760	\$339,520	\$50,400	\$704,680	
Indirect	\$3,500	\$3,500	\$3,500	\$10,500	
Training Stipends					
Total Costs	\$318,260	\$343,020	\$53,900	\$715,180	

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Outcome 9: Develop pilot multi-state collaboration

Costs for participating in the multi-state exchange are based on equal sharing for four states of all initial development and maintenance costs over three years. Each state's share will equal \$117,500. That covers matching of all public school students in grades 9-12 and public postsecondary students in all four states. Initial activities to develop this pilot multi-state exchange were funded by a grant from the Bill and Melinda Gates Foundation, but the grant that supported those efforts has since ended. This proposal's budget includes an amount sufficient only for the physical matching of data from multiple states. We anticipate that a grant currently under consideration by the Gates Foundation will support other costs, including that for travel and meeting expenses and WICHE's involvement.

Outcome 9	Year 1	Year 2	Year 3	Totals	Justification
Personnel					
Benefits					
Travel					
Equipment					
Supplies					
Contractual	\$117,500	\$117,500	\$117,500	\$352,500	Covers matching of all public school students in grades 9-12 and public postsecondary students in all four states.
Construction					
Other					
Total Direct	\$117,500	\$117,500	\$117,500	\$352,500	
Indirect	\$3,500	\$3,500	\$3,500	\$10,500	
Training Stipends					
Total Costs	\$121,000	\$121,000	\$121,000	\$363,000	

Figure 1 - Idaho SLDS Efforts - By Funding Type

2009

2010

2011

2012

2013

State Funded Efforts

- Authentication & Authorization
- Enrollment & Attendance Application
- Teacher Certification Application

Current SLDS Grant Efforts (K-12 focus)

- Unique ID – Student / Staff
- Data Warehouse K-12
- Data Reporting K-12
- Data Collection K-12
- District Support
- Transcripts

Proposed SLD Grant Efforts (P20 and workforce)

- Governance
- EDUID to IHE
- Data Warehouse & Reporting
- Professional & Technical Inclusion
- Web Services
- Learning Mgmt System (K-12)
- Data Utilization Training
- Widget & Tool for Stakeholders

Figure 2 - Linking Records Across Data Systems

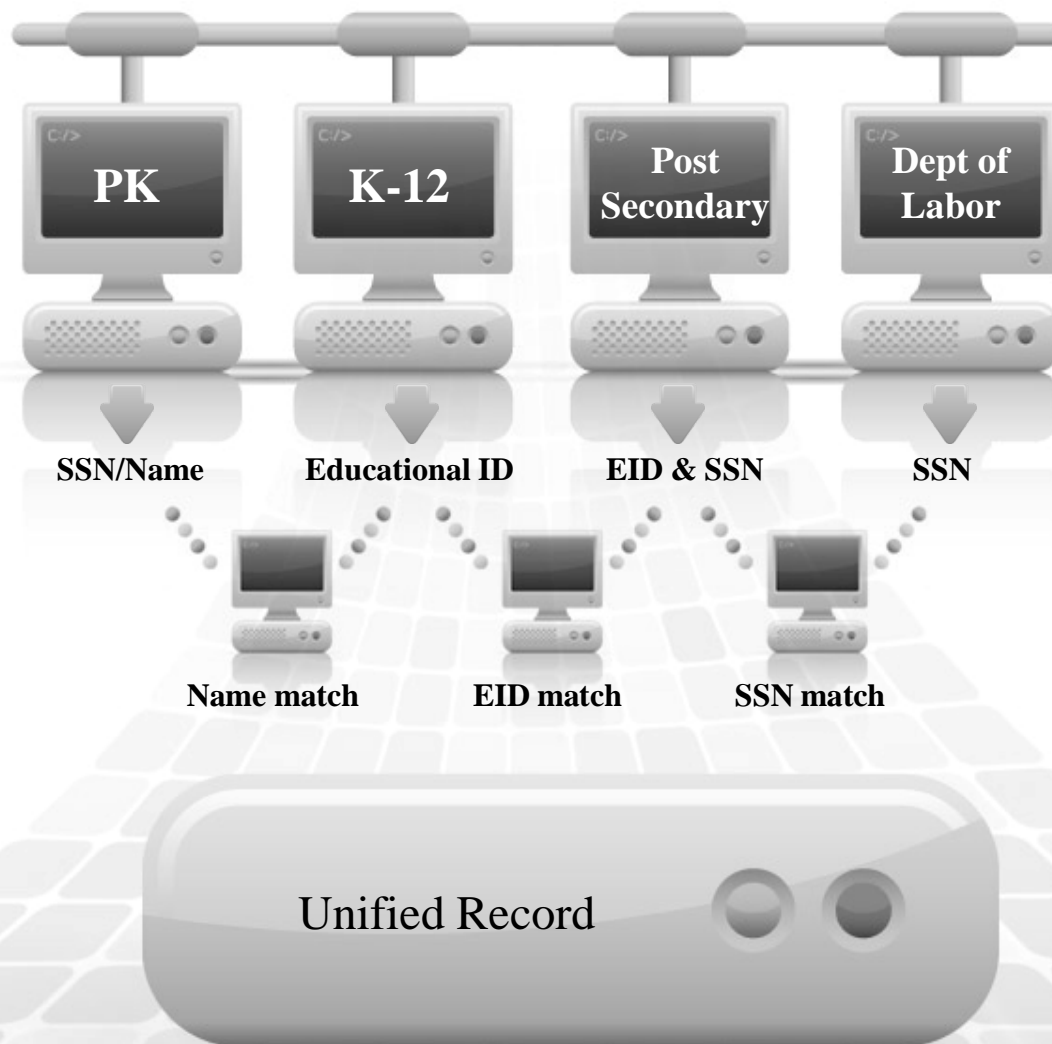


Figure 3 – P20 and Workforce Data Warehouse

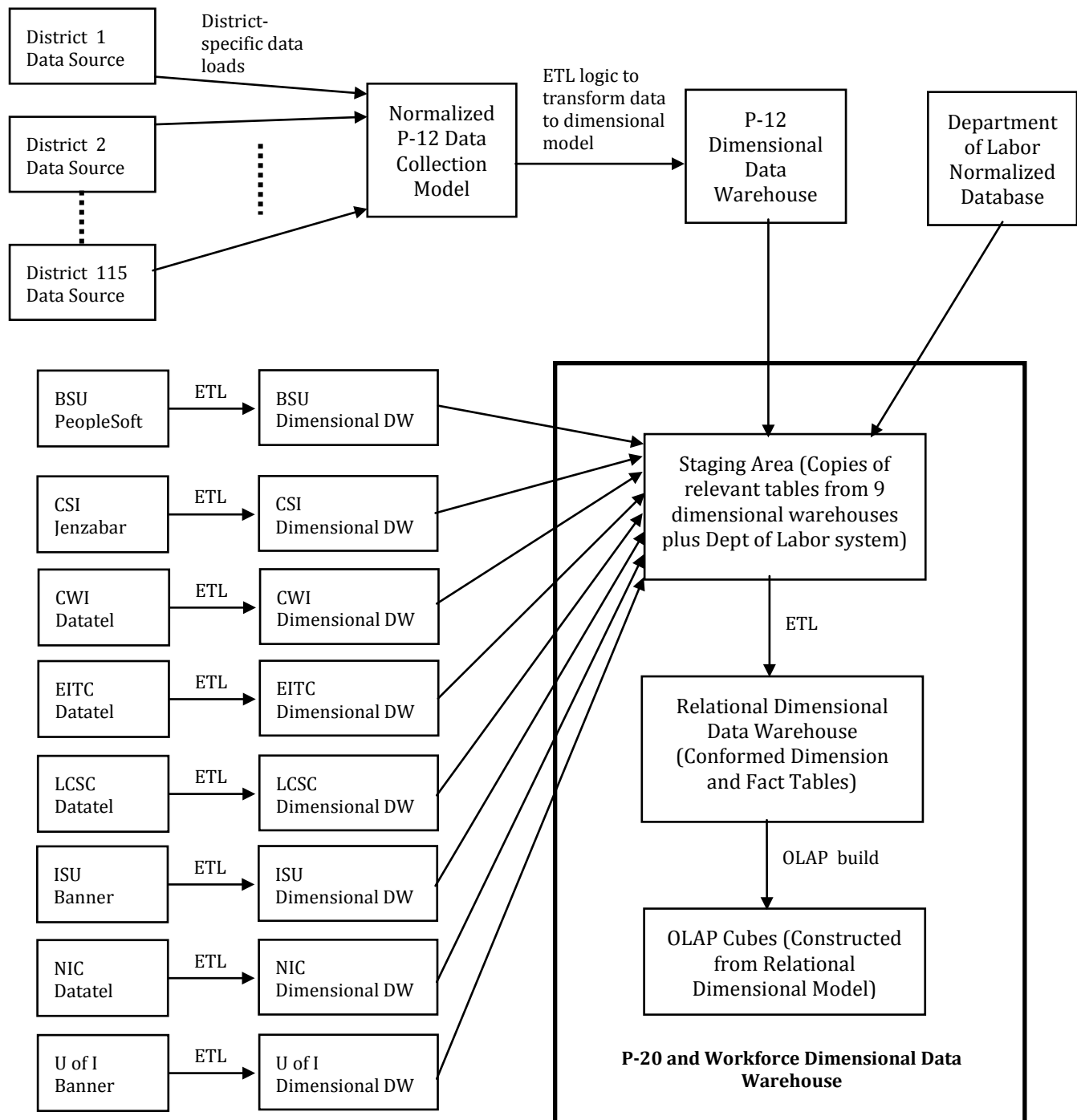


Figure 4 - K-12 Training Organizational Chart

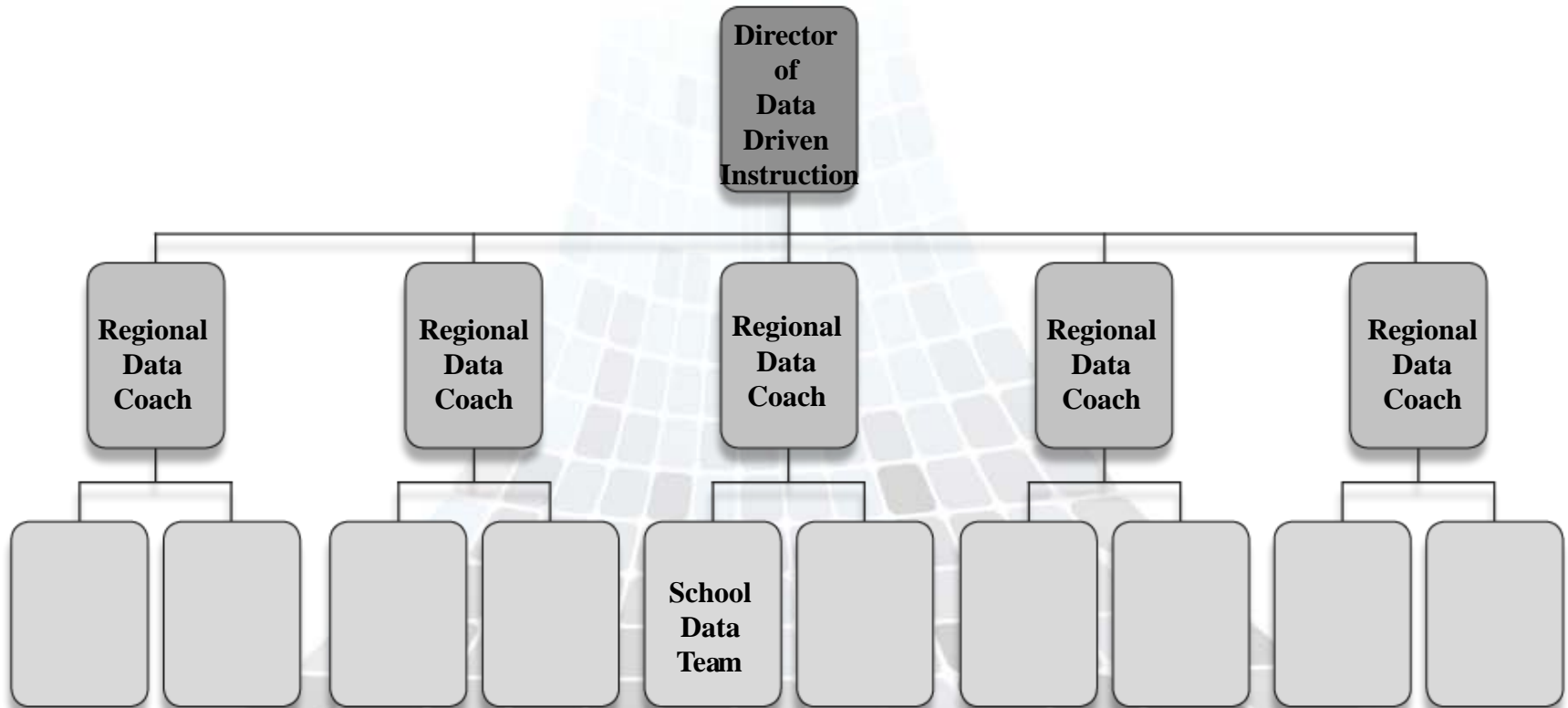


Figure 5 - Delivering Stakeholder Information



Troy M. Wheeler

650 West State Street

Boise, Idaho

Career Profile:

- Extensive experience in all aspects of Information Technology.
- A proven track record of results, using project management methodologies and systems.
- Versed in enterprise technologies including data warehousing, storage networks and virtualization.
- Expertise in technical staff development, recruitment and retention
- Experienced with contract requirements gathering, development and oversight including service level agreements, RFP's and out-sourcing agreements.
- Self-motivated, efficient, resourceful and reliable under pressure.
- Excellent communication, presentation and facilitation skills.
- Confident and poised in interactions with individuals at all levels.
- Strong problem resolution skills.
- Proven track record in successful business startups.

Work Experience:

**CHIEF INFORMATION OFFICER(CIO) (2008-Present)
Idaho State Department of Education - Boise, Idaho**

- Responsible for management and budgetary decisions for IT operations
- Direct the design, development, implementation, and operation of information systems and data processing applications in support of SDE mission, goals, policies, procedures, and programs
- Establish and implement IT goals, policies, procedures, and performance indicators
- Provide input to and assist the Superintendent of Public Instruction in the areas of statewide IT efforts and projects, liaison with the legislature and other agencies, and long-term departmental IT strategic planning; including resolution of constituent concerns
- Work closely with Program Directors to understand overall process-related and governance-related needs and ensure successful processes are implemented
- Advise management and staff on current industry trends and information processing concepts, strategies, and products
- Ability to analyze data systems functionality and implement data systems rewrites to meet changes in technological advancement and language modernization
- Analyze fiscal requirements and recommend department budgets for personnel, operations, hardware, and training in support of IS functions and administer funds
- Recommend and hire staff, assign projects, and evaluate performance

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- Provide for technical training and educational needs in information processing for department staff
- Represent department on various task forces, committees, and study groups

MANAGING PARTNER & VP OF TECHNOLOGY (2004-2008)
EPM^{2E} INC. - Boise, Idaho

- Develop, prioritize and manage both internal and external IT projects
- Responsible for business operations including financial, tax and legal issues
- Manage service delivery for clients across the US
- Negotiate contracts and Service Level Agreements with contractors and vendors
- Develop business cases to justify IT expenditures
- Built relationships with clients senior business management and IT personnel to understand their business strategies

SENIOR ENGINEER/ACCOUNT MANAGER (1994-2004)
Random Access/ Empire Technologies, Inc. Denver Co, - Boise, Idaho

- Managed large multiyear IT projects for clients including St Luke's Regional Medical and Morrison Knudsen
- Recruit, manage and lead a team of technical and administrative personnel
- Delegated ownership of projects, review work, and track progress

K-12 EDUCATION/SENIOR PROJECT ENGINEER
MARKETING SUPPORT ANALYST
(1988-1994)

International Business Machines (IBM) – Boise, Idaho

- Manage IBM business partner relations and projects in the K-12 Education market
- Assist sales team with solution development
- Prepare and present demos and presentations to clients and partners.
- Managed IT construction projects including the network rollout for Micron – Lehi, UT

EDUCATION
BOISE STATE UNIVERSITY
1988-1992

- Management Information Systems and Business Administration

CIVIC/PERSONAL:

- Leadership Committee - Information Management Systems Society Project Management Interest Group
- Vice President Junior Membership – Arid Club
- Past Advisory Council Member – Caring Foundation for Children
- Founding member and past President - Idaho Toastmasters
- Founding member and past President – Networking Professionals Association
- Assistant Coach – Parents and Youth Soccer League

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Selena M. Grace
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Meridian, ID 83646
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(208) 407-2608 (c)
murd9991@netscape.net

EDUCATION

George Mason University – December 2008
Fairfax, Virginia
MFA, Creative Writing – Nonfiction emphasis
Thesis Title: *Keeper of the Gate*

Boise State University – December 2002
Boise, Idaho
Bachelor of Arts – English writing emphasis
Minor - Native American Studies

AWARDS/SCHOLARSHIPS

George Mason University
2006-2007 George Mason University Non-fiction Writing Fellowship
2004 & 2005 George Mason University, English Department Graduate Teaching Assistantship

Boise State University
2002 Jim Poore Writing Scholarship
2002 Nonfiction Essay selected for presentation at Sigma Tau Delta National Convention

University of Idaho
2001 Grace V. Nixon Undergraduate English Teaching Scholarship
2001 Outstanding Student in Student Support Services
2000 Nominated for Student Employee of the Year
1999, 2000 & 2001 Student Support Services Scholarship
1999 & 2001 Shirley Grossman Caldwell Scholarship

Pocatello, Idaho
1993 Governor's Job Training Partnership Act (JTPA) award - Distinguished Participant

PROFESSIONAL EXPERIENCE

Office of the State Board of Education – 2007 – present
Boise, Idaho
Director of Research

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- Monitor educational trends and determine how these trends impact the Board's research agenda and vision, mission, and goals.
- Plan and manage ad hoc research reports; including data collection methods for specific projects, and determination of the types and sizes of sample groups to be used.
- Plan, develop and support a system for standardization of research reports, including the annual fact book; design research projects that apply valid scientific techniques and utilize information obtained from baselines or historical data in order to structure uncompromised and efficient analyses.
- Analyze and interpret statistical data in order to identify significant trends and differences in relationships among sources of information
- Evaluate sources of information in order to determine any limitations in terms of reliability or usability; evaluate the statistical methods and procedures used to obtain data in order to ensure validity, applicability, efficiency, and accuracy.
- Identify relationships and trends in data, as well as any factors that could affect the results of research
- Provide oversight for the Board's Native American Higher Education Committee, which includes analyzing policy and educational trends to determine how to ensure access and increase retention for Native American students. Work with the State Department Indian Education Coordinator, postsecondary multicultural leadership contacts, and tribal liaisons.
- Coordinator for the Board office on Dual Credit, which includes meeting with statewide postsecondary dual credit coordinators, analyzing Board policy and current procedures at the secondary and postsecondary level, and representing the Board on the Dual Credit Task Force.

RGI, Inc. (NASA Training Support Contract) – 2003-2004

Falls Church, Virginia

Project Administration Specialist

- Generated content for various NASA web-sites, tracked NASA training participation data, participant demographic data, and other criteria required for management and analysis activities. Input registration into NASA database, prepared and processed final course reports and evaluations using MS Access. Managed more than 20 on-going training programs held at the 12 different NASA centers with 20-50 participants per program. This included all communications with participants and speakers; coordinating logistics, lodging and presenters for NASA training support programs. Edited and formatted the office Standard Operating Procedures (SOP) manual.

University of Idaho - Boise, College of Education

Center on Disabilities and Human Development – 2001-2003

Boise, Idaho

Administrative Assistant

- Created and managed database to track financial donors to the University of Idaho, College of Education. Assisted Director of Development with file organization, preparing letters, and mass-mailings. Prepared purchase orders, claim vouchers, billed conference attendees, contacted and provided follow-up services for vendors. Also designed and edited two 10-chapter training manuals to be used by State Department of Health & Welfare for intensive behavioral intervention.

University of Idaho, College of Law, Legal Aid Clinic – 1999-2001

Moscow, Idaho

Legal/Office Assistant

- Assisted office manager with organization and preparation for all four student clinics, upcoming classes, Northwest Institute for Dispute Resolution, and Trial Advocacy course. Drafted court pleadings, designed procedural rules manual for the Tribal Clinic, prepared correspondence, and handled new client intake. Assisted in training students in the proper procedures for court filings and other standard clinic procedures.

TEACHING EXPERIENCE

The Cabin – Summer 2007

Boise, Idaho

Writing Instructor

- Taught a one-week session of summer writing camp, worked with 4th, 5th, and 6th grade students in self-exploration and discovering new ways to see and investigate the world around them.

George Mason University – 2004-2006

Fairfax, Virginia

Graduate Teaching Assistant

- Taught two courses of English 101 Composition each semester for Fall 2005 and Spring 2006, selected my own text, designed lesson plans and assignment requirements for each semester
- Tutored undergraduate students in the Writing Center Fall 2004 and Spring 2004, worked with a large number of English as a Second Language (ESL) students

Boise State University – 2001

Boise, Idaho

Teaching Assistant

- Assisted English 90 instructor with class lessons and grading written assignments

ORGANIZATIONS/MEMBERSHIPS

Sigma Tau Delta, English Honors Society

The Cabin Literary Center

American Business Woman's Association (1995-2000)

JOYCE M. POPP
650 West State Street
Suite 343
Boise, ID 83720
208-332-6970

More than thirty years of information technology system experience including senior & executive level responsibilities with management oversight of \$35M+ dollars and team of seventy IT professionals. Highly motivated, career-oriented professional who possesses excellent leadership, organizational, strategic planning, and problem-solving skills. Proven ability to plan, develop, and implement client -centric and market positioning strategies; build a positive team and strong strategic partner relations.

- | | |
|--|---|
| <ul style="list-style-type: none">• Strategic Business Planning• Executive Leadership• Customer Relations | <ul style="list-style-type: none">• Business Analyst• Budget planning & management• Project & Program management |
|--|---|
-

PROFESSIONAL EXPERIENCE

State Of Idaho-Department of Education

7/2009 to Present IT- Sr. Project Manager

- Project manager for design and implementation of the SLDS
- Work with various contracted entities on application updates
- Track programs and projects from contracts to deliverables implementation
- Work with teams on strategic direction – both internal and external
- Communicate with vendors on necessary changes
- Track budget to actual expenditures

MPC Computers (Formerly Micron Electronics, Inc.)

4/2005 to 7/2009 Vice President – IT & Service Operations

- Managed information technology budget that exceeded \$35,000,000 annually
- Managed team of seventy information technology professionals
- Executive staff responsibilities, including monthly updates to the Corporate Board of Directors
- Sarbanes Oxley Act steering committee membership
- Strategic designer of technical support and customer service programs and partners relationships
- Responsible for IT strategy documentation and communication.
- Implemented projects and programs in coordination with organizational strategic initiatives
- Lead large scale data system and business process integration efforts as part of Gateway acquisition
- Developed and utilized Key Performance Indicator dashboards to define departmental metrics for measurement and monitoring of team efforts

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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- Mentor team towards a “customer first” focus
 - Work directly with customers to better understand needs and requirements
 - Promote proactive implementation of programs and processes
 - Decreased employee turnover by 96%
 - Recruit and hire talent for IT, Web, Customer Service, Reverse Logistics & Technical Support
 - Implement cross-functional teams and training programs
- 2/1998 – 3/2005 *Director - Web Operations & Marketing***
- Directed the strategy, programs, and development of corporate Web sites
 - Designed customer specific secure site program with complete account information
 - Lead technical and marketing team to promote corporate objectives
 - Created programs that track and analyze usability of customer experience on Web site
 - Designed comprehensive CRM system linking to all corporate applications
 - Developed and controlled budget for the Web and marketing teams (both front-end and back-end resources)
 - Tracked projects from conception through production within budget and on schedule
 - Negotiated contracts with both vendors and customers
 - Gathered, researched, designed, and implemented functional requirements for internal and external customer solutions
 - Lead the creative direction in design, communication and layout of consumer, business, government, and e-commerce Web site
 - Focused strategic direction to ensure support of business objectives
 - Set up Web-based channel partners and programs
- 1997 - 1998 *Market Development Manager***
- Managed the Market Development team for the commercial and medium business segment
 - Controlled budget for all segment marketing programs and projects
 - Managed market analysis/assessment
 - Provided strategic planning, scheduling and training on marketing programs for cost effectiveness
 - Tracked marketing ROI analysis for each program implemented by the team
 - Communicated marketing programs to both internal and external customers

Micron Technology, Inc.

1983 - 1996 *Marketing & Program Manager*

- Planned, developed and implemented marketing programs
- Designed sales collateral
- Delivered programs on time and within budget
- Wrote technical specifications for marketing and sales use
- Communicated with sales for execution of programs

EDUCATION

- University of Washington - Business Administration (accounting/finance)
 - Green River Community College
-

PROFESSIONAL ASSOCIATIONS

- Former Board of Directors member - Idaho Total Quality Institute
- American Marketing Association
- Former Board of Director member for non-profit association
- Current Advisory Board Member for Salvation Army
- Treasurer for non-profit organization
- Team host for Humanitarian Bowl (four years)

Stephen B. Grantham

Coordinator, Data Quality and Reporting
Associate Professor, Department of Mathematics
sgrantha@boisestate.edu
Boise State University

(208) 426-2357

EDUCATION

PhD Mathematics University of Colorado, August 1982
MA Mathematics University of Colorado, December 1978
BS Mathematics Harvey Mudd College, June 1977

PROFESSIONAL EXPERIENCE

March 2006—Present

Coordinator, Data Quality and Reporting, Boise State University

Responsible for ensuring the quality of the data in the University's administrative information systems, and for making that data accessible to stakeholders. Duties include investigating and resolving data quality problems, writing ad hoc queries to fulfill requests from academic and administrative users, and, since October 2007, leading the implementation of the iStrategy data warehouse and reporting system. That implementation involves reviewing and modifying the delivered software to reflect Boise State needs and business practices, developing reports for end users, and miscellaneous other duties.

July 2000—March 2006

Manager, Enrollment Information Systems, Boise State University

Served as overall functional coordinator and "internal consultant" for the PeopleSoft Student Administration system, and in particular as functional lead for:

- The Campus Community module.
- BroncoWeb (web-based self-service functionality)
- Cross-modular functionality and interfaces with external systems
- Upgrade of PeopleSoft HRSA from version 7.6 to version 8
- Security conversion and setup for version 8.

Duties include performing troubleshooting and analysis, developing specifications for customizations, conducting training, working with other functional module leads, and serving as the primary liaison between functional SA team and technical staff. I also have done a significant amount of technical development work (primarily SQR programming) in this position.

July 1999—July 2000

Student Records Team Lead, Project ACCESS, Boise State University.

Responsibilities included managing and coordinating all prototyping, development, data conversion, training and other aspects of the Student Records implementation while also carrying out a large number of specific, detailed functional and technical tasks.

May 1996—July 2000

Member of Project ACCESS process innovation and implementation teams for Student Records and Registration, Boise State University. I originally joined this team in a primarily advisory role, by virtue of my experience as department chair, at the invitation of the Registrar. As the project progressed I assumed a more and more active role in both functional and technical areas. In particular, I wrote a number of substantial custom SQR programs to address gaps in the delivered PeopleSoft functionality.

August 1990—August 1998

Department Chair, Department of Mathematics and Computer Science, Boise State University. Responsible for all aspects of administration of a department with approximately 30 full-time and 25 part-time faculty, including evaluation, class scheduling, academic and administrative policy, budget oversight, report writing, etc.

1988—present

Associate Professor, Department of Mathematics, Boise State University. Promoted from Assistant Professor in 1988.

1982—1988

Assistant Professor, Department of Mathematics, Boise State University.

January—August 1983

Postdoctoral Fellow, University of Calgary (on leave from Boise State University)

1977—1982

Teaching Assistant/Fellowship Recipient, University of Colorado.

COURSES TAUGHT

Algebra Review, Intermediate Algebra, Mathematics for Liberal Arts Students, Introduction to Mathematical Thought, Finite Mathematics, Survey of Calculus, Discrete and Foundational Mathematics, Discrete Mathematical Structures, Calculus I, II and III, Vector Calculus, Linear Algebra, Foundations of Geometry, Foundations of Analysis, Differential Equations, Fundamentals of Statistics, Abstract Algebra, Database Theory

PUBLICATIONS

Galvin's "Pawns up the Trees" Game,

University of Calgary Department of Mathematics and Statistics Research Report
No. 478, March 1981

An Analysis of Galvin's Tree Game,

Ph.D. Thesis, University of Colorado, 1982.

Galvin's "Racing Pawns" Game and a Well-Ordering of Trees,

Memoirs of the American Mathematical Society, Volume 53, Number 316, January 1985.

Semiformal proof in predicate logic, Greek Knuckleballs, and Lucky Charms: some metaphors and notation for dealing with quantifiers DIMACS Workshop on Teaching Logic and Reasoning in an Illogical World, Rutgers University, July 1996. Published in the on-line proceedings at <http://dimacs.rutgers.edu/Workshops/Logic/program.html>

SELECTED PEOPLESOFT/ORACLE RELATED PROFESSIONAL ACTIVITIES

Completed PeopleSoft Training Courses in Student Records I and II, Query Tool, Academic Advisement, PeopleTools 8 Delta, 3C's

Active in HEUG (Higher Education User Group) since 1998. This organization is a 401(c3) non-profit corporation that represents all institutions of higher education worldwide who run application software from Oracle Corporation. My major activities with this organization include the following:

- Served on HEUG Student Records Product Advisory Group [PAG] June 2002—March 2006. Served as Track Chair for 2004 HEUG Conference and as PAG chair 2004—2005
- Elected to HEUG Board of Directors March 2006.
 - Served as liaison to several different PAGs (Student Records, Campus Community and Reporting) and on several other committees and working groups.
 - Served as Vice President for Communications, March 2008—March 2009
 - Re-elected to Board March 2009
- Attended and gave presentations and/or workshops at every HEUG/Alliance conference 2000—2009. Topics have included Student Records conversion, enrollment processing enhancements, BroncoWeb, Security, automation of various processes, Query Techniques, Data Warehousing, and several others.
- Participated in Oracle's Hosted Beta program for CS 9.0 release, October—December 2006
- Wrote article for Campus Technology on Boise State's experiences with PeopleSoft/Oracle, and in particular the Hosted Beta program for CS 9.0: <http://www.campustechnology.com/articles/46669>

Attended Higher Education Data Warehouse Forum conferences in Austin, TX, May 2007 and Blacksburg, VA, March 2008. Gave presentation on "The Virtues of Cross-Training" at latter.

PeopleSoft Consulting:

- Carried out an analysis of Academic Program setup options for the North Dakota University System's PeopleSoft Implementation, April 2003
- Examined Enrollment, Grade and Academic Statistics issues at Lee College, Baytown, Texas, June 2006.
- Consulted on a variety of Campus Solutions issues (mainly Academic Structure, Campus Community, and Student Records) for Lahore University of Management Sciences, Lahore, Pakistan August 2007—December 2008

S . ROSS STIVISON

1735 S. Eagleson, Boise, ID 83705
(208) 484-0739
srs@cableone.net

Skills Summary

Over five years of experience in system and process analysis using PeopleSoft versions 8.0, 8.8, 8.9 and 9.0 in both a University and private sector environment. Strong background in security maintenance, user training, report writing, system troubleshooting, testing, enhancements & customizations, project management and support documentation. Extensive experience and success at coordinating system changes with many parties often with competing interests for system usage.

Experience

Boise State University

4/08-
present

Senior Management Systems Coordinator, Registrar's Office

- Systems project identification, analysis, specifications, timeline, testing and implementation.
- Responsible for security, access, roles and changes to the Noli imaging system.
- Assist with the Student Records module in many ways; production support, evaluations of current functionality with recommendations for setup changes, process changes, or customizations.
- PeopleSoft Student Records table and setup changes.
- Responsible for all student data reporting from the PeopleSoft system for current students for both internal and external needs.
- Responsible for creating the annual and semester enrollment and University reporting figures.
- Assist in supporting the Registrar's Office web site, making changes as needed using Dream Weaver.

4/05-4/08

Senior Management Systems Coordinator, Human Resource Services

- Implemented PeopleSoft 8.0 Position Management and Time & Labor 8.9 Modules, with customizations; creating a total of 8 PeopleSoft modules directly supported.
- Responsible for PeopleSoft Security to HR data, as the Data Steward for Human Resources. Created, modified and removed roles, permissions and other security as needed.
- Served as the functional/technical liaison for all HRS projects requiring IT involvement.
- Identified, created and maintained HRIS PeopleSoft system defensive queries.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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- Report writing in PS Query, SQL, and Crystal Reports. Assisted users with PS Query.
- Formed HRIS as a unit within HRS and consolidated all reporting into the HRIS team.
- Created HRIS online report request form for campus wide report requests from HRS.

5/02-4/05

Albertsons

Business Analyst

- Promoted within Albertsons from store level management upon completion of my BBA.
- Company wide reporting from the HR/Payroll system (Vista/PDS) for all data needs.
- Wrote, maintained and ran defensive queries from the database and coordinated fixes with users.
- Identified customizations, assisted functional users with requirements and fix migrations.
- HR Generalist on both PeopleSoft 8.8 implementation project and Documentum (Imaging System).

Systems Proficiency

Reporting Languages / Tools

SQL, SQR, PS Query, Crystal Reports VII & XI

Database Systems & Software

PeopleSoft 8.0, PeopleSoft 8.8, PeopleSoft 8.9, PeopleSoft 9.0, Microsoft Office Suite, Microsoft Visio, Microsoft Project, Macro Scheduler, STAT (Systems Migration & Management Tool) , Novell Applications (GroupWise), Bugzilla (Bug reporting software), Dream Weaver, Noli & Documentum (Imaging Software).

Education

MBA, Business Administration

Boise State University, Boise, Idaho

In
Progress

BBA, Business Administration / Emphasis on Human Resources

Boise State University, Boise, Idaho

2002

Vincent Miller

1270 Swisher Rd
Pocatello, ID
83204-1929
Mobile: (316) 680-9159
Email: vptmiller@gmail.com

Abilities

I have over 10 years of experience in Institutional Research. I have advanced skills in data analysis, SQL (Structured Query Language), Microsoft SQL Server, and the SunGard Banner ERP system. In 2006, I was recognized by SQL Server magazine as a SQL expert.

Key Skills

Basic Programs: Windows XP, Vista, and 7 OS , Microsoft Office, (Word, Excel, etc),

Specific Software: SunGard Banner ERP, Microsoft SQL Server 2008, Visual Studio 2008, SAS

Languages: SQL, .NET

Education

1996 MPA, Public Administration Wichita State University, Wichita, Kansas

1989 BA, English Bethel College, North Newton, Kansas

Prior Employment

2009-Present Director of Institutional Research, Idaho State University

1999-2009 Associate Director of Institutional Research, Wichita State University

1997-1998 City Administrator, City of Lancaster, Wisconsin

Publications – Book Chapters

1. Wong, J.D., Ekstrom, C.D., Coberley, S.A., **Miller, V.** “Proprietary Funds,” Chapter 8 in Handbook for Governmental Accounting, F.B.Bogui (Ed), New York, CRC Press, p. 249-315, 2009

2. **Miller, V.** “Grant Writing for Small Cities,” Private/Public Management, Wong, J.D., W.B. Hildreth (Eds.), Austin, TX, Sheshunoff Publishing, p. 171-209, 2003

Institutional Research Projects (unfunded)

2009: “Program Review.” Conducted an extensive academic program review of all programs for Wichita State University

2008: “Teaching Load Project.” Developed the SQL scripts, plus designed the report for faculty workload for Wichita State University

2007: “Student Profile.” Created an in-depth analysis of students who returned and did not return to the university for Wichita State University.

2006: “Banner Implementation Project.” Mapped legacy data elements to the new Banner ERP system. Wrote SQL scripts to capture the data in the new ERP system. Wichita State University.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Community Service

2006-2009 Ronald McDonald House Charities Board of Directors

2002-2009 Campus advisor for the Kappa Sigma fraternity

2001-2002 President of the Sedgwick County Community Health Clinic Network Board of Directors

2000-2001 City of Wichita Kansas District 5 Advisory Board

Grants

2000 Successfully wrote a federal grant application for \$1.2 million for Sedgwick County Kansas' "Northeast Healthy Start Program"

1997 Successfully wrote a federal grant application for \$225,000 for the City of Lancaster Wisconsin for historic restoration of the city hall building.

Program, Development and Demonstration Center in Continuing Education for Health Professionals.

- 1977-1980 • Clinical Intern, Family Therapy Program, USC Human Relations Center.
1976-1980: • Teaching Assistant, Department of Sociology.
1975-1976 • Trainee in Gerontology, Department of Sociology, USC Andrus Gerontology Center.
1963-1981 • Clinical clerkship coordinator (medicine), USC School of Medicine, Department of Medicine; and Research Assistant, Diabetes Research Group, Los Angeles County/USC Medical Center.

HONORS & AWARDS

- 1995-1996 Idaho State University Master Teacher Award
1995 American Association of Colleges of Pharmacy Innovation in Teaching Award
1993-1994 Idaho State University Master Teacher Award
1988 Teacher of the Year, College of Pharmacy, Idaho State University

THESIS & DISSERTATION

- Ph.D. Dissertation: *"Differential acceptance of a new role for pharmacists."* Department of May, 1984 Sociology, University of Southern California; Dr. T. Lasswell, Chair.
M.A. Thesis: *"An examination of the comparability of morale measures among working and retired blacks, Mexican-Americans, and whites."* Department of May, 1981 Sociology, University of Southern California. Dr. T. Lasswell, Chair.

PUBLICATIONS - Peer Reviewed

1. Thompson, J.F., McGhan, W.F., Rubbalo, R.L., Cohen, D.A., **Adamcik, B.A.**, and Segal, J.L. Clinical pharmacists prescribing drug therapy in a geriatric setting: Outcome of a trial. J. of Am. Geriatrics Soc., 32:154-159, 1984.
2. Weissman, F.G., Oppenheimer, P.R., **Adamcik, B.** and Mortazavi, E. The development and implementation of a community pharmacy practice clerkship. Am. J. Pharmaceutical Educ., 48:170-174, 1984.
3. **Adamcik, B.A.**, Oppenheimer, P.R., Brown, J.F., Eagan, P.A. and Denson, T.A. Attitudes and needs of pharmacists relevant to traditional and practice-based continuing education. Am. J. Pharmaceutical Educ., 49:22-30, 1985.
4. McGhan, W.F., Draugalis, J., Bootman, J.L., Pelter, M.A., **Adamcik, B.A.** and Matinoff, J. Identification of factors associated with student satisfaction and commitment to pharmacy practice. Am. J. Pharmaceutical Educ., 49:124-129, 1985.
5. **Adamcik, B.A.**, Ransford, H.E., Oppenheimer, P.R., Brown, J.F., Eagan, P.A. and Weissman, F.G. New clinical roles for pharmacists: A study of role expansion. Soc. Sci. & Med., 23(11): 1187-1200, 1986.
6. **Adamcik, B.A.** and Stimmel, G.L. The use of physical assessment skills by clinical pharmacists in monitoring drug therapy response: Attitudes and frequency. Am. J. Pharmaceutical Educ., 53:127-133, 1989.

7. **Adamcik, B.A.** Teaching Pharmaceutical Care: Removing the Fences. *Am. J. Pharmaceutical Education*, 56:434-441, 1992.
8. **Adamcik, B.A.** and Rhodes, R.S. The Pharmacist's Role in Rational Drug Therapy of the Aged. *Drugs and Aging* (Invited leading article) *Drugs and Aging*, 3(6):481-486, 1993.
9. Sansgiry, Sujit S., Cady, Paul S., **Adamcik, Barbara A.** Consumer comprehension of information on OTC medication labels: Effects of picture superiority and individual differences based on age. *J. Pharmaceutical Marketing and Management* 11(3) 63-76, 1996.
10. Kale, M., Cady, P., Sharp, W., **Adamcik, B.**, Schwendig, L., Culbertson, V. Monitoring the Regulatory Process of Prescription Drug Advertising. *J. of Pharmacy & Law*, 5(2):229-247, 1996.
11. **Adamcik, B.A.**, Hurley, S., Erramouspe, J., Huff, M. Assessment of Pharmacy Students' Critical Thinking Abilities. *American J. of Pharmaceutical Education*. 60(3):256-265, 1996.
12. **Adamcik, B.A.** and Airmet, D.A. Multi-Cohort Learning: Teaching Pharmacy Students About Compliance, Counseling, and Mentoring. *American J. Pharmaceutical Education*, 62(Fall):342-346, 1998.
13. Frost, James, **Adamcik, Barbara**, Schou, Corey. An Analysis of Instructors' Leadership Styles Using the Blake and Mouton's Leadership Model. *Mountain Plains J. of Business & Economics*. 2001.
14. Erramouspe, John, **Adamcik, Barbara A.**, and Carlson, Rena K. Veterinarian Perception of the Intentional Misuse of Veterinary Medications in Humans. *J. of Rural Health* 18(2):311-318, 2002.

Biographical Sketch for Archie George

Director, Institutional Research and Assessment
University of Idaho

Professional Preparation

B.A. 1971 Psychology, Gonzaga University, Spokane, Washington

Ph.D. 1977 Educational Psych., Measurement and Evaluation, Univ of Texas at Austin

Appointments (academic/professional, beginning w/ most recent)

2000 – Present: Director, Institutional Research and Assessment,
University of Idaho, Moscow, Idaho

2004 – Present: Adjunct Assistant Professor, Adult, Career and Technology Education

1998 – 2000: Director, Program Review and Assessment, University of Idaho

1988 – 1998: Assistant Director, Institutional Research, University of Idaho

1980 – 1987: Analyst, Management Information Services (subsequently renamed
Institutional Research)
University of Idaho

1983 – 1986 Instructor (concurrent with MIS appointment), Computer Science Department,
University of Idaho

1973 – 1980: Systems Analyst and Research Associate

Procedures for Adopting Educational Innovations Project, Research and Development
Center for Teacher Education, University of Texas at Austin

Five Related Publications

Hall, G.E., Negroni, I.A. and George, A.A. “Drawing connections between principal leadership and student learning.” Paper to be presented at the Northern Rocky Mountain Educational Research Association Annual Conference, Jackson Hole, Wyoming, Oct. 2007.

George, A. “The Registrar and Institutional Research” Chapter 25 in The Registrar’s Guide. Edited by Barbara Lauren. American Association of Collegiate Registrars and Admissions Officers, 2006.

George, A.A., Hall, G.E., and Stiegelbauer, S.M. Measuring Implementation in Schools: Stages of Concern. Southwest Education Development Laboratory, Austin, TX, 2005

Hall, G.E., Dirksen, D.J., and George, A.A. Measuring Implementation in Schools: Levels of Use. Southwest Education Development Laboratory, Austin, TX, 2005

George, A. “Relationships among Student Test Scores, First-semester College Grades, First-year Retention and Six-year Graduation Rates.” Presentation at the Pacific NW Association for Institutional Research and Planning, Portland, OR, 2003.

Five Additional Publications

George, A. and Baillargeon, J. “Sharing the Pain: Tools and Maps to Measure and Rank Academic Programs.” Presentation at the Pacific NW Association for Institutional Research and Planning, Seattle, WA, 2005

Hord, S.M., Stiegelbauer, S.M., Hall, G.E., and George, A.A. Measuring Implementation in Schools: Innovation Configurations. Southwest Education Development Laboratory, Austin, TX, 2005

George, A. and Baillargeon, J. "Online Course Evaluations: An Ever-evolving Process at the University of Idaho." Presentation at the Pacific NW Association for Institutional Research and Planning, Seattle, WA, 2005

Baillargeon, J. and George, A. "Successful External Program Review." Presentation at the Pacific NW Association for Institutional Research and Planning, Seattle, WA, 2005

Baillargeon, J. and George, A. "Using a Graduating Senior Survey to Assess Department, College, and Institutional Level Learning Outcomes," Paper delivered at the Pacific Planning, Assessment and Institutional Research Conference, Honolulu, Hawaii, 2002.

Synergistic Activities Relevant to Proposed Project

As Director of the Institutional Research Office, Dr. George oversees results and analyses of internal and external surveys, such as the UCLA/CIRP Freshman and UCLA/HERI Faculty surveys, National Survey of Student Engagement (NSSE), as well as our own Non-returning Student, Graduating Senior, Employer, Alumni and Staff surveys. Data sets include degrees awarded, student enrollments, courses offered and credits taught, faculty, staff and financial resources and student retention and graduation rates.

Dr. George works closely with operational units across the campus, especially Admissions, the Registrar, Finance and Administration and Alumni/Development, for which he has designed and implemented an internal data warehouse that serves nearly all of our reporting needs and ensures a high degree of consistency between reports. Recent examples include retention and graduation rate analyses by student housing, low-income and first-generation, and participation in FFA and 4-H pre-college programs.

Dr. George actively participated in three institutional accreditation ten-year self-study reviews for the Northwest Commission on Colleges and Universities (NWCCU, formerly NASC), and many programmatic accreditation and professional society reviews.

Collaborators & Other Affiliations

Dr. Gene Hall, University of Nevada – Las Vegas

Dr. Italia Negroni, Hartford Public Schools, Hartford, CT

Dr. Barbara Lauren, American Association of Collegiate Registrars and Admissions Officers (AACRAO), Washington, DC

Ms. Jane Baillargeon, University of Idaho, Moscow, ID

Ms. Shirley Hord, Southwest Educational Development Lab (SEDL), Austin, TX

Dr. Suzie Stiegelbauer, Southwest Educational Development Lab (SEDL), Austin, TX

Dr. Debra Dirksen, Metropolitan State University, St. Paul, MN

Mr. Michael Griffel, Bowling Green State University, Bowling Green, OH

*Collaborators: Name and organization of all collaborators/co-authors, in **alphabetical order**, past 48 months*

Graduate and Post Doctoral Advisors

Dissertation advisor: Dr. Earl Jennings, University of Texas at Austin

Kyu Larson

846 Ford Street
Moscow, Idaho 83843

Phone: (208) 885-2006
E-mail: Kyul@uidaho.edu

An accomplished Database Administrator (DBA) with over 16 years experience in IT. Extensive knowledge in designing, coding, testing and supporting database solutions in Oracle enterprise environments; application development, programming, implementation and maintenance of SunGard Banner environment; supervising, customer support of a university's central IT Help Desk, and hardware/software/network analysis, setup and troubleshooting for small businesses and educational institutions. Posses diversified technical background with Enterprise Systems solutions working for state government agency, higher education, and private sector.

QUALIFICATION HIGHLIGHTS

- ***Bachelor's of Science, Business Information Systems***, from University of Idaho and over **5-years experience** performing database administration functions in an enterprise Oracle RDBMS environment
- Expertise in full project life cycle administration in higher education, SunGard Banner environment to include; development for implementation, administration, security upgrades, integration, testing, programming, and application enhancement
- Polished IT leadership skills, *4-years supervising team of 20-plus employees* at university's ITS Help Desk, mentoring, scheduling, budgeting, as well as developing training and procedural manuals
- Extensive experience performing system analysis and design of Oracle environment to include auditing, backup and recovery features, SQL, PL/SQL, architecture, security features, and maintaining of database management systems with upgrades and patches.

TECHNICAL EXPERIENCE

OS/Databases/Tools	Windows 95/98/2000/2003/XP, Vista; Unix Solaris, Linux Red Hat; Oracle RDBMS 10g, 9i, 8i, 7, 6; Oracle Application Server 10.1.x 9.0.x, 1.0.x; Oracle Developer & Designer 6i, ,Oracle Enterprise Manager, SQL Server 2005, SQL Server Management Studio, Novell ZENworks Application Launcher, Microsoft Office Suite, Novell Netware 4.1, ER/Studio, TOAD, SSH
Languages/Applications	PL/SQL, Pro*C, Perl, shell scripting, Visual Basics, SunGard Banner 6.0, 7.3, 8; Luminis, WebCT/Blackboard, Pinnacle
Oracle Training	Managing Oracle on Linux (<i>Oracle Education Center, Sacramento, CA</i>), Oracle 8 Database Administration (<i>Oracle Education Center, San Jose, CA</i>),

Oracle Designer 2000 & Oracle Developer 2000 (*Helena College of Technology, Helena, MT*), PL/SQL I: Coding Techniques, PL/SQL II: Database Level Application Programming, Oracle 8 Performance Tuning Strategies, Oracle 8 Architecture and Startup, SQL Statement Tuning (*Oracle Channel, Helena, MT*)

Conferences

UI Women's Leadership Conference 2007, 2008

Computer Services Management Symposium (CSMS) 2004 Santa Fe

Special Interest Group on University and College Computing
Services (SIGUCCS) User Services Conference Portland 2001

SunGard Summit (2001 Toronto, 2006 Las Vegas)

DATABASE ADMINISTRATION EXPERIENCE

Database Administrator II, Information Technology Services, University of Idaho 2005-present
Currently support the database management systems, primary responsibilities include:

- Monitoring database resources, performance, security controls, & backup status
- Managing database accounts & privileges
- Reviewing/responding to database errors/logs
- Responding to non-routine application problems
- Maintaining configuration management of all application source code (PL/SQL, Pro*C, Pro*Cobol, Oracle Forms, and Unix shell scripts)
- Responding to unplanned outages
- Executing disaster recovery procedures as necessary
- Coordinating planned service outages
- Installing Oracle database software, client software, upgrades, and security patches
- Configuring logical and physical structures of the databases
- Database tuning for efficiency and performance
- Development and testing of disaster recovery processes, including backup/recover procedures
- Planning and implementation for future Oracle releases
- Development, testing, and implementation of automated procedures to support database operations

Oracle Database Administrator, Montana Dept. of Environmental Quality 1998 - 1999

Primary role was that of Oracle Database Administrator and system development. Duties performed include install and upgrade Oracle RDBMS and support tools. Document all database problems and monitor database performance statistics, tuning and database maintenance and recovery. Provide database problem diagnosis and resolution in all DEQ environments. Ensure that all databases meet architecture standards and specifications. Support software engineers to ensure development methodology and associated deliverables are maintained and followed for database projects. Responsible for database creation, performance testing, upgrading, import/exporting, backup and restores. Consulted in the area of application development tools;

review of application development/programming contracts; software evaluation, configuration and maintenance; and policies and procedures development. Served as technical project lead for DEQ database server consolidations project, collapsing multiple bureau databases and migrate to Enterprise-wide database solution.

OTHER TECHNICAL PROFESSIONAL EXPERIENCE

ITS Help Desk Supervisor, Information Technology Services, University of Idaho 2001 - 2005

Supervised 20-plus employees, duties included hiring, disciplining and dismissing student staff, prioritizing and assigning work, scheduling and coordinating staff at the Help Desk and student labs, evaluating performance reviews and ensure technical needs of student staff are met.

Develop, coordinate and implement training, documented Help Desk procedures; **mentor** & develop student staff skills; develop, recommend and monitor budgets & control Help Desk expenditures; prepare operating policies & procedures; provide problem resolution for ITS to the university community; answer Secondary Customer Support level questions & provide technical solutions through phone, walk-ins, and e-mails.

Lecturer, UI College of Business & Economics, University of Idaho 2001

Lecturer for Bus 250 - Introductory Systems Development Instructor; Course was an introduction to event-driven and object-oriented systems development using Visual Basics.

Programmer Analyst, Human Resource Information Systems, University of Idaho 1999 – 2001

Duties included performing all aspects of development, testing, and implementation of Human Resources & Payroll Banner module application releases, programs and enhancements; resolve routine to complex programming problems and determine appropriate solutions; participate in and design applications systems; prepare system diagram and logic representation; and work with users to analyze, develop, and maintain programs; managed configuration control over modifications to vendor-provided source code and custom development; facilitated peer reviews for newly developed application modules, applied approved modifications to production environments. Developed specially designed reports and programs using C, Pro C, SQL, PL/SQL, and/or Oracle Forms 4.5 (Developer 2000); programmed and maintained HR Oracle Web based applications, i.e. Open Enrollment and Salary Model; created and modified reports and processes in accordance with UI standards; providing ad-hoc query support to end-users; documenting code in accordance with HR Systems standards, designed, maintained and coordinated HR web pages to ensure consistency with institutional standards; troubleshooted and resolved routine to complex programming problems and determined appropriate solutions; communicating with users/co-workers concerning complex issues/problems and analyzed optional methods for reaching desired outcomes;

Technical Services, Inacom Information Systems, Great Falls, Montana 1997 - 1998

Provided hardware & software technical support services via the phone and on-site to business and local schools. Assisted in the analysis and setup of networks/systems, provided consulting, planning, design, and implementation of client-server based technology solutions from desktop to data center for businesses in and around the Great Falls, Montana area; assisted in the maintenance of existing Inacom clientele network/systems providing sales, service and support and ongoing training and education.

Howard Erdman
1145 Sunnyside East
Pullman, WA 99163
509/432-5122

Lewis-Clark State College
500 8th Avenue
Lewiston, ID 83501
208/792-2456

Professional Employment

2007-Present	Adjunct Instructor, Lewis-Clark State College, Lewiston, ID
2006-Present	Director of Institutional Planning, Research, and Assessment, Lewis-Clark State College, Lewiston, ID
2003- 2006	Coordinator, Office of the Provost, Washington State University, Pullman, WA
2006- Present	Affiliate Associate Professor of Higher Education- Department of Educational Leadership and Counseling Psychology, Washington State University, Pullman, WA
2001-2003	Director of Institutional Studies and Planning, Navarro College, Corsicana, TX
1999 to 2001	Director of Institutional Research and Strategic Planning, El Paso Community College, El Paso, TX
1977 to 1999	Tenured economics/business instructor, Southwest Texas Junior College, Uvalde, TX
1991	Adjunct accounting instructor, Sul Ross State University, Rio Grande Campus, Uvalde, TX
1977	Adjunct economics instructor, University of Houston- Downtown Campus, Houston, TX.
1976 - 1977	Research assistant, University of Wyoming, Laramie, WY
1974 - 1976	Teaching assistant, economics, University of Houston, University Park, Houston, TX

Refereed Publications

Erdman, H., & Ogden, W. R. (2000). Reconsidering William Rainey Harper as the "Father of the Junior College." College Student Journal, 34(3), 434-439.

Erdman, H., & Campion, W. (Fall, 1999). Free speech and the public employee under Connick v. Myers: A survey of the circuits. Southern Law Journal, 9(1), 46-57.

Ogden, W. R., Campion, W. J., Truelock, A., & Erdman, H. (1999). Responding to job related stress. Catalyst for Change, 28(3) 5-7.

Campion, W. J., Mason, D., & Erdman, H. (2000). How faculty evaluations are used in Texas community colleges. Community College Journal of Research and Practice, 24(3), 169-179.

Curry, L., & Erdman, H. (1995). The uniform standards of appraisal practice: A means to an end of divergent appraisals in Tax Court. Proceedings: Southern Academy of Legal Studies in Business.

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- Curry, L., Skekel, T., Fulkerson, C., & Erdman, H. (1994). Environmental issues: How they impact accounting, auditing, and tax in the U.S., Canada, and Europe. Proceedings: Southern Academy of Legal Studies in Business.
- Sipes, D., & Erdman, H. (1996). Privacy, privilege, and confidentiality: Dimensions of counseling. Proceedings: Southern Academy of Legal Studies in Business.

Professional Presentations

- Erdman, H., & Campion, W. J., (1999). Presented paper entitled "Free speech and the public employee under Connick V. Myers: A Survey of the circuits. Southern Academy of Legal Studies in Business Annual Meeting, Houston, TX.
- Erdman, H. (1997). Presented paper entitled "The evolving role of the accountant in environmental audits: At the paradigmatic crossroads." Southern Academy of Legal Studies in Business Annual Meeting, New Orleans, LA.
- Sipes, D., & Erdman, H. (1996). Presented paper entitled "Privacy, privilege, and confidentiality: Dimensions of counseling." Southern Academy of Legal Studies in Business Annual Meeting, San Antonio, TX.
- Curry, L., & Erdman, H. (1995). Presented paper entitled "The uniform standards of appraisal practice: A means to an end of divergent appraisals in Tax Court." Southern Academy of Legal Studies in Business Annual Meeting, Houston, TX.
- Curry, L., Skekel, T., Fulkerson, C., & Erdman, H. (1994). Presented paper entitled "Environmental issues: How they impact accounting, auditing, and tax in the U.S., Canada, and Europe." Southern Academy of Legal Studies in Business Annual Meeting, Dallas, TX.
- Curry, L., & Erdman, H. (1993). Presented paper entitled "The issue of constructive knowledge in innocent spouse cases." Southern Academy of Legal Studies in Business Annual Meeting, New Orleans, LA.
- Curry, L., & Erdman, H. (1992). Presented paper entitled "Divorce, remarriage, and federal tax collection in Texas." Southern Academy of Legal Studies in Business Annual Meeting, San Antonio, TX.

Professional Experiences

- Elected vice-chair of the Census Information Center Steering Committee, February 2001
- Taught "Federal Tax Consequences of Divorce" component for Divorce Mediation Training Seminar for Southwest Family Institute, Dallas, Texas, 1994.
- Member of Texas Faculty Association Executive Committee, 1996 – 98.
- Member of Texas State Teachers' Association (TSTA) Legislative Political Advocacy Committee, 1997- 1999.
- Elected delegate to TSTA House of Delegates, 1996, 1997.
- Acknowledged reviewer for Economics, 3rd Ed. West Publishing, 1996.
- Member of the Strategic Planning Team, Southwest Texas Junior College, 1984 – 89.
- Member of steering committee for SACS accreditation, Southwest Texas Junior College, 1982 - 84.
- Chair of economics section of Texas Junior College Teachers Association, 1989.
- Vice Chair of economics section of Texas Junior College Teachers Association, 1987, 1988.
- President of Faculty Association, Southwest Texas Junior College, 1988 – 89.

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- Vice-President of Faculty Association, Southwest Texas Junior College, 1987 - 88.
- Co-chair of economics section of Texas Junior College Teachers Association, 1978.
- Chaired and served as member of numerous committees at Southwest Texas Junior College, El Paso Community College, Navarro College and Washington State University.
- Secretary/treasurer, Sotol Drilling and Production.
- Testified as expert witness in personal damage law suits.
- Veteran, U.S. Navy, honorable discharge.

Professional Memberships

Texas Community College Teachers' Association (1986- 1999)
Omicron Delta Epsilon (Economics honor society)
Southern Business Law Association (1990 – 99)
Texas Association of Institutional Research (1999-2003)

Education

Ed. D. Texas A&M University-Commerce, Supervision, Curriculum and
Instruction, Department of Secondary and Higher Education, 2002

Master of Professional
Accountancy (M.P.A.)
Accounting, University of Texas at San Antonio, 1995

Master of Arts
(M.A.) Economics, University of Houston, 1976

Bachelor of Arts
(B.A.) Economics, University of Houston, 1974

Associate of Arts
(A. A.) San Jacinto College, Pasadena, Texas, 1969

Postgraduate Accounting/economics, University of Houston, 1989

Postgraduate Business/economics, Sul Ross State University, Uvalde Study Center,
Uvalde, TX 1982 - 88

Teacher Social science/economics, Texas State University,
Certification San Marcos, TX, 1986 - 87

Celeste McCormick
805 15th Street, Lewiston ID 83501
celtutt@yahoo.com | 208-798-3279

Summary Information Technology manager and software programmer responsible for maintaining and supporting a college-wide enterprise resource planning (ERP) system.

Professional Experience **Manager of Administrative Computing**, July 2008 - present
Lewis-Clark State College, ranked one of the top public colleges in the West
Direct, supervise and implement hardware and software support of administrative and student systems.

- Promoted to manager of the four-person Administrative Computing unit after 18 months of supervising two Programmer/Analysts.
- Serve as project manager and lead developer for major software upgrades.
- Manage the unit's workload; assign and track the tasks and projects of all team members.
- Collaborate with customers to design programming solutions for business processes.
- Chair the advisory committee that provides policy and guidance for use of the system.
- Implement and maintain development methodology and documentation standards.

Newsletter Editor (volunteer), 2005 – present
Spina Bifida Association of Washington State, a disability-advocacy non-profit
Write, edit and compile articles in the newsletter issued six times per year.
Utilized the chapter as a case study for my master's thesis and developed a comprehensive fundraising plan for the organization.

Systems Analyst Supervisor, July 2006 – June 2008
Lewis-Clark State College
Promoted to supervisor of two Programmer Trainees after developing and administering their six-month training program. Continued handling my own programming projects while delegating and managing employee assignments. Completed a four-day Applied Leadership professional development course from Boise State University.

Programmer/Analyst, May 2005 – June 2006

Lewis-Clark State College

Supported and improved administrative and student systems by completing programming assignments and development projects. Served as project manager and lead developer during a significant version upgrade of the college's online student records application. Developed and administered a six-month training program for two new programmers.

Programmer and User Liaison, May 2003 – May 2005

SunGard Collegis (at Seattle University) to which the IT department was outsourced

Supported Enrollment Services with the implementation, customization and reporting required to support the use the student information system.

- Designed, wrote and tested new and customized enhancements to the software.
- Facilitated end user testing and training.
- Evaluated Registrar procedures to automate and improve process efficiency.
- Served as the main resource in Enrollment Services for the student information system.

Programmer, July 2001 – May 2003

Seattle University, the largest independent university in the Northwest

Maintained and enhanced administrative and student systems.

- Completed a yearlong training program in eight months.
- Retrofitted the University's data reporting tools for a new graphical user interface.
- Wrote the documentation set for the University's data reporting tools.
- Designed and programmed reporting tools to audit student data.

Sr. Technical Buyer, September 2000 – June 2001

Seattle University

Generated and tracked technology purchase orders for all campus departments. Procured technical assets, including hardware and software, for all departments on campus. Established and managed a central receiving system to coordinate installation with the hardware/software support team. Maintained the university's call accounting system and generated monthly phone bills for all departments on campus.

Sr. Administrative Assistant, October 1999 – August 2000

Seattle University

Performed receptionist and office management duties for the department of Information Technology and provided direct assistance to the Associate Vice President/CIO. Supervised student employees, including coordinating their schedules and overseeing their workloads. Maintained the university's call accounting system and generated monthly phone bills for all departments on campus.

Production Manager, November 1995 – August 1999

The Huckleberry People, a growing gift and candy company

Supported myself during college by working nearly full-time. Started on the candy line and was promoted to manager of the candy kitchen. Scheduled and facilitated the production of over 30 products. Trained new line workers. Produced a kitchen manager manual complete with recipes and instructions for all of the position's duties.

***Education/
Training***

Master of Public Administration, University of Idaho - May 2009

Bachelor of Arts, English Literature, University of Montana - May 1999

Bachelor of Arts, History, University of Montana - May 1999

Ken Campbell
Dean, Information Technology Services

(208) 732-6243 (W)
kcampbell@csi.edu

Areas of Knowledge and Experience

- Computer Networks
- Software Programming
- Information Systems Design
- Research Methods
- Project Management
-
- Proposal Writing & Budgeting
- Telecommunication Systems
- Longitudinal Student Tracking
- Outcomes Assessment & Institutional Effectiveness
- Computer Utilization & Support

Employment History

College of Southern Idaho, Twin Falls, Idaho

1996 - Present	Dean of Information Technology Services
1993 - 1996	Director of Institutional Research and Computing Resources
1992	Director of Institutional Research
1991	Coordinator of Institutional Research

Sorg Associates, Orono, Maine

1986 - 1991	Research Associate
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University of California-Irvine, Irvine, California

1986	Research Assistant, Dr. Michael Burton
1986	Research Assistant, Dr. David Easton
1984	Research Assistant, Dr. Frank Cancian
1980 - 1985	Teaching Assistant, School of Social Sciences
	▪ Courses: Statistics, Anthropology, Sociology, Geography

Education

Ph.D.	1986	University of California-Irvine School of Social Sciences, GPA 3.9
		▪ Dissertation: "Relative Priorities in Residential Location Choice: The Case of a Fast-growing Non-metropolitan County"
		▪ Program emphasized quantitative analysis and research methods
		▪ Cross-cultural experience, familiar with Spanish
B.A.	1979	University of Redlands Major: Sociology/Anthropology, GPA 3.4 Minor: Mathematics

Employment Highlights

1991 - Present College of Southern Idaho

Dean of Information Technology Services (*current position*)

- Design and manage technology enhancement projects; these have included:
 - conversion and implementation of primary management information system
 - migration from a legacy telephone system to VoIP
 - implementation of voice mail and e-mail systems
 - implementation of new microwave communication links and subsequent conversions of existing analog microwave links to digital links
- Interface with college departments to ensure information technology resources are effectively supporting the college mission and operations.
- Develop and maintain network system architecture, defining standards and protocols for data exchange, communications, software and interconnectivity of network information systems.
- Serve as project director for activities funded through federal and local grants; these have included:
 - improvement of administrative management system through a Title III grant award
 - enhancement of the college's telecommunication system through a congressionally directed grant
 - development of telecommunication links at high schools through an Albertson's Foundation grant
- Manage and direct the college's information and communication systems and projects including data, voice and video distribution networks.
- Manage and direct the college's technical support systems for the operation and security of the information technology resources.
- Develop reports with appropriate statistical measures in response to variety of internal and external information requests
- Develop and enhance components of institutional effectiveness program.
- Design, develop and maintain longitudinal student tracking system.
- Key participant in accreditation self-study and ongoing assessment.
- Assist with campus strategic planning activities and grant development.
- Prioritize and respond to external and internal informational requests and develop standard and ad hoc reports as required.
- Participate with executive council to develop and articulate college vision and strategic direction.
- Hire, prioritize tasks and evaluate department staff and manage \$1.4 million budget.

**1986 - 1991 Sorg Associates
Research Associate**

- Designed, managed, analyzed and presented findings for special-request research projects.
- Developed information system software and user documentation, and provided support for customer base.
- Consulted on computer hardware/software needs, some of which led to the development of customized software.
- Designed and managed ongoing research projects with periodic reporting.

- Developed project proposals and prepared budget estimates.

1991 - Present College of Southern Idaho

Dean of Information Technology Services (*current position*)

- Develop reports with appropriate statistical measures in response to variety of internal and external information requests
- Serve as project director for activities funded through federal and local grants; these have included:
 - improvement of administrative management system through a Title III grant award
 - enhancement of the college's telecommunication system through a congressionally directed grant
 - development of telecommunication links at high schools through an Albertson's Foundation grant
- Develop and enhance components of institutional effectiveness program.
- Design, develop and maintain longitudinal student tracking system.
- Key participant in accreditation self-study and ongoing assessment.
- Assist with campus strategic planning activities and grant development.
- Prioritize and respond to external and internal informational requests and develop standard and ad hoc reports as required.
- Participate with executive council to develop and articulate college vision and strategic direction.
- Manage and direct the college's information and communication systems and projects including data, voice and video distribution networks.
- Manage and direct the college's technical support systems for the operation and security of the information technology resources.
- Hire, prioritize tasks and evaluate department staff and manage \$1.4 million budget.
- Design and manage technology enhancement projects; these have included:
 - conversion and implementation of primary management information system
 - migration from a legacy telephone system to VoIP
 - implementation of voice mail and e-mail systems
 - implementation of new microwave communication links and subsequent conversions of existing analog microwave links to digital links
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- Developed information system software and user documentation, and provided support for customer base.
- Consulted on computer hardware/software needs, some of which led to the development of customized software.
- Designed and managed ongoing research projects with periodic reporting.
- Developed project proposals and prepared budget estimates.

Connie G. Black

1664 E. Cougar Creek Drive – Meridian, ID 83646 – (208) 898-0399 –
connieblack@gmail.com

SUMMARY OF QUALIFICATIONS

- Manager with over seventeen years experience in Higher Education student services.
- Skilled in maintaining student records with an extensive knowledge of academic policies and FERPA regulations.
- Excellent background in use and development of ERP system as a functional analyst.
- Experienced in state, federal and ad hoc reporting.
- Proven ability in supervising staff, communicating effectively and working on teams to meet goals and objectives.

PROFESSIONAL EXPERIENCE

College of Western Idaho, Nampa, ID

Registrar – 2/2008 - Present

- Oversee maintenance and ensure integrity of student record and transcripts.
- Adhere to and enforce FERPA guidelines and train faculty and staff.
- Collaborate with administrators, faculty and staff on student service issues, academic policies and procedures and questions.
- Provide data for IPEDS, State, Federal, institutional and ad hoc reporting requirements
- Hire, supervise and coordinate Registrar's Office staff.
- Manage office budget.
- Participate on college committees such as curriculum, commencement, academic calendar, and appeals.
- Develop and publish college catalog and class schedule.

Larry Selland College of Applied Technology at Boise State University, Boise, ID

Student Records Manager – 7/2006 – 2/2008

- Manage team responsible for admitting, registering and maintaining records for students in professional technical programs.
- Work with Enrollment Management and Student Success team to develop admission and student records policies and coordinate other activities to meet unit goals.
- Interpret, explain and apply academic policies to students, faculty and staff and enforce FERPA regulations.
- Prepare required state and federal reports for Idaho Division of Professional-Technical Education and coordinate with university on 10th day enrollment numbers.
- Report data internally for enrollment management and ad hoc purposes.

- Implement new initiatives such as transfer evaluation for technical credits, communication flow to students, and degree completion tracking.
- Develop communications and publications for students, parents, faculty and staff.
- Coordinate with faculty to develop first semester schedules for incoming students, including checking for time conflicts and requisite issues.
- Support faculty advisors by providing training opportunities and assisting with registration and degree completion issues.
- Act as Applied Technology functional representative for ERP system, including assuming data steward responsibilities and system testing for patches and fixes.
- Represent Larry Selland College on various teams and committees.

• *Continued...*

Connie G. Black, Page 2

(208) 761-6326

Boise State University, Boise, ID

Management Systems Coordinator – 1/2004 – 7/2006

- Coordinated development, enhancement, and maintenance of the PeopleSoft Student Records Module.
- Processed grades and participated as member of online grading implementation team.
- Set up course locations in ERP system for class scheduling.
- Served as a liaison with OIT staff to trouble-shoot system problems and develop enhancements.
- Documented student records business processes and functionality.
- Trained faculty and staff on new processes.
- Provided 10th day and end of term reports and other queries and reports as needed.
- Coordinated projects with functional analysts from Admissions, Campus Community, and Financial Aid modules.

Boise State University, Boise, ID

Transcript Evaluation Supervisor – 10/1999 – 1/2004

- Managed graduation and transfer credit evaluation processes.
- Served on degree audit implementation team.
- Participated as member of Registrar's Office Leadership Team.
- Hired, trained and provided performance reviews for a staff of six evaluators.
- Developed and documented business processes.
- Planned for the university commencement ceremony and ordered diplomas and supplies.
- Created and maintained transfer equivalency database and monitored transfer articulation agreements.
- Maintained relationships with other Student Affairs offices, Extended Studies and Applied Technology.

Boise State University, Boise, ID

Transcript Evaluator, Senior – 10/1992 – 10/1999

- Processed graduation and transfer credit evaluations.
- Evaluated military, test and other experiential learning credit.
- Explained university requirements and policies to students, faculty and staff.

EDUCATION

Bachelor of Arts, Social Science, Liberal Arts; Boise State University (1996)

COMPUTER SKILLS

Job Specific	2006 Relational Database Design
Training:	2006 SQL: Fundamentals of Querying and Advanced Querying
	2004 STAT End User Training
Software:	Jenzabar EX, Datatel Colleague, PeopleSoft HRLS 8.0, PeopleSoft Query Tool, PL/SQL Developer, Infomaker, Business Objects – InfoView, STAT 5.2, MS Access, MS Excel, MS Word, MS Publisher, GroupWise, Adobe Acrobat 7.0 Professional, SnagIt

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Kim Channpraseut

Phone (208) 562-3289 • E-mail kimchannpraseut@cwidaho.cc

SKILLS

- Information Technology Manager with 8 years of Higher Education experience.
- Excellent communication, multitasking, organizational, and time management skills.
- Experience managing a large-scale ERP software implementation.

EXPERIENCE

2008–Present

College of Western Idaho

Nampa, ID

Enterprise Application Services Manager

- Manage a team of technology professionals responsible for the implementation, development, enhancement, integration and support of CWI's Strategic Academic Enterprise system.
- Establish procedures and standards for software selection, development methodology, implementation, and utilization of enterprise application systems.
- Review system design and processing activities with end-users and administration to ensure business requirements are being met.
- Manage the integration of vendor software and consultant tasks in addition to tracking and reviewing vendor deliverables.
- Lead project teams to efficiently meet campus information technology needs.
- Prepare budget and control expenditures.

2002–2008

The College of Idaho

Caldwell, ID

Systems Programmer Analyst III

- Lead projects involving the support of the college's Datatel ERP system.
- Administer the integrated information systems (Colleague and ancillary systems).
- Act as senior programmer/project leader, providing technical advice and consultation on complex analysis and programming applications.
- Provide application system support and training for Admissions, Advancement, Business Office, Financial Aid, Human Resources, Registrar, and other departments utilizing Datatel Colleague software.

- Analyze, identify, evaluate, and develop/design processes that meet user's needs.
- Participate in software selection and implementation of 3rd party software.
- Monitor, download, and install system upgrades, updates, and fixes.
- Extract, analyze, and interpret data based on the organizations business rules.
- Create, modify, and analyze custom programs utilizing UniBasic and UniQuery.

2000–2002

Idaho Transportation Department

Boise, ID

Programmer Analyst/Intern

- Redesigned and maintained an Access database; developed structure, tables, queries, forms, and reports.
- Designed and maintained websites; developed site architecture, forms, graphics, and interactive content.

EDUCATION

Boise State University

Boise, ID

B.B.A., Computer Information Systems, May 2002

Related Coursework

- Data Warehousing, Project Management, Advanced Data Management Topics, Information Resource Management, Electronic Commerce, Telecommunications, System Analysis and Design, and Database Design.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2009**

1000 WEST GARDEN AVENUE COEUR D'ALENE ID 83814
PHONE (208) 769-7812 • E-MAIL ANN_LEWIS@NIC.EDU

A N N S . L E W I S

EDUCATION

UNIVERSITY OF IDAHO, 1984
Bachelor of Science in Business, Finance

UNIVERSITY OF IDAHO, 2006
Master's Degree in Adult and Organizational Learning

CURRENT EXPERIENCE

NORTH IDAHO COLLEGE, 2008-present
Office of Institutional Effectiveness

Director of Institutional Effectiveness

Coordinate, manage and conduct institutional research and assessment activities that support and enhance informed decision making, strategic planning, institutional assessment, and accreditation. Make recommendations based on statistical analysis of data and interpretation of results. Prepare and participate in the presentation of research reports to audiences internal and external to the college. Interact with state and regional agencies on matters related to institutional research, strategic planning and state performance measures. Act as the direct link and reporting agent to the college administration on matters related to data and research bearing on the college's overall effectiveness. Compile, analyze, interpret and disseminate quantitative and qualitative data. Ensure the integrity of institutional data and information produced and reported by the college. Acquire, manipulate, develop, and maintain longitudinal data sets, verifying accuracy and consistency over time, in the context of evolving requirements regarding reporting institutional facts. Develop, construct and maintain large, relational databases. Extract and analyze data from the college's databases and other databases external to the college. Coordinate with staff from other college offices to maintain, update and manage data definitions and databases.

PRIOR EXPERIENCE

NORTH IDAHO COLLEGE, 2001-2008
Office of Planning, Assessment and Research

Institutional Research Specialist

Responsible for coordinating and conducting institutional research and assessment activities that provide data to support and enhance informed decision-making, strategic planning, outcomes assessment, and institutional accreditation. Maintain the integrity of institutional data and information produced and reported by the Office of Planning, Assessment and

Research. Coordinate with other offices on what institutional data is available. Maintain databases for institutional research purposes.

Actively participate in a new student system implementation (Datatel Colleague). Play a key role in bringing DataMarts to the College. Manage Census DataMart to store point-in-time data. Participate in the administering of surveys. Collect, develop, analyze and report data and other information for college, state and federal reports.

NORTH IDAHO AIDS COALITION, 2004

Database Administrator

Responsible for donor database for the non-profit organization.

NORTH IDAHO COLLEGE, 1994-2001

Information Technology

Network Systems Manager

Responsible for new systems, maintenance and major enhancements of existing systems, budget and capacity planning. Systems include network servers, phone service, WAN connections, Internet connection, cable and network device infrastructure. Supervise four professionals. Manage multifaceted projects. Work closely with vendors for support, purchasing and consulting. Perform system administration tasks and provide leadership in campus computing decisions.

UNIVERSITY OF IDAHO, 1985-94

Network Specialist, 1991-94

Computer Services

Records Manager, 1986-91

Engineering Outreach

Office Coordinator, 1985-86

Civil Engineering

PROFESSIONAL ORGANIZATIONS

Pacific Northwest Association for Institutional Research and Planning (PNAIRP)

Rocky Mountain Association for Institutional Research (RMAIR)

Association for Institutional Research (AIR)

CONFERENCE PRESENTATIONS

(2007) **Using DataMarts as Part of Your Reporting Strategy**, PNAIRP 2007 Conference, Victoria, British Columbia, Canada.

(2006) **Unit Peer Comparators in Higher Education: A Case Study**, RMAIR 2006 Conference,

Park City, Utah.

Last updated: November 18, 2009

LISA K. CLARK

1000 West Garden Avenue
Coeur d'Alene, ID 83814
lkclark@nic.edu
(208) 769-7867

ACCOMPLISHMENTS

Instrumental in designing and developing the data marts at North Idaho College. This involved research, analysis and design, training on ETL tools, database, table, and view creation in a Microsoft SQL Server environment utilizing Transact SQL, model development and deployment in Visual Studio to SQL Server Reporting Services, and SQL Server Integration Services package creation for daily schedule automation and summary table creation. Member of the Institutional Reporting Strategy Team and assisted in implementing the concept of Information Centers with designated report authors across campus.

Successfully converted from the legacy Student System to Datatel Colleague Student. The 24 month project entailed numerous project team meetings to define and build system codes, parameters, and rules, data conversion mapping, custom Envision code, application and technical trainings, project management, module implementation, standards documentation, and end user training. Presently lead the Datatel Systems Management Group which was created to address data integrity, consistency of use, and coordination efforts within the ERP.

Participated in two major system upgrades to the Datatel ERP environment. The migration to Release 17 entailed the loading of over 800 software updates and major system enhancements to the Human Resources and Payroll application modules; 18 months to migrate to Release 18, where I was responsible for converting several hundred custom computed fields in support of reporting, system rules, and communications management.

SKILLS

Software project management, organization, and communications; project lead, research, analysis and design, coding and testing, user instruction, documentation development; systems implementation, integration, and administration; user security and account administration; end user application support; Datatel Colleague, Envision, QueryBuilder, Uniquery, Unidata, ETL tools, Microsoft SQL Server 2005, Transact SQL, Visual Studio, Reporting Services, Integration Services; Microsoft Office Word, Excel, Project, Visio, SharePoint, Access, PowerPoint, Outlook.

EXPERIENCE

Manager of Applications Development
North Idaho College, Coeur d'Alene, Idaho

July 2009 – Present

Responsible for recommending, acquiring, developing, interfacing, and maintaining automated information systems for integration into the college's business and instructional needs. Manage software service requests and their prioritization including proper scheduling of

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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information systems services provided by the IT Analysis and Programming staff. Manage major systems integration and implementation projects. Responsible for database administration for college wide databases and their metadata. Work with system users to maintain data integrity through proper security, proper data structures, proper input procedures, and training.

Interim Manager of Applications Development
North Idaho College, Coeur d'Alene, Idaho

March 2009 – June 2009

Interim manager of Analysis and Programming team, manage software service requests and scheduling, project prioritization, assignment, and communications to management, request process redefinition, initial planning and assessment of team's training needs, goals, service blocks, and roles.

Sr. Systems Analyst/Programmer
North Idaho College, Coeur d'Alene, Idaho

December 1998 – February 2009

Project manager for major and minor systems implementation, integration, and reporting projects. Analysis, design, development, and administration of data mart reporting environment. Provide end user application support and training including user account creation, security rights, rule writing, data retrieval and analytics, business process and workflow definition, and standards documentation.

Applications Analyst
Group Health Northwest, Spokane, Washington

March 1993 – November 1998

Gather and define user business requirements, perform analysis and design of Windows applications, develop logical data models, testing and QA, develop documentation, and provide user training of completed applications. Develop ad-hoc reports from data warehouse utilizing report query tools. Define project tasks, coordinate team resources, monitor time lines, facilitate meetings, and perform post-implementation reviews.

Systems Consultant
Clark Data Services, Yakima, Washington

January 1991 – March 1993

Sole proprietor of Clark Data Services. Provide consulting and programming services to area clients, primarily in inventory, order entry, and accounting systems.

Data Processing Manager
Yakima Herald-Republic, Yakima, Washington

September 1989 – July 1990

Systems Manager of an HP-3000, 28 user capacity. Oversee system operations. Provide user support for mainframe applications. Generate applications and ad-hoc reports using COGNOS software.

Data Processing Manager
Jack Frost Fruit Company, Yakima, Washington

May 1987 – August 1989

Complete system generation and installation of DEC Micro PDP 11/73, RSTS/E, 8 user capacity. Manage system operations. Provide training and user support. Analysis and design of new systems development, programming in DIBOL. Payroll, Accounts Payable, Accounts Receivable, General Ledger, inventory, and order entry.

EDUCATION

Business Administration, Bachelor of Science August 1982 – June 1984
Central Washington State University, Ellensburg, Washington
GPA 3.78 Graduated Magna Cum Laude with a minor in Data Processing

Business Administration August 1980 – June 1982
Washington State University, Pullman, Washington
GPA 3.28

DOUGLAS D. DePRIEST, PMP

douglas.depriest@my.eitc.edu

1600 South 25th East, Idaho Falls, Idaho 83404

Work: (208) 604-4795 Cell: (208) 604-4795

PROFILE

Project Management Professional (PMP), with expertise in the following areas:

- IT Project Management, configuration management, and process improvement
- Network Administration, desktop/hardware support, software support
- Personnel Management, negotiation, problem-solving, and team building
- Resource Management, budgeting, contracting, and contract supervision
- Strong skills in problem resolution, communication, and staff development
- Self-motivated, resourceful, and calm under pressure
- Strong ability to make data-driven, strategic decisions on resource allocations across the entire spectrum of programs, projects, and initiatives

EXPERIENCE

Director of Planning and Information Mgt, Eastern Idaho Technical College, 2004 – Present

- Chief Information Officer & Chief Security Officer for the college and it's associated sites
- Project Manager for the campus Datatel Colleague ERP system implementation and Chairman of the on-going Colleague Oversight Committee
- Provided leadership and project management in the campus infrastructure conversion, moving from Novell services to a Microsoft Network environment
- Improved internal tracking of budgets, implemented cost-saving measures and consolidated IT-related spending in order to streamline cost centers and add efficiency
- Extensive review of program funds to determine cost-saving opportunities and areas of potential investment
- Implemented models to ensure appropriate evaluation of new products and services that assure effective use of state funds and address return on investment, cost balancing, etc
- Developed and implemented numerous policy, plans, and procedures documents ensuring compliance with applicable state and federal directives and embedding efficiency
- Determined appropriate staffing models and worked to adjust personnel accordingly
- Facilitate all campus long range and short term planning efforts
- Conduct data gathering, consolidation, evaluation and research efforts and compile and submit applicable reports across the campus spectrum

Health Preparedness Planner, Southeastern District Health Department, 2003- 2004

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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- Developed and reviewed district emergency response documentation ensuring compliance with Federal Emergency Management Agency (FEMA), Centers for Disease Control, FBI, and Homeland Security guidelines across an eight-county area
- Wrote and approved Memorandums of Understanding or Agreement with numerous community partners including elected, professional, and volunteer entities
- Coordinated community volunteer groups for activation during emergency situations
- Developed and published training outlines and documentation for professional and volunteer entities
- Deputy Incident Commander, planning and coordinating all response efforts for man-made and natural disasters encompassing an 8-county area

Program Manager, Air Traffic Automation Systems, U.S. Air Force (USAF), 2000 – 2003

- Managed annual operations, research, and maintenance budget exceeding \$10 million
- Directed over 30 personnel in various projects, including two Federal Government contractors
- Developed and maintained project plans, system documentation, and process documentation
- Led significant changes in organizational structure to improve efficiency and effectiveness
- Made key decisions on project and program commencement, continuation, modification, and/or termination

DoD Lead, National Airspace System Automation and Training, Headquarters USAF, 1996-2000

- Served as Department of Defense (DoD) Automation Lead and overall USAF lead during the most extensive overhaul of air traffic systems in USAF history
- Worked extensively with government contractors, military agencies, and the Federal Aviation Administration (FAA) to develop and implement the joint FAA/DoD air traffic control replacement system
- Coordinated and negotiated extensively with other services, major commands, and government contractors to ensure timelines and resource allocations were appropriate
- Provided product review and acceptance for the DoD on air traffic automated systems, and for the USAF on all materials, specifications, and documentation
- Developed, evaluated, and distributed all training products related to air traffic control automation systems, including paper-based and computer-based products
- Conducted numerous compliance audits at local, regional, and Air Force levels
- Developed and maintained USAF directives and policies affecting over 4,000 personnel

EDUCATION, PROFESSIONAL CREDENTIALS & AFFILIATIONS

MBA, Project Mgt emphasis, American Graduate University, Covina, California, planned Jun 2010

Graduate Certificate in Management, American Graduate University, Covina, California, 2009

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B.S., Management/Computer Information Systems, Park University, Parkville, Missouri,
2002

Project Management Professional (PMP), 2003

Configuration Management (CM) Certified (CMII Methodology), Institute of CM, 2001

Certified Software Test Professional (CSTP), International Institute for Software Testing,
2001

Software Lifecycle Management Certificate, Air Force Institute of Technology, 2003

Certificate of Course Completion CISSP, 2006

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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650 West State Street PHONE: (208) 332-6892
PO Box 83720 FAX: (208) 334-2228
Boise, Idaho 83720- EMAIL:
0027 JCROMERO@SDE.IDAHO.GOV
 JOHN ROMERO

<u>EXPERIENCE</u>	1995–2000	Boise State University	Boise, ID
	Teacher Train the Trainer Program Faculty Member		
	<ul style="list-style-type: none">▪ Taught teacher educational technology classes in the train the trainer program (Excel-Spreadsheet, Access - Database, PowerPoint - Multimedia Presentations and JavaScript Programming).▪ Managed a state wide computer donation program.		
	2000–Current	Idaho State Department of Education	Boise, ID
	Data Services Coordinator		
	<ul style="list-style-type: none">▪ Started as purchasing manager for Albertson's \$10 million technology grants for school districts.▪ Assisted in managing web based data collections.▪ Non- fiscal Federal and State reporting coordinator.▪ Manage ad-hoc reporting request for Education staff▪ Federal EDFacts/Consolidated State Performance Report (CSPR) coordinator.		
<u>EDUCATION</u>	1993–1996	Boise State University	Boise, ID
	<ul style="list-style-type: none">▪ M.S., Educational Technology.		
<u>TECHNICAL SKILLS</u>	SQL Query Language, Stored Procedures Microsoft's SQL 2000/2005 server, Basic programming in Microsoft's .asp language, Excel charting, data analytics.		

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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(208) 332-6937
JTAKATA@SDE.IDAHO.GOV

650 W State Street
Kuna, Idaho 83720

J I M M Y T A K A T A

EXPERIENCE

2009 - Present Idaho State Department of Education
Boise, ID

Educational Technology Coordinator

- Provides direction and guidance on the integration of educational technology into Idaho K-12 public schools to help build 21st century skills
- Title II-D Enhancing Education Through Technology program
- State Educational Technology funds for K-12 public schools
- Qwest Foundation for Education grant

2006 - 2009 Micron Technology, Inc.
Boise, ID

Workforce Development Specialist

- Working in the fast-paced, and highly technical semiconductor industry with **agility and poise**.
- Effectively **leading and facilitating** a globally comprised Training team to address critical company goals.
- Well versed in **Instructional Design** with a passion for **e-Learning**.
- Experience with **Kepner-Tregoe Project Management and Problem-Solving** techniques.
- **Developing complete training packages and programs** for audiences with varying levels of skills and experience on a global stage.

2001 - 2006 Stoel Rives LLP
Boise, ID

MIS Help Desk/Trainer

- **Developed and coordinated** employee software training.
- Provided **top-notch technical support** for an office of 42.
- Maintained 75 Windows-based user workstations, laptops, and peripherals.
- Extensive knowledge of Microsoft Office 2003 suite.

1999 - 2000 Boise State University
Boise, ID

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Graduate Assistant

- Worked with Donna Vakili in support of the **BSU Technology Outreach Program.**
- Worked intensively with the **Wilder School District (K-12)** to improve student achievement as part of a **Goals 2000 technology grant.**
- **Taught 2 different workshops:**
 - Internet 1: Telecommunications for Educators
 - Beginning Web Page Design with Front Page 2000
- Interned with Dr. Connie Pollard in support of TE 208.

1997-1999 La Grande Public Schools La Grande, OR
Title 1 Educational Assistant

- Worked closely with **K - 6 Title 1** students on reading and math.
- Followed teacher developed lesson plans and provided **prompt feedback** on student needs.

1993-1997 Salem-Keizer School District Salem, OR
Instructional Assistant

- Worked with 25-32 students ranging from K - 5th grade in various subjects.
- Worked closely with staff to implement lesson plans and to **improve student achievement.**
- One year was spent working **1-on-1 with a Special Needs student.**

EDUCATION

1989-1993 Willamette University Salem, OR

- **B.A., Psychology**

1999-2003 Boise State University
Boise, ID

- **M.S., Educational Technology**

AWARDS AND
NOMINATIONS

1999-2003

- Dean's List, Boise State University, Master's of Education, Educational Technology (4.0 GPA).

2000

- **National** Dean's List member.

Carissa Moffat Miller
650 West State Street
Boise, ID 83720-0027
(208) 332-6901 (W)
CMiller@sde.idaho.gov

Education

*

Doctor of Philosophy

University of Idaho,

May 2009

Major: Education

Emphasis: Adult and Organizational Learning

Dissertation: *"The Role of Adult Education Participation in Successful Aging"*

Master of Arts

University of Wyoming,

December 1999

Major: Sociology

Minor: Statistics

Thesis: *"Battlement Mesa, Colorado: The Second Evolution"*

Bachelor of Journalism

University of Nebraska-Lincoln, May

1992

Major: News Editorial

Minors: English, Sociology, History

Professional Experience

*

Idaho State Department of Education

Boise, Idaho

Deputy Superintendent, Assessment Division

(2009 – present)

- Oversee the state assessments for Idaho including the National Assessment of Education Progress (NAEP), Idaho Standards Achievement Tests (ISAT), the alternate assessment for ISAT (ISAT-Alt), and the Idaho English Language Assessment (IELA).
- Responsible for an annual budget in excess of \$7.1M (\$2.7M in state funds and \$4.4M in federal funds).
- Supervise four full-time coordinators and one full-time program specialist.
- Additional budget oversight of Idaho's portion of federally awarded assessment grants:
 - "Evaluating the Validity of the English Language Proficiency Assessments" (EVEA) – The US Department of Education awarded \$1.6M to Idaho, Montana, Washington, Indiana and Oregon with EdCounts, to study and construct validity frameworks for English language proficiency assessments. (October 2009 – March 2011)
 - "Alternate Assessment Design - Reading" (AAD-R) – A U.S. Department of Education grant for \$1.4M to Idaho, Utah, and Kansas with SRI International to design an on-demand performance task assessment for the most significantly cognitively disabled students in reading (October 2009 – March 2011)

- “Electronic Center for Alternate Assessment Scoring” (ECAAS) –A U.S. Department of Education grant of \$1.5M to Idaho to build an online scoring system for alternate assessments. (October 2007 – September 2010).
- “Alternate Assessment Design - Math” (AAD-M) – A U.S. Department of Education grant for \$1.4M to Idaho, Utah, and Florida with SRI International to design an on-demand performance task assessment for the most significantly cognitively disabled students in math (October 2008 – March 2010)
- Ensure state compliance to the Elementary and Secondary Education Act (ESEA) including submission of peer review documents, the Idaho Accountability Workbook, graduation rate calculations, and Adequate Yearly Progress (AYP) determinations and reporting.
- Analyze student achievement data for trends, improvements to the assessments, and policy implications.
- Serve as a representative of the State Department of Education to various stakeholders at the federal, state and local levels such as U.S. Department of Education personnel, superintendents, or in public meetings.

Boise State University

Boise, Idaho

**Research Associate, Center for the Study of Aging
(2008 – 2009)**

- Primary Investigator (PI) for the Idaho Department of Health and Welfare Lifestyle Interventions for the Elderly (Project LIFE) Evaluation to support U.S. Administration on Aging grant “Empowering Older People to Take More Control of Their Health Through Evidenced-Based Prevention Programs: A Public/Private Collaboration.” Serve as the evaluator for the three-year grant to implement the Chronic Disease Self-Management Program (CDSMP) program. Administer pre- and post-surveys, analyze data, assess statistical change at one year, assess fidelity of program, and provide reports to fulfill federal requirements.
- Co-Primary Investigator (PI) for the Idaho Commission on Aging Needs Assessment. Survey created and administered to 3,000 Idahoans age 50 and older to provide information for future planning for the long-term care needs.

**Researcher, Center for the Study of Aging
(2005 – 2008)**

- 40% appointment as a researcher funded by an Administration on Aging grant to study issues related to aging elders in Idaho.
- Co-PI for the Osher Lifelong Learning Institute at Boise State University Community Study project. Conducted community study survey of 3,000 individuals over age 50 in southeast and south central Idaho related to lifelong learning interests and volunteerism. Analyzed data for trends and opportunities for new membership. Created a new membership information form and tracking survey and data analysis.
- Co-PI for creating an online survey for the Idaho Society of Association Executives about Idaho executive characteristics and succession planning.
- Co-PI conducting analysis of Idaho conservatorship case data in six pilot counties for the Idaho Supreme Court

- Conducted analysis of focus groups and interview transcripts including coding and creating a schematic for long-term care needs, barriers and areas of success on a National Governor's Association grant awarded by Governor Dirk Kempthorne's office to study the supply and demand of long-term care services in Idaho.

Researcher, Idaho Nursing Workforce Center

(2005 – 2008)

- 40% appointment as a researcher funded by an U.S. Department of Health and Human Services grant and the Idaho Department of Labor to study nursing workforce issues, shortages in Idaho.
- Co-PI in conducting a survey regarding nursing demand in a sample of community agencies and offices throughout Idaho. Analyzed results and wrote final report detailing projected nursing needs.
- Administered and analyzed survey on nursing workforce information for skilled nursing facilities in Idaho. Conducted field interviews to pilot the survey, organized survey mailing, and data cleaning and wrote final report.
- Created an Idaho nursing projection model by utilizing the Health Resources and Services Administration (HRSA) projection model software.

Idaho State Board of Education

Boise, Idaho

Program Manager, Assessment and Accountability

(2003 –2005)

- Managed the \$7M K-12 assessment and accountability program for the State of Idaho in compliance with state and federal law ("No Child Left Behind").
- Oversaw compliance for \$3.6M assessment (Idaho Standards Achievement Tests, ISAT) contract.
- Oversaw Request for Proposals (RFPs) process and selection.
- Monitored \$500,000 external review contract to ensure validity, reliability and alignment to state standards.
- Provided data analysis for bi-annual publication, board members, and various task forces.
- Evaluated program effectiveness, analyzed data, test results, and created reports.
- Conducted policy research on relevant literature and other states' practices, and presented findings.
- Coordinated assessment training, item writing and test development sessions.
- Implemented compliance by writing board rules and providing expert testimony to legislature.
- Provided technical assistance to school district personnel on regulatory assessment procedures.
- Communicated test results and programmatic changes to media and public.

Name: Christina P. Linder

Job Title: Director, Certification and Professional Standards

Years with SDE: 1.9

Division: School Support Services

Supervisor's Name: Nick Smith

Supervisor's Job Title: Deputy Superintendent

Key Responsibilities:

- Teacher Certification and Professional Development
- Oversight of Professional Standards and Teacher Quality
- Teacher Assignment Coordination
- Alternate Routes to Certification
- Title IIA Mandates Related to HQT and AYP
- Teacher Assignment/Endorsement Workshops
- Idaho School Human Resources Winter Conference
- Idaho Supply and Demand Survey
- Federal IHE Title II Reporting on Praxis/Program Completers

I work with the 115 school districts and 31 charter schools to ensure that we have accurate and complete assignments aligned with certificates and areas of endorsement, allowing School Finance to properly distribute the 1.3 billion dollar foundation payments. I provide technical support to the school districts and charter schools in the area of alternate routes to certification and endorsement, teacher quality, and appropriate assignment coding. I do the data analysis to ensure compliance with Supply and Demand reporting at both the state and federal level. I compile the report based on data from both HQT and AYP, which is used to follow through on NCLB 2141(c) reporting and technical assistance.

I also work with the nine Idaho universities and teacher preparation programs to ensure reporting accuracy of program completers and provide technical assistance in alignment of preparation standards.

Other Tasks:

- I prepare and do the yearly, regional IBEDS/HQT Workshops that train the district personnel in reporting teacher assignments and highly qualified teacher data, as well as the provide information and updates on the rules and laws governing assignments and highly qualified teacher reporting.
- I provide training to School Human Resources Managers through a yearly workshop.
- When requested, I compile and report on statistical data to the Department of Education, State Board of Education, Legislative Services, Office of Performance and Evaluation, and other stakeholders of educational interest.
- I provide training and assistance for the yearly Charter School Workshop.
- I help prepare and present information and provide training at the Post-Legislative Regional Workshops.

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Current Year Committee Work:

- The Data Committee that is working on the software re-write.
- The Teacher Evaluation Task Force

Myrna L. Holgate, CPA

9685 W Brogan Drive

Boise, Idaho 83709

Work – (208) 332-6844

Cell – (208) 340-4202

Summarize the special skills and qualifications::

Idaho CPA (1982); BBA in Accounting, Over 14 years experience with the Idaho Department of Education, Public School Finance Division. Special emphasis on governmental accounting, Salary Based Apportionment and Benefit Apportionment, Public School Budget, IBEDS and IFARMS, Pupil Transportation related financial matters, Idaho Public School law, rules and regulations.

Summary of your educational background and training beginning with high school graduation:

Meridian High School, Spring 1965

Boise State University, Spring 1971, post-graduate classes 1983

Canyon County Clerk, Auditor, Recorder (Tax Roll Clerk, Computer Programmer, Chief Deputy ~1972-1974, 1976-1977)

Jackson, Messuri & Bates CPA's (Auditor ~1974-1976)

Coors Distributing Company (Office Manager ~ 1976-1977)

Blue Cross of Idaho (Auditor ~ 1977-1980)

Delotte-Touche International, formerly Touche Ross, CPA's ~ Bermuda office (Auditor ~ 1980-1983)

Myrna Holgate-Trumble, CPA (private practice – 1983-1987)

Weinberg & Green, Attorney's at Law ~ Baltimore (Accounts Receivables Manager ~ 1987-1988)

Cactus Pete's Resort (Assistant Controller, special projects during construction of 13 tower hotel/casino ~ 1988-1992)

Elko General Hospital (Controller ~ 1992-1993)

State of Idaho ~ PERSI (1994-1995)

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State of Idaho ~ Department of Education, Division of Public School Finance (Financial Specialist/Coordinator ~ 1995-present)

List all computer software you can successfully operate: Excel (including charts, graphs, macro's), Word, PowerPoint, Adobe Distiller, Database IV, WordPerfect, FoxPro, Programmer using RPGII, Logistic ~ some Visual Basic, MS-DOS and web-based applications, Outlook, GroupWise, PhotoShop, WinZip and others

Other Office Machines

IBM System 3, Wang, various personal computers, photocopiers, fax machines

Dates Employed: 1995 to present

Exact Title or Position: Financial Specialist/Coordinator

Name and Address of Employer: State of Idaho, Department of Education. P.O. Box 83720, Boise, Idaho 83720-0027

Name of Immediate Supervisor: Tim Hill

Phone: 208-322-6843

Description of Duties and Responsibilities: IBEDS, Salary Based Apportionment and Benefit Apportionment, Review of Public School Budgets, Common Code Data Non-Fiscal Data submission to the U.S. Census Bureau. School Statistics (including but not limited to graduates, drop-outs, staffing, fall enrollment, etc.). Publications include Idaho School District Profiles, Annual Statistical Report, Idaho Educational Directory, and Data Acquisition Calendar.

Dates Employed: 1994-1995

Exact Title or Position: Accountant

Name and Address of Employer: State of Idaho ~ PERSI, began as Kendall Temp

Name of Immediate Supervisor: Ron Crouch

Description of Duties and Responsibilities: Origin assignment was to balance general ledger (due to uniqueness of Investment accounting – STARS and the accounting software was significantly out of balance), Later responsible for daily cash flow/notifying investment manager of cash requirements or excess to invest. Reconciling investment/brokerage accounts.

Dates Employed: 1992-1993

Exact Title or Position: Controller

Name and Address of Employer: Elko General Hospital, Elko, NV

Name of Immediate Supervisor: Pam Chesher

Phone: 775-753-7639

Reason for Leaving: Health Reasons (Brain Tumor, after surgery mood-swings are erratic. In fairness to my staff and employer, I retired and came back to Boise. But I was bored and went back to work)

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Description of Duties and Responsibilities: Hospital Accounting (50 bed-hospital) including general ledger, accounts payables, accounts receivables, payroll, computer services. Major conversion to a new hospital software.

Dates Employed: 1988-1992

Exact Title or Position: Assistant Controller, Special Projects of VP of Finance

Name and Address of Employer: Cactus Petes Resort Casino, Jackpot, NV

Name of Immediate Supervisor: Wayne Courtney

Description of Duties and Responsibilities: Resort and gaming accounting, for a period of time responsible for MIS department until a replacement could be hired. Construction accounting and auditing of contractors on 13-story Hotel/Casino addition.

Dates Employed: 1987-1988

Exact Title or Position: Accounts Receivable, Revenue Manager

Name and Address of Employer: Weinburg & Green (Law Firm), 100 St Charles, Baltimore

Name of Immediate Supervisor: Gary Chandler

Description of Duties and Responsibilities: Supervision of Monthly billing for a firm of over 60 Attorneys.

Dates Employed: 1983-1987

Exact Title or Position: Self-employed, CPA tax practice

Name and Address of Employer: Myrna Holgate-Trumble CPA, downtown Boise

Name of Immediate Supervisor: Self

Description of Duties and Responsibilities: Individual Income Taxes and accounting.

Dates Employed: 1980-1983

Exact Title or Position: Auditor

Name and Address of Employer: Touche Ross International (CPA's), Hamilton, Bermuda

Name of Immediate Supervisor: David Anfossi, CA

Description of Duties and Responsibilities: Auditor of international holding companies and captive insurance companies. Only American CPA on staff ~ converted financial statement opinion and notes to the financial statements from Canadian GAP to comply with US GAP for US clients.

Name: Peter Kavouras

Job Title: Director, Content Areas and Instructional Services Team

Years with SDE: 4

Division: Innovation and Choice

Supervisor's Name: Rob Sauer, Deputy Superintendent

Director of Content Areas and Instructional Services has responsibilities which include supporting the Deputy Superintendent in his duties with the Division of Innovation and Choice; performing professional work related to all academic content areas and instructional support; exercising influence on decisions affecting the Idaho Content Standards; exercising influence over decisions affecting state-wide assessments including the Idaho Reading Indicator, Direct Math Assessment, and Direct Writing Assessment; facilitating communication with education constituency organizations and local school district personnel; providing excellent customer service and technical support to district personnel, colleges and universities, and patrons; staff supervision; creating and managing budgets; exercising fiscal responsibility; providing leadership; assuring the coordination of all programs within the Content Areas & Instructional Services Team; developing agendas and chairing meetings within the Department; representing the Deputy Superintendent and State Superintendent of Public Instruction on state and national committees and boards; and carrying out other duties as assigned.

Director of Content Areas and Instructional Services has extensive influence on decisions affecting curriculum, teaching strategies, evaluation strategies implementation of new programs, and may be called upon to assist in solving a variety of legal, educational and administrative problems relating to the operation of the public schools and to carry out other duties as assigned. The Director provides the leadership and general supervisory control to assure the coordination of all core content area programs and K-12 standards to maximize the services provided to Idaho school districts and to prepare students for post-secondary education and the workforce.

- Director: Manage five content area positions and three administrative staff
 - Content Standards and Instructional Curriculum (Content Specialists – English Language Arts, Reading, Mathematics, Science, Social Studies)
 - State-wide Assessments – IRI, DMA, DWA
- Curriculum Materials Adoption and PLATO Educational Technology
- Team Lead – CCSSO Surveys of Enacted Curriculum
- Member of the American Diploma Project State Leadership Team
- Member of the Response To Intervention State Leadership Team
- Represent the State Superintendent on the Idaho Financial Literacy Coalition
- President Idaho Council for the Social Studies
- Member of the 2007 Governor's Industry Award for Notable Teaching in Science Award State Selection Committee
- Member of the 2007 Milken Educator Awards State Selection Committee

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Appendix C

Required Data System Capabilities	Current Status	Relevant Outcomes
Student progress and outcomes over time including preparation for postsecondary, workforce, and Armed Forces	Under Development: Portal, authentication and authorization framework, enrollment, attendance application and budgeting application, data governance and data policy plan	State-Funded
	Under Development: EDUID, longitudinal data system, data collection infrastructure, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
	Proposed: Identify students P-20 to workforce using an Educational Unique ID (EDUID), provide longitudinal tracking with a comprehensive P-20 and workforce dimensional data warehouse, exchange data across agencies and states, establish Learning Management System (LMS), provide targeted information to stakeholders	2, 3, 5, 6, 8, 9
Exchange of data among agencies and institutions within and across states	Under Development: EDUID, longitudinal data system, data collection infrastructure, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
	Proposed: Policies and governance structure to support system, identify students P-20 to workforce using an EDUID, provide longitudinal tracking with a comprehensive P-20 and workforce dimensional data warehouse, necessary updates to system currently under development, exchange data across agencies and states, appropriate information provided to stakeholders, multi-state data exchange	1, 2, 3, 4, 5, 8, 9
Link student data with teachers	Under Development: Enhance student ID system and create staff IDs, data collection and infrastructure at the state, reporting and analysis system, transcript system	Funded by Existing Grant
	Proposed: EDUID links student data with teachers, create comprehensive dimensional data warehouse, necessary updates to system currently under development, exchange data across agencies and states, establish LMS, appropriate information provided to stakeholders	2, 3, 4, 5, 6, 8
Teacher certification and preparation information	Under Development: Teacher certification application rewrite to include unique IDs for teacher record and link teacher certification data into overall data structure	State-Funded
	Proposed: EDUID follows student through educational pipeline and into teacher preparation programs, create comprehensive dimensional data warehouse, exchange data across agencies and states, data training program	2, 3, 5, 7

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Support continuous improvement and decision making including timely information to parents, teachers, and school leaders on student achievement	Under Development: State portal, authentication and authorization system, enhanced attendance and enrollment application	State-Funded
	Under Development: EDUID, data collection at state, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
	Proposed: EDUID follows student through educational pipeline, create comprehensive dimensional data warehouse, exchange data across agencies and states, establish LMS, data training program, appropriate information provided to stakeholders, multi-state data exchange	2, 3, 5, 6, 7, 8, 9
Data quality and integrity	Under Development: Data collection infrastructure at state includes data quality integrated into data transfer and loading processes. Includes validation rules and data checks with notification to application submitters of the data errors and required actions.	Funded by Existing Grant
	Proposed: Policies and governance structure to support system, identify students P-20 to workforce using an EDUID, provide longitudinal tracking with a comprehensive P-20 and workforce dimensional data warehouse, necessary updates to system currently under development, exchange data across agencies and states, establish LMS, data training program, appropriate information provided to stakeholders	1, 2, 3, 4, 5, 7, 8
Meet Federal reporting requirements	Under Development: Reporting and analysis system	Funded by Existing Grant
	Proposed: Policies and governance structure to support system, enhance current unique ID to EDUID, provide longitudinal tracking with a comprehensive P-20 and workforce dimensional data warehouse, exchange data across agencies and states,	1, 2, 3, 5

Required Data System Elements	Current Status	Relevant Outcomes
Unique Student ID, not personally identifiable	Under Development: Enhanced unique person IDs, authentication and authorization system	Funded by Existing Grant
	Proposed: EDUID incorporated into postsecondary ERP systems, provide longitudinal tracking with a comprehensive P-20 and workforce dimensional data warehouse, exchange data across agencies and states, data training program	2, 3, 5, 7
Student-level enrollment,	Under Development: Enhanced attendance and enrollment application	State-Funded

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demographic, and program participation	Under Development: Enhanced unique person IDs, longitudinal data system, data collection at State, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
	Proposed: EDUID follows student through educational pipeline, create comprehensive dimensional data warehouse, exchange data across agencies and states, establish LMS, data training program, appropriate information provided to stakeholders, multi-state data exchange	2, 3, 5, 6, 7, 8, 9
Student-level information about points at which students exit, transfer, drop out, graduate P-16	Under Development: Data quality and data governance plan, enrollment, attendance and budgeting application rewrite	State-Funded
	Under Development: Enhanced unique person ID, longitudinal data system, data collection infrastructure at State level, district ETL support	Funded by Existing Grant
	Proposed: EDUID incorporated into postsecondary ERP systems, provide longitudinal tracking with a comprehensive P-20 and workforce dimensional data warehouse, exchange data across agencies and states, multi-state data exchange	2, 3, 5, 9
Capacity to communicate with higher education systems	Proposed: EDUID incorporated into postsecondary ERP systems, provide longitudinal tracking with a comprehensive P-20 and workforce dimensional data warehouse, necessary updates to system currently under development, exchange data across agencies and states	2, 3, 4, 5
Data audit system assessing quality, validity, reliability	Under Development: Data collection infrastructure at state includes data quality integrated into data transfer and loading processes. Includes validation rules and data checks with notification to application submitters of the data errors and required actions.	Funded by Existing Grant
	Proposed: Idaho-LEADS Advisory Group will develop and recommend sound data policy and technical aspects of data governance to assess and ensure quality, validity, reliability	1
Yearly test records per ESEA	Under Development: EDUID, longitudinal data system, data collection infrastructure, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
Information on students not tested, by grade and subject	Under Development: EDUID, longitudinal data system, data collection infrastructure, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
Teacher ID with ability to match teacher to student	Under Development: Data quality and data governance plan, , attendance and enrollment and budgeting application and teacher certification rewrites	State-Funded

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2009**

	Under Development: EDUID, longitudinal data system, data collection infrastructure, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
Student-level transcripts, courses completed and grades	Under Development: Creating a system that sends and receives transcripts between LEAs and postsecondary institutions	Funded by Existing Grant
Student-level college readiness test scores	Under Development: Legislation has been passed requiring college readiness testing beginning 2012-2013 school year	State-Funded
	Under Development: EDUID, longitudinal data system, data collection infrastructure, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
Student information regarding transition from secondary to postsecondary. Remedial coursework.	Under Development: EDUID, longitudinal data system, data collection infrastructure, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
	Proposed: EDUID follows student through educational pipeline, create comprehensive dimensional data warehouse, necessary updates to system currently under development, exchange data across agencies and states, appropriate information provided to stakeholders, multi-state data exchange	2, 3, 4, 5, 7, 8, 9
Other information necessary to address alignment and preparation for success in postsecondary education.	Under Development: Portal, authentication and authorization framework, enrollment, attendance application and budgeting application, data governance and data policy plan	State-Funded
	Under Development: EDUID, longitudinal data system, data collection infrastructure, district ETL support, reporting and analysis system, transcript system	Funded by Existing Grant
	Proposed: Policies and governance structure to support system, EDUID follows student through educational pipeline, create comprehensive dimensional data warehouse, necessary updates to system currently under development, exchange data across agencies and states, establish LMS, data training program, appropriate information provided to stakeholders, multi-state data exchange	1, 2, 3, 4, 5, 6, 7, 8, 9

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2009



C. L. "BUTCH" OTTER
GOVERNOR

November 18, 2009

Dr. John Q. Easton
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Ave., NW
Washington, DC 20208

Dear Dr. Easton:

I am pleased to write in strong support of the State of Idaho's application to the Institute of Education Sciences for a grant to help fund continued development of a statewide longitudinal data system.

As Governor of Idaho and a former businessman, I am aware of the critical role that accurate data plays in all areas, including education. A longitudinal data system will support informed decision making throughout our K-20 education system and into the workforce. It will enable greater analysis and accountability in addressing the education needs of Idaho's students.

Idaho's future depends on education, and we are committed to developing an education system that meets the needs of today's workforce in this challenging world economy. Thank you in advance for your consideration of this grant application.

As Always – Idaho, "Esto Perpetua"

A handwritten signature in black ink, appearing to read "C.L. Butch Otter".

CLO/dk

C.L. "Butch" Otter
Governor of Idaho

DECEMBER 10, 2009



HOME ADDRESS
1010 E. MULLAN AVENUE #203
COEUR d'ALENE, IDAHO 83814
(208) 660-7663
EMAIL: jgoedde@senate.idaho.gov

RECEIVED

OCT 26 2009

OFFICE OF THE IDAHO
STATE BOARD OF EDUCATION

Idaho State Senate

State Capitol
P.O. Box 83720

Boise, Idaho 83720-0081

10/22/09

Dr John Q. Easton
Institute of Education Sciences
US Dept of Education
555 New Jersey Ave., NW
Washington, DC 20208

Re: longitudinal data systems

Dear Dr. Easton

As I am sure you know, Idaho is struggling to get its longitudinal data system off the ground and has gained much in learning from successful systems in other states. The State Superintendent has received a state appropriation and a federal grant to bring the system along and is now requesting additional funds. We both know that a k-12 system is limited in its information and Idaho has started the process of integration of k-12 data into a k-20/workforce system. I have asked that information on where Idaho teachers received their education be included in the information gathering so we have a method of measuring the success of our teacher training programs.

A system is only as good as the information which can be mined from it. The Idaho effort will allow the responsible use of information by parents and students in addition to education professionals to better our overall education system. It will integrate college readiness tests and support decision making driven by data. Expenditures for a longitudinal data system will come, eventually, from state appropriations but an infusion of federal one time funds will certainly enhance the process. This letter is intended to show my support for that work and I urge funding from your department.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "John W. Goedde", written over a horizontal line.

John W Goedde

DECEMBER 10, 2009



BOB NONINI
DISTRICT 5-A
KOOTENAI COUNTY

HOME ADDRESS
5875 W. HARBOR DRIVE
COEUR D'ALENE, IDAHO 83814
(208) 765-1904
(208) 659-4643
EMAIL: bnonini@house.idaho.gov

COMMITTEES

CHAIRMAN
EDUCATION

TRANSPORTATION & DEFENSE

House of Representatives State of Idaho

October 19, 2009

Dr. John Q. Easton, Director
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Ave., NW
Washington, D.C. 20208

Dear Dr. Easton,

I'm writing this letter on behalf of the State of Idaho to voice my strong support for the grant applied for by the State Board of Education for the continued work on implementing a state longitudinal data system. As you might be aware, Idaho is one of only a few states that does not have a system currently in place.

With all the new technology applied to public education it is imperative that Idaho's decision makers, teachers and students have all necessary tools to allow the students the most success possible. It is the longitudinal data system that will make that happen. A way of tracking students from K-20 grades will only benefit the entire system in Idaho.

Our goal as state lawmakers and particularly my goal as House Education Chairman are to provide the tools necessary to make our education system competitive. Please give Idaho's grant application your utmost and timely consideration.

Please feel free to contact me if there is any additional information I can provide you.

Sincerely,

Bob Nonini
House Education Chairman



IDAHO STATE BOARD OF EDUCATION

650 W. State Street P.O. Box 83720 Boise, ID 83720-0037
208/334-2270 FAX: 208/334-2632
e-mail: board@osbe.idaho.gov
www.boardofed.idaho.gov

November 19, 2009

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

Dear Secretary Duncan:

As president of the Idaho State Board of Education, I respectfully submit the grant application that follows the guidelines set in the Request for Application released July 24, 2009. The State of Idaho has completed this grant application in an effort to secure funding to create a statewide longitudinal data system. We recognize the importance of developing such a system and the benefit it will be to our state's educational system. This is a critical step to fulfill accountability, reporting, and analysis obligations under the American Recovery and Reinvestment Act of 2009, and we are submitting this grant application to assist in supplementing efforts currently underway in our state.

The grant funding will be used to design a statewide longitudinal data system that will expand our current K-12 efforts into a P-20 and workforce data system. This statewide longitudinal data system is designed to increase our ability to improve student achievement, maximize stakeholder participation, develop reporting and analysis systems, and expand overall data system capabilities. We are confident our objectives will be met through the support of grant funding.

The Idaho State Board of Education values the dedication of the U.S. Department of Education to help states work to improve student achievement through funding for the development of statewide longitudinal data systems. I appreciate your serious consideration of this application. If I can be of assistance, please contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul Agidius", with a horizontal line extending to the right.

Paul Agidius
President

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2009



P.O. Box 83720
Boise, ID 83720-0027

STATE OF IDAHO
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
Mr. Tom Luna

Phone (208) 332-6815
Fax (208) 332-6836

November 10, 2009

Dr. John Q. Easton, Director
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Ave., NW
Washington, DC 20208

Dear Dr. Easton,

As Idaho Superintendent of Public Instruction, I am writing in strong support of the State of Idaho's application for the Statewide Longitudinal Data System Grant from the Institute of Education Sciences.

Current, accurate data is critical to keep Idaho students moving forward and to ensure they master the 21st century skills they will need to succeed in life after high school. Right now, far too many of our decisions are based on well-calculated estimates. Through our Statewide Longitudinal Data System, we will finally be able to give Idaho educators, parents, students, and policymakers the data they need to make more informed decisions about everything from a student's performance in the classroom to the future of public education programs.

Idaho has been working for the past two years to develop and implement a Statewide Longitudinal Data System to help us better meet the needs of all Idaho students. We have made a lot of progress. With initial funding from the State of Idaho and a federal grant awarded in March 2009, the Idaho State Department of Education has developed a Statewide Longitudinal Data System that we will begin to pilot in January 2010.

With the additional funding provided through this federal grant, we will have the resources to fully implement a Statewide Longitudinal Data System that meets the needs of students from pre-kindergarten to the workforce. We have already begun working closely with educational stakeholders and other state agencies, such as the Idaho Department of Labor, to ensure the success of the Statewide Longitudinal Data System.

Thank you in advance for your consideration of the State of Idaho's grant application. I appreciate the U.S. Department of Education's continued commitment to assisting states as they work to raise student achievement. I look forward to continuing our work with the Institute of Education Sciences in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Luna".

Tom Luna
Superintendent of Public Instruction

DECEMBER 10, 2009
Lewis-Clark
STATE
C O L L E G E

Connecting Learning to Life

RECEIVED

OCT 29 2009

OFFICE OF THE IDAHO
STATE BOARD OF EDUCATION

October 25, 2009

Dr. John Q. Easton, Director
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Ave., NW
Washington, DC 20208

Dear Dr. Easton:

I am writing this letter on behalf of the Idaho Higher Education Presidents' Council in support of the Idaho State Board Of Education's grant application for continuance of a State Longitudinal Data System. The Idaho Higher Education Presidents' Council is comprised of the presidents of Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Southern Idaho, College of Western Idaho, Eastern Idaho Technical College, North Idaho College and the director of the Idaho Division of Professional-Technical Education.

The State Longitudinal Data System grant application is a needed continuance of the work on a longitudinal data system started by the State Department of Education. The initial effort was to create a unique identifier for K-12 students and teachers. This grant application requests funds to fine tune the collection of data based on a unique ID for K-12 and to develop a data warehouse at each of the higher education institutions that will support the data collection and integration necessary for a K-20/workforce longitudinal data system.

The continuance of a State Longitudinal Data System would support:

- Creation of a pipeline that integrates K-12 unique IDs with individual postsecondary and workforce data
- Development of a reporting engine that supports analysis tying educational efforts to student learning and workforce needs
- Development of an instructional management system that supports data driven decision making for continuous improvement
- Integration of college readiness tests
- Development of a system that has information accessibility for students, teachers, parents and various other stakeholders.

I strongly urge you to consider supporting this grant application, an application that will greatly enhance the delivery of education services for all of Idaho's citizens.

Sincerely,



Dene K. Thomas
President

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2009



Dr. Wayne R. Davis, Executive Director
Idaho Association of School Administrators
777 S. Latah St. Boise, ID 83705
Phone: 208-345-1171
Fax: 208-345-1172
www.idschadm.org
Email: wayne.davis@idschadm.org

October 22, 2009

Dr. John Q. Easton, Director
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Ave., NW
Washington, D.C. 20208

Dear Dr. Easton,

This letter is in support of an application for the State of Idaho being presented to the Institute of Educational Services for the development of a statewide longitudinal data system including pre-school through post secondary education information.

School administrators across the state of Idaho recognize how critical it is for Idaho's colleges, teachers, principals, superintendents, and parents to have the current and accurate data they need to improve student achievement at every level. Our students are becoming more transient and changing communities and states. A system that can provide quick and current information will assist school districts direct funding and personnel to meet the most critical needs in times of economic distress. The articulation of P-12 information with post secondary systems provides the opportunity for continued collaboration and a continuum of instructional offerings and services for students.

The potential for a system that can provide a pre-school through post secondary data bank will help continue to increase the efficiency for all involved.

Thank you for your consideration of Idaho's grant application.

Sincerely,

Dr. Wayne R. Davis
Executive Director
Idaho Association of School Administrators



C.L. "BUTCH" OTTER, GOVERNOR
ROGER B. MADSEN, DIRECTOR

November 20, 2009

Dr. John Q. Easton, Director
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Ave., NW
Washington, DC 20208

Dear Dr. Easton,

Thank you for the opportunity to write a letter of commitment for the Idaho K-20 Longitudinal Database Project.

This project has tremendous implications for more than measuring the effectiveness and return on investment of the state's higher education programs. Idaho's citizens and its economic and work force development community will also benefit. Data produced by this project will tell us:

- Where Idaho's graduates are located, what industry they are working in and the wages they are earning;
- Where the state's work force training dollars should be invested; and
- Worker supply and demand, where students are in the education pipeline, what they are studying and how many students in a particular field will enter the work force in the next five to 10 years.

The Idaho Department of Labor's Communications & Research staff is committed to this project. We have provided input and support for the proposed governance structure and worked with the State Board of Education to identify variables that will take the reports to a level that goes beyond determining a return on investment for education. Several steps that will allow the agency to fully support the project from development to production include:

- A clear and well-established memorandum of understanding that defines micro data delivery methods and sets the parameters for data dissemination;
- An agreement for the disclosure of confidential information that includes provisions for complying with state and federal law, recovering costs of providing the data, an audit of the data use and specific guidelines that protects department-provided data from further disclosure;
- Access to student Social Security numbers necessary for matching unemployment insurance wage records with graduate data; and
- One full-time equivalent position funded to cover costs associated with in-house wage record matching for database development, file preparation, programming, governance and efforts toward the potential development of interstate record matching.

This project offers an opportunity to look toward the future, make the state economy stronger and provides a path that policy makers and citizens can follow to jobs that pay well, provide benefits and allow Idahoans to fully enjoy the state where we live.

Sincerely,

A handwritten signature in black ink that reads "Roger B. Madsen". The signature is written in a cursive, flowing style.

Roger B. Madsen, Director
Idaho Department of Labor

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2009

C.L. "BUTCH" OTTER
GOVERNOR



Con P. Paulos
Chair

B. J. Swanson
Vice Chair

WORKFORCE DEVELOPMENT COUNCIL

317 West Main Street, Boise, Idaho 83735-0510

November 20, 2009

Dr. John Q. Easton, Director
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Ave., NW
Washington, DC 20208

Re: Longitudinal Data Project

Dear Dr. Easton:

The Idaho Workforce Development Council has been charged by Governor Otter to advise him and the State Board of Education on workforce related education and training policies and programs. The council has long supported a strong education system as the foundation for a quality workforce. The council views quality education and workforce data as an essential element in directing investments in the system and in ensuring that the system produces the results needed for Idaho students and businesses.

This project will provide the opportunity to substantially improve the data to determine where students are in the pipeline and how successful they are in obtaining employment as they complete their education. It will assist us in better identifying where we should invest our scarce resources to ensure that our investments yield students prepared to take advantage of employment opportunities offered by Idaho business and industry.

The project reflects the collaboration among Idaho's key workforce and education agencies that will bring initial success and yield sustainability in the future. On behalf of the council, I offer our continuing support for the project and look forward to the opportunities it presents.

Sincerely,

A handwritten signature in dark ink, appearing to read "Con P. Paulos".

Con P. Paulos
Chair

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2009

WICHE



Western Interstate Commission for Higher Education

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

November 30, 2009

U.S. Department of Education
National Center for Education Statistics
1990 K Street, NW
Washington, DC 20006-5651

To Whom It May Concern,

Please accept this letter from the Western Interstate Commission for Higher Education (WICHE) in support of the State of Idaho's proposal for an award through the Statewide Longitudinal Data Systems grant program funded by the American Recovery and Reinvestment Act of 2009 (CFDA number 84.384). Idaho's proposed project features its planned involvement in a pilot effort to share data among a collaboration of states. The multi-state data exchange will allow states to more completely analyze how their production of human capital is meeting state needs by enabling them to look beyond their borders at where they are getting – or losing – their students and labor force participants. At a time when most, if not all, states are working on developing data systems, the collaborative nature of this exchange will help participating states benefit from the experience of others, while also fostering greater compatibility and interoperability among participating states' data systems. A more intentional approach to interstate interoperability will better ensure that state systems can be stitched together more seamlessly in the longer term, especially as the pilot effort shows benefits and potentially attracts other states to the table. Additional major concerns to be addressed in this collaborative effort include how to ensure the protection of private data and how to develop a lasting governance arrangement among several states – and agencies within states.

WICHE plans to lead and facilitate the development of this pilot effort, and we have submitted a separate proposal to the Bill and Melinda Gates Foundation to fund our activities as well as to bear a share of the state costs of participating in this effort. The Gates Foundation has been a key supporter of building more robust data systems in education and, based upon our discussions with them, we are confident they will find this effort worthwhile. With the inclusion of this pilot effort for a multi-state collaboration, we believe Idaho's proposal stands out as meeting the goals of the SLDS grant program, and we strongly support its selection for an award.

Sincerely,

David A. Longanecker
President

www.wiche.edu

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2009

SUSAN CASTILLO
State Superintendent of Public Instruction



OREGON DEPARTMENT OF EDUCATION
Public Service Building, 255 Capitol Street NE, Salem, Oregon 97310
Phone (503) 947-5600 • Fax (503) 378-5156 • www.ode.state.or.us

December 20, 2009

Dr. John Q. Easton, Director
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Ave., NW
Washington, DC 20208

Dear Dr. Easton,

As the Assistant Superintendent of Assessment and Information Services, I am writing in strong support of the training outcome within the State of Idaho's application for the Statewide Longitudinal Data System Grant from the Institute of Education Sciences.

The State of Oregon is excited about the opportunity to share best practices and expertise we have acquired during development of the Oregon Data Project, which is part of our Longitudinal Data System, funded in part by the U.S. Department of Education under our 2009 grant (#R372A090048). As neighboring states Oregon and Idaho have similarities which will enhance our ability to collaborate on this project.

The Oregon Department of Education has reviewed Idaho's planned training outcome and believe Idaho has developed a well researched and comprehensive plan. The Oregon Department of Education is prepared to assist Idaho with the deployment of their planned training outcome.

Sincerely,

Doug Kosty
Assistant Superintendent
Oregon Department of Education

Every Student, Every Day—A Success

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2009**

SUBJECT

Idaho State Board of Education 2011-2015 Strategic Plan

REFERENCE

March 27, 2008	Board reviewed initial Strategic Plan proposal
April 17, 2008	Board approved the 2009-2013 Strategic Plan and Planning Calendar
January 26, 2009	Board provided input on need for further in-depth planning
February 27, 2009	Board approved 2010-2014 Strategic Plan
November 9, 2009	Board met to develop 2011-2015 Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1903, Idaho Code.

BACKGROUND/ DISCUSSION

Section 67-1903, Idaho Code requires each state agency to submit an updated strategic plan each year to the Department of Financial Management (DFM), including the general format in which it must be submitted. Once the Board has approved its strategic plan the agencies and institutions must then update/develop their individual strategic plans in alignment with the Board's plan.

On November 9th, 2009 the Board met with representatives from the institutions and agencies to begin the process of developing its 2011-2015 strategic plan. Presented today are the goals and objectives developed during that meeting. The next step in the strategic plan process for the Board will be to develop performance measures and benchmarks for the plan. Sample performance measures have been provided to help facilitate the discussion. The final performance measure will direct the Board staff, institutions, and agencies in future planning efforts as well as define the broader objectives proposed during the November 9th planning meeting. Final performance measures should be targeted toward specific outcomes that assess the progress that has been made in achieving its goals. Benchmarks will define the targets for each performance measure for at a minimum the next year.

ATTACHMENTS

Attachment 1 – 2011–2015 Board Strategic Plan draft

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Board can use the strategic plan to prioritize its direction for education in Idaho. It can also use the plan to determine how progress will be measured. By focusing on critical priorities, Board staff, institutions and agencies can direct resources to maximum effect. The Board needs to review the plan and provide any necessary modifications, including quantifiable performance measures and

benchmarks for those performance measures. Staff can then finalize for Board approval.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.



IDAHO STATE BOARD OF EDUCATION

Draft Strategic Plan

An Idaho Education: High Potential – High Achievement



VISION

The State Board of Education envisions an accessible, seamless public education system that results in a highly educated citizenry. Through innovation, the creation of new knowledge, and a sustainable seamless education system, the people of Idaho are afforded the opportunity to reach their full potential.

MISSION

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve the quality of life and enhance global competitiveness

VALUES:

COMMUNICATION – To ensure an effective and efficient education system, we encourage and support two-way communication with and among our stakeholders.

LEADERSHIP/ADVOCACY – We provide strategic leadership and advocate for the needs of the institutions and agencies under our purview.

COOPERATION – We conduct our work in the spirit of cooperation and the belief that the more we can work toward common goals, the greater the outcomes for the citizens of Idaho.

INNOVATION – As we continuously improve our education system, we do so with an eye toward innovation and strategic decision making. If there are better ways to do our work and improve education in Idaho, we seek those out.

ACCOUNTABILITY – We hold ourselves accountable for both the success of the education system and areas needing improvement.

RESPONSIBILITY – We take responsibility for our actions and work to improve education in Idaho.

RESPECT – We demonstrate respect for each other and those with whom we interact. Even if we disagree, we do so civilly and with a desire to reach mutually beneficial solutions.

EFFICIENCY – Our work is conducted efficiently and the decisions we make support that emphasis.

Authority and Scope:

The Idaho Constitution provides that the general supervision of the state educational institutions and public school system of the State of Idaho shall be vested in a state board of education. Pursuant to Idaho Code, the State Board of Education is charged to provide for the general

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2009**

supervision, governance and control of all state educational institutions, and for the general supervision, governance and control of the public school systems, including public community colleges.

**State Board of Education Governed
Agencies and Institutions:**

Educational Institutions	Agencies
Idaho Public School System	Office of the State Board of Education
Idaho State University	Division of Professional-Technical Education
University of Idaho	Division of Vocational Rehabilitation
Boise State University	Idaho Public Broadcasting System
Lewis-Clark State College	State Department of Education
Eastern Idaho Technical College	
College of Southern Idaho*	
North Idaho College*	
College of Western Idaho*	
*Have separate, locally elected oversight boards	

GOAL 1: A QUALIFIED WORKFORCE

The educational system will provide quality graduates at every level (secondary and postsecondary), with the knowledge, skills, and desire for lifelong learning necessary to meet the workforce needs of today and tomorrow.

Objective A: Teacher Preparation

- *Performance Measure:* Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition.

Objective B: Student Articulation and Transition

- *Performance Measure:* Number of community college students who transfer from community college to a baccalaureate degree program.
- *Performance Measure:* Number of secondary graduates transitioning to postsecondary education within two years.
- *Performance Measure:* Number of high school students enrolled in postsecondary programs.

Objective C: Adult Learner Re-Integration

- *Performance Measure:* Number of Adults (ages 25-64) with an associate's degree or higher.
- *Performance Measure:* Number of Adults (ages 25-64) with a bachelor's degree or higher.
- *Performance Measure:* Number of GEDs awarded to 25-49 year olds with no high school diploma.
- *Performance Measure:* State educational attainment of population 25 years and older.

Objective D: Relevant Education Programs

- *Performance Measure:* Degree of alignment between programs offered and employment opportunities in Idaho.

GOAL 2: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access

- *Performance Measure:* Average loan amount that undergraduate students borrow each year.
- *Performance Measure:* Total enrollment in postsecondary programs by race/ethnicity.
- *Performance Measure:* Ratio of tuition and fees to median household income.
- *Performance Measure:* State appropriation to higher education, k-12 education, Medicaid, and corrections as percent of total appropriations.
- *Performance Measure:* Percent of change in state general fund appropriations to higher education, k-12 education, Medicaid, and corrections.
- *Performance Measure:* Numbers of recent high school graduates and first time freshmen.
- *Performance Measure:* Total scholarship dollars offered by institutions.
- *Performance Measure:* Number and proportion of enrollments in courses offered by non-traditional methods.

Objective B: Quality Instruction and Learning

- *Performance Measure:* Freshmen and sophomores who took remedial courses during the academic year.
- *Performance Measure:* High School Graduation rates as defined by the State Accountability Workbook.
- *Performance Measure:* Average scores for National Assessment of Education Progress – 8th Grade.
- *Performance Measure:* SAT and ACT average Scores and number of exam takers by race/ethnicity.
- *Performance Measure:* Number of National Merit Scholars awarded in the state.
- *Performance Measure:* Percent of k-12 students meeting or exceeding statewide academic standards.

Objective C: Relevant Content

- *Performance Measure:* Number of high-demand job program graduates.
- *Performance Measure:* Licensure exam pass rates compared to other states.

Objective D: Effective and Efficient Delivery Systems

- *Performance Measure:* The cost per credit hour of the programs offered (cost of instruction and cost to student).
- *Performance Measure:* First-year retention rates, fall-to-spring retention rates, course completion rates.
- *Performance Measure:* Primary reserve ratio comparable to the advisable level of reserves.

Objective E: Higher Level of Educational Attainment

- *Performance Measure:* 3-Year graduation rates and number of credits at graduation for transfer students with an associate degree from an Idaho community college.
- *Performance Measure:* Six-year postsecondary graduation rate(four-year institutions)
- *Performance Measure:* The number of students entering postsecondary education.
- *Performance Measure:* The number of postsecondary students receiving degrees or certificates.
- *Performance Measure:* Percent of Idaho residents 18-24 year olds enrolled in postsecondary education.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 10, 2009**

- *Performance Measure:* Percent of Idaho residents 25-49 year olds enrolled in any type of postsecondary education with no bachelor's degree or higher.
- *Performance Measure:* Number of certificates, degrees, diplomas at all colleges & universities per 100 undergraduate students
- *Performance Measure:* Number of degrees and certificates conferred.
- *Performance Measure:* Number of associate and Bachelor's degrees conferred in STEM fields.
- *Performance Measure:* Percent of freshmen graduated from HS the previous year requiring developmental education in math and language arts.

GOAL 3: CREATIVITY AND INNOVATION

The educational system will provide fertile ground for the development of new ideas and knowledge – both practical and theoretical- and foster the development of individuals who are entrepreneurial, broadminded, critical, and creative.

Objective A: An Environment in Which Critical Thinking, Innovation and Creativity Can Thrive, Both at the Individual and System Level

- *Performance Measure:* Total dollar amount of competitive, externally funded, grants in collaboration with state, federal, NGO, and private entities.
- *Performance Measure:* Total dollar value of advanced energy studies grant funding (external of state resources).
- *Performance Measure:* Competitive external funding for research per faculty FTE.
- *Performance Measure:* Statewide Higher Education research plan coordinated with economic develop within 1 yr.

Objective B: Encouragement and Support for Students at All Levels to Be Innovative and Creative

- *Performance Measure:* Number of students participating in service learning opportunities.
- *Performance Measure:* Number of students participating in research programs.

GOAL 4: AN ATTRACTIVE PLACE TO LIVE AND WORK

Idaho's public institutions of higher education have a responsibility at a local and regional level to engage in the community and to make the community, region, and the state a better place to live and work.

Objective A: Community Engagement

Objective B: Quality Of Life

Objective C: Economic Development

- *Performance Measure:* Total dollar amount of grants for research (funded externally).
- *Performance Measure:* Number of patents that result from university funding.
- *Performance Measure:* Number of startup/spin off companies per \$100M research expenditures per year.
- *Performance Measure:* Increase in the number of residencies available to Idaho residents graduating from a medical program.

GOAL 5: TRANSPARENT ACCOUNTABILITY

Improve efficiency to accelerate progress towards transforming education. Develop tools to improve transparency and accountability in Idaho's public education system.

Objective A: Robust Metrics and Measurement System

- *Performance Measure:* Development of a performance based budgeting system.
- *Performance Measure:* Development of program implementation, reduction and termination system.

Objective B: State-Wide Data System

- *Performance Measure:* Development of quality, timely and relevant data collection and reporting system.

Objective C: Continuous Improvement

- *Performance Measure:* Review of the college and university mission statements within 1yr.
- *Performance Measure:* Number of schools and districts meeting or exceeding Adequate Yearly Progress (AYP) standards each year.
- *Performance Measure:* Schools, institutions, and agencies accreditation results.

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