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OMB Number: 4040-0004

Expiration Date: 01/31/2009

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision
		* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify) <input type="text"/>
* 3. Date Received: <input type="text" value="09/24/2008"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>		* 5b. Federal Award Identifier: <input type="text"/>
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Idaho State Board of Education"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="826000952-57"/>	* c. Organizational DUNS: <input type="text" value="825201189"/>	
d. Address:		
* Street1:	<input type="text" value="650 W. State Street, Room 307"/>	
Street2:	<input type="text"/>	
* City:	<input type="text" value="Boise"/>	
County:	<input type="text"/>	
* State:	<input type="text" value="ID: Idaho"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="83720-0037"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="State Department of Education"/>	Division Name: <input type="text" value="Technology Services"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Selena"/>	
Middle Name: <input type="text" value="M."/>		
* Last Name: <input type="text" value="Grace"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Research Analyst/Grant Developer"/>		
Organizational Affiliation: <input type="text" value="Idaho State Board of Education"/>		
* Telephone Number: <input type="text" value="208-332-1592"/>	Fax Number: <input type="text" value="208-334-2632"/>	
* Email: <input type="text" value="selena.grace@osbe.idaho.gov"/>		

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

* 12. Funding Opportunity Number:

ED-GRANTS-062608-001

* Title:

Statewide Longitudinal Data Systems Grant Program CFDA 84.372

13. Competition Identification Number:

84-372A2009-1

Title:

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

Entire State of Idaho.

* 15. Descriptive Title of Applicant's Project:

Idaho State Longitudinal Data System

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application: R372A090025

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

ID-all

* b. Program/Project

ID-all

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

03/02/2009

* b. End Date:

03/04/2013

18. Estimated Funding (\$):

* a. Federal

5,916,520.00

* b. Applicant

0.00

* c. State

3,515,002.00

* d. Local

0.00

* e. Other

0.00

* f. Program Income

0.00

* g. TOTAL

9,431,522.00

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

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

08/21/2008

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

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

☐ Yes☒ No

Explanation

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

☒ ** I AGREE

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

Authorized Representative:

Prefix:

Ms.

* First Name:

Selena

Middle Name:

M.

* Last Name:

Grace

Suffix:

* Title:

Research Analyst/Grant Developer

* Telephone Number:

208-332-1592

Fax Number:

208-334-2632

* Email:

selena.grace@osbe.idaho.gov

* Signature of Authorized Representative:

Selena Grace

* Date Signed:

09/24/2008

Application: R372A090025

Application for Federal Assistance SF-424**Version 02***** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

ABSTRACT

Title: Idaho State Longitudinal Data System

In 2007, the Idaho State Department of Education (State Department) set a priority for creation of a longitudinal data system. The Legislature has supported this priority with state dollars and positions, and the State Department has been planning and working on the infrastructure and prerequisites with the following initiatives:

- Contracting with ESP Solutions for an enterprise architecture assessment and design.
- Hiring a CIO with experience implementing and managing enterprise systems.
- Creating a project management office in Information Technology Services.
- Creating a data dictionary and identifying data ownership.
- Implementing a unique student ID system statewide.
- Defining requirements to re-engineer core data collection systems.
- Planning for a statewide portal with a single-sign-on security structure for all systems.

The State Department faces many challenges in this effort. The current core data collections consist largely of aggregate data, with several separate student level data collections. This contributes to duplication of efforts and presents a significant risk of inconsistencies in the data collected. The data is currently not tracked longitudinally or linked across program areas. Therefore, manual data processing and validation is necessary to meet reporting requirements. The State Department also has a high mobility rate and does not have a system for rapid exchange of student records among districts or to higher education. These challenges will be greatly reduced by an integrated effort for improving our statewide data collection and validation processes and implementation of a longitudinal data system. The federal grant dollars will supplement these efforts, shorten the results timeframe, and enhance our capabilities.

The State Longitudinal Data System Grant dollars will support the State Department's efforts to provide every parent and educator with access to the data they need to guide instruction and measure the academic progress of all students. To accomplish this, the State Department needs systems that will facilitate analysis and research to improve academic achievement and close gaps. The systems must link student, staff, and program data across time; and provide schools and districts access to these data. The data collection burden on districts must be reduced by creating processes for state reporting, implementing a Student Interoperability Framework (SIF), and creating a mechanism for the rapid exchange of student records and transcripts.

To meet these objectives, the State Department is organizing activities into six sub-projects:

1. Design and construction of a longitudinal data store/data warehouse.
2. Implementation of a reporting and analysis system on the longitudinal data store.
3. Installation of a SIF infrastructure statewide.
4. Enhancement of the state student ID system which will include staff IDs.
5. Support to district efforts to implement automated processes for state reporting.
6. Implementation of an electronic student record exchange/transcript system.

The anticipated project outcomes will be a longitudinal data store/data warehouse, a reporting and analysis system, statewide SIF infrastructure, enhanced unique ID system, automated processes for district reporting, and an electronic student record exchange/transcript system.

Idaho State Longitudinal Data System (SLDS)

Grant Application: Project Narrative

Contents

Project Narrative

Section 1: Need for the Project.....	1
Organization and Demographics of the State	1
Current Status.....	2
Current Improvement Efforts.....	4
Longitudinal Data System Needs.....	6
Section 2: Objectives	6
Longitudinal Data Store/Data Warehouse	8
Reporting and Analysis System.....	9
SIF Infrastructure at the State	9
Enhance Student ID System and Create Staff IDs.....	9
District and Charter Schools ETL Support.....	10
Transcript System	10
Section 3: Project Design.....	11
Longitudinal Data Store/Data Warehouse	11
Reporting/Analysis System.....	13
SIF Infrastructure at the State	14
Enhance Student ID System and Create Staff IDs.....	14
District and Charter School ETL Support.....	15
Transcript System	16
Governance	16
Section 4: Institutional Support	17
Institutional Support.....	17
Sustainability.....	18
Section 5: Project Management Plan.....	18
Project Initiation and Planning.....	19
Project Execution	19
Project Control	19
Project Closing.....	20
Section 6: Personnel and Resources	20
Personnel.....	20
Other Resources	25

Section 1: Need for the Project

Organization and Demographics of the State

Idaho, the 13th largest state is a sparsely populated rural state, deriving its revenue primarily from agriculture. The state has 4,944 migrant students and mobility rates average over 30% annually. Idaho covers 83,557 square miles, of which 64% is federally owned. Many areas within Idaho are considered remote rather than rural. Only 53% of Idaho's roads are paved. Accessibility in travel and technology is a challenge.

Twenty-three of the 44 counties have eight or fewer people per square mile. Idaho ranks 14th in the nation in terms of states with rural schools with fifty percent of our schools located in rural areas. Ninety percent of Idaho's 115 school districts and 31 charter schools provide education to less than 5,000 students. Half of all districts and charter schools serve less than 1,000 students.

Among Idaho's 1.3 million residents, 17.2% are considered economically disadvantaged. The average per capita income in Idaho is \$17,841, resulting in a low tax base. These geographic and economic conditions present unique challenges for education in Idaho. These challenges aside, Idaho still offers a rich pool of invested citizens that includes policy makers, educators, families and communities who aggressively engage themselves in efforts to improve education.

The Idaho State Department of Education (hereinafter State Department) is led by an elected State Superintendent, who is also a member of the Idaho State Board of Education (hereinafter State Board). The State Board is responsible for the general supervision of all public education in Idaho. The State Department is responsible for carrying out the policies, procedures, and duties for all elementary and secondary education.¹ The State Board is the State Education Agency (SEA) for federal accountability purposes. This grant application will be submitted by the State Board on behalf of the State Department. The State Board will assist the State Department in the system design, especially as it applies to the interface between K-12 and higher education. Staff from the State Board will be crucial members of the stakeholder groups. The State Department will administer the grant activities and will be fully accountable for the outcomes and project management.

District and Charter School Characteristics 2007-08			
Fall Enrollment	272,058	Special Education	
Average Daily Attendance	255,272	Special Education Students	27,989
Number of Schools (sites)		Gifted and Talented	14,381
Elementary	394	Number of LEP Students **	18,358
Secondary	310	National School Lunch Program	
Number of Accredited Schools		Average Daily Participation	152,040
Approved	194	Free and Reduced Meals	80,537
Approved with Warning	2	Pupil Transportation Program	
Not Approved	0	Avg Daily Ridership 2006-07	100,877
2006-07 Completion		Number of Migrant Students	4,944
Regular HS Diplomas	16,356	Fall Mobility Rate	31.83%
Other Completers*	78	* Certificates of completion issued	
Graduation Rate	88%	** Limited English Proficient (LEP)	

¹ Idaho Statute IC 33-101

Current Status

In Idaho, the data collection and management processes have remained essentially unchanged for several years.

The current core data collection applications of the State Department are written in Microsoft Visual FoxPro, for which Microsoft has announced the end of support. The State Department is dependent on a consultant to make any changes to these applications, and the applications contribute to a highly disparate data environment.

For each of the FoxPro applications, the 115 school districts and 31 charter schools must download the program from a secure website. The districts and charter schools then install the software locally to complete the required data collection, and then they must submit the data collected back to the State Department via the secure web site.

A few program areas have implemented ASP (Active Server Pages) web applications that use Microsoft's SQL Server for the data storage. Each of these applications has an isolated directory of districts and schools as well as its own set of security credentials. Most of these are aggregate data collections.

The state gathers individual dropout data, assessment data, migrant data, and individual teacher assignments. Otherwise all collections are of aggregate data. The collections are independent with little to no ability for cross-connection. This leads to significant duplication and increased burden on the school districts and charter schools, as well as inconsistency between data collections.

Since the state does not have a longitudinal data store/data warehouse, some program areas have websites with summary data that is used by districts and charter schools to confirm the accuracy of data submissions. The state does not have an easy-to-use reporting and analysis system for State Department or Board staff or external users.

In the *2007 Data Quality Campaign/NCEA Survey of State P-12 Data Collection Issues Related to Longitudinal Analysis*², the only essential element met by Idaho is the collection of individual dropout data. However, the State Department is in the process of implementing a unique state student ID, which is another essential element and the foundation to be able to collect other elements.

The State Department has been fairly successful submitting EDEN data. Idaho submitted 48% of the files for the 06-07 school year. The State Department is 100% EDEN certified for the special education collections. However, the *EDFacts* coordinator must rely on manual processes to prepare the data for submission. Many data sets are provided in an excel format by the program area managers. ISAT (Idaho Standards Achievement Tests) data is received from a vendor via SQL database, and IELA (Idaho Language Proficiency Assessment) data is received from a vendor via text data files. In other cases, such as Migrant data, the data resides in a SQL database but still must be processed for *EDFacts* submission. All data collections, regardless of the source, are put into a SQL database where the data is queried and extracted into *EDFacts* file submission formats and uploaded electronically to the EDEN system. If data problems exist, such as large differences in comparing one year to the next or incomplete records, the *EDFacts*

² Data Quality Campaign, <http://www.dataqualitycampaign.org>

coordinator contacts the program area manager and they must provide an explanation or new data for processing.

The training of data entry staff in the districts and charter schools is handled by the individual program areas as their budgets and staff resources allow. Some program areas conduct hands-on regional trainings. Some conduct scheduled teleconference or web-ex sessions. Still others rely solely on printed instructions and respond to telephone or email questions.

The State Department has not encouraged or discouraged individual district or charter school implementation of SIF (Schools Interoperability Framework). Several of the larger school districts and charter schools would like to be able to utilize SIF and their Student Information Systems (SIS) are SIF enabled; however, the state is not positioned to receive SIF vertically reported data. The unique state student ID system is not SIF enabled, and districts and charter schools must interact with a web page via batch files to create their student IDs. Most applications within the State Department have been developed independently and are not interoperable.

The state is currently seeing a high degree of mobility for students. An analysis of the fall data has shown that between the start of school and the first week in November, the mobility rate has been 30-32% for the last three years. The mobility rate for the full school year is estimated to exceed 40%. The state does not have a mechanism to quickly transfer education records amongst the state schools to help reduce the academic impact of this movement of students.

The State Board is responsible for overseeing all K-20 education in Idaho. While the State Department has done considerable work building a central data dictionary and studying the collection needs for K-12.

The State Department has a new administration that recognizes this situation and is committed to making improvements. The vision expressed by Tom Luna, Superintendent of Public Instruction, is that **“every parent and educator will have access to the data they need to guide instruction on a daily basis and measure the academic progress of all students.”**

A full expression of this vision is:

When students and the adults who support them reach a decision point, all the information they need to make the right choice will be at their fingertips. When education agencies and schools need to know how to accomplish this data-driven decision making, they will be supported by the State Department to make it happen.

All of our information systems will be integrated to share data embracing open standards. Confidentiality, security, integrity, validity, quality, and timeliness will characterize this sharing process. Technology and the creative architecture that takes advantage of it will leverage open standards that allow a single “information network” to evolve.

Submitting reports will be replaced by using reports. Assessment, accountability, and accounting will be unobtrusive processes performed by the information network using the transactional applications that make individuals productive.

Educators will educate, not stop educating to collect, report, and analyze data.

To reach that point, considerable enhancements to Idaho’s education information system must be implemented. The state Legislature is committing positions and millions in state dollars to the State Department to assist in these efforts.

Current Improvement Efforts

Superintendent Luna began his administration in 2007 and set a priority for the creation of a longitudinal data system. He believes that meaningful student achievement builds on individual strengths, preparing the student to utilize his or her knowledge and skills across education and community environments. Educators and families must have meaningful and historical student data to meet the needs of all learners. Because of the state's high mobility rates access to timely data is a crucial need.

Superintendent Luna has also worked to gain the support of the State Board and the Idaho Legislature, and he is enabling the State Department to undertake a major improvement effort. The Idaho Legislature committed \$2.5M and one additional position to the State Department for fiscal year 2009 for data management improvement activities. The State Department has requested \$2.8M in additional funds for fiscal year 2010 for continuation of this effort.

To ensure that the data management improvement activities are conducted in a wise and coordinated way, the State Department contracted with ESP Solutions Group, of Austin, Texas, to assess the current data management infrastructure and propose an enterprise architecture for data management and new system development. This effort includes the development of an IS Insight™ chart showing the relationships among all current data collection and reporting systems. The effort will include suggestions for coordinating and consolidating agency data collection and management. The architecture is based on the Data Driven Decision Making (D3M) Framework for education enterprise data management systems. It contains the following components. Refer to the framework diagram in Appendix A.

Description	Sample Contents
Information Systems Architecture —the metadata, hardware, software, and network standards, policies, governance, and requirements by which all technology systems are built and managed	<ul style="list-style-type: none"> • Metadata Architecture, Standards, Business Rules • Systems Interoperability Standards • Policy, Governance, Stakeholder Guidance • Standards and Procedures that Guide All Other Components • Business Continuation and Disaster Prevention and Recovery Planning
Portal —the system that authenticates and authorizes all users to provide appropriate access and security to all information	<ul style="list-style-type: none"> • Directory Services with Security for Authentication and Authorization • Individual Identifier and Locator System (Students, Staff) • Collaboration Tools • Document and Resource Management • Notifications
Collections —the mechanisms for gathering and consolidating data	<ul style="list-style-type: none"> • Data Specifications (Content), Business Rules, Periodicities • Data Quality, Certification of Submissions • Edit Reports and Help • Extensive Content about Students, Educators, Schools, Programs, etc.

Description	Sample Contents
Data Stores —the centralized locations where data are stored, managed, and accessed according to a comprehensive data model	<ul style="list-style-type: none"> • Transactional • Operational • Reporting • Staging • Longitudinal • Back-Up
Data-Driven Decision Support System —the way the data are provided to users for decision making, e.g., reports, queries, data files, etc.	<ul style="list-style-type: none"> • Action Reports, Standard Reports • Drill-Down Action Reports • <i>Ad Hoc</i> Query • Statistical Analysis (Research and Evaluation) • Profiles and Accountability Report Cards • Data Extracts
User Support —the system that trains, helps, and guides users to ensure efficient and proper use of the information	<ul style="list-style-type: none"> • Help and Support • Training and Professional Development • User Advisory Groups
Infrastructure —the physical hardware, software, network, and human resources required to support the technology systems and provide interoperability for data sharing	<ul style="list-style-type: none"> • Interoperability • Hardware • Systems Software • Application Software • Personal Productivity Software • LAN, WAN, and Internet Connectivity • Financial Underwriting • Human Resources

The development of a data dictionary is also underway. The core collections of the agency are being centrally documented, with data ownership identified, and item definitions will be aligned with those of the NCES handbooks.

The State Department is implementing a new state student ID system from Lumen Software. The ID system has been piloted in five districts and is scheduled to be deployed statewide this fall.

The State Department is redesigning the core applications that are currently implemented in Visual FoxPro. The State Department plans to redesign the attendance and enrollment collection as a unit record level collection. This collection gathers student attendance and enrollment, drop-outs and graduates. By moving to student-level data collected multiple times during the school year, timeliness and data quality can be improved. A collection of the courses in which students are enrolled and the teachers of those courses is planned as part of this redesign.

The collection of data on teachers will be re-engineered, along with the collection of data on students receiving special education. A collection of student courses will allow for the matching of teachers to their students. Idaho's teacher certification system is also being rebuilt.

ESP is evaluating the state's policies around privacy protection, data access and use. Dr. Barbara Clements is reviewing state statutes, rules and regulations, and State Department policy guidance and will make recommendations to the state. The recommendations will be strengthened and implemented as the state moves to the collection of unit records. The data access, privacy, and

security policies will be documented and insure compliance with FERPA and the Idaho Public Records Act.

The State Department is planning to procure and implement an enterprise portal and directory system in the first half of 2009. This will provide the infrastructure within which the data collection applications can be deployed. A federated directory system will manage the authentication and authorization of users of these applications providing single sign-on. A centralized and uniform security model that meets the data access, privacy, and security policies can be applied to all agency applications. User management of district and charter school staff can be delegated to a security officer within each district and charter school.

The move to the collection of unit record data will lead to an improvement in data quality –and increase in the ability of the state to audit the data it receives.

These efforts are being undertaken with state funds appropriated by the state legislature.

Longitudinal Data System Needs

While the above-mentioned efforts are significant, several key components of a true Longitudinal Data System are still missing. The State Department does not have a longitudinal data store that has consolidated historical data for analysis or a system for reporting and analyzing longitudinal data. Districts and charter schools will need assistance extracting data in the new unit record format in order to report to the State Department. The State Department is not prepared to receive data from SIF-enabled districts or charter schools, and no system is in place for the exchange of student records or transcripts among the districts and charter schools in the state or to higher education.

Section 2: Objectives

The State Department is investing significant effort and state resources in improving, modernizing, and streamlining the data collection processes to meet Superintendent Luna's vision that **"every parent and educator will have access to the data they need to guide instruction on a daily basis and measure the academic progress of all students."** The State Department is building new operational data stores and program management systems. The missing piece is the longitudinal data system components needed for policy analysis and program evaluation.

There are several objectives that have been identified for this project that will help implement this vision:

1. **Facilitate analysis and research to improve academic achievement and close achievement gaps.** Educators, researchers, and program managers need access to historical data on student performance. Unit records with a common, permanent, unique student identifier facilitate and improve quality of federal sub-group reporting. Student demographic data can be collected once, validated, and shared as needed. Program managers can extract the performance data on the students served by their programs. Public reporting for parents, legislators, and the business community can be more accurate and show more detail. The reporting system will protect confidentiality of individuals and small subgroups.

2. **Provide historical district, school, student and staff information to program offices.** For the program offices to evaluate programs in the State Department, they need to be able to analyze trend data. A longitudinal data store, at a minimum, needs to be available within the State Department for State Department staff. With the appropriate security and confidentiality protections, the data will be made available to district and charter school staff as appropriate.
3. **Link student and staff data across time and program.** Student and staff data should be tracked across time and program area. The key to doing this is to assign a unique, permanent ID to students and staff for use by all program areas. Student course data must also be collected to enable linking students with teachers. This is crucial to allowing teachers access to the historical state assessment results for only their students.
4. **Support interoperability in the districts and charter schools.** Districts and charter schools in the state are making their systems more efficient by integrating them through SIF. The state needs to take advantage of those efficiencies and encourage other districts and charter schools. The two obvious ways are SIF enabling the Student ID system and putting the infrastructure in place to receive SIF vertical reports.
5. **Provide safe and secure access to data from schools and districts.** As the State Department builds a robust data system, districts and schools should have access as well. The system needs to provide access to authorized users, while protecting the privacy of students and staff as required by the Idaho Public Records Act and FERPA. Data access will be provided via a secure browser connection to minimize the support burden on State Department staff.
6. **Provide appropriate historical assessment data to teachers and staff.** Teachers should have easy access to the historical state assessment results of the students in their current classes. District and charter school staff should have access to the historical results for district and charter school students.
7. **Integrate data access and utilities in enterprise portal.** The tools procured or built to meet these objectives should be integrated into the State Department's enterprise portal. The security management should be integrated and users should have one set of authentication credentials for all applications (single sign-on).
8. **Reduce impacts of high mobility through support for efficient and complete transfer of education records.** A system for sending education records among the state schools as students transfer should be in place. Such a system could facilitate the exchange of transcripts with higher education and for the follow-up on the performance of state high school graduates in higher education.
9. **Align K-12 data systems with higher education.** It is important to have an alignment of the data systems in K-12 with those of higher education institutions. This includes the data definitions, student IDs and a common format and process for transcripts.

To meet these objectives, Idaho is proposing six sub-projects.

- Longitudinal Data Store (Supports objectives 1 and 2).
- Reporting and Analysis System (Supports objectives 1, 2, 5, 6 and 7).
- SIF Infrastructure at the State (Supports objectives 1 and 4).

- Enhance Student ID System and Create Staff IDs (Supports objectives 1, 3, 4, 6, and 9).
- District and Charter School ETL(Extract, Transform, and Load) Support (Supports objectives 1 and 4).
- Transcript System (Supports objectives 1, 8, and 9).

Each of these is described below along with the expected products or outcomes.

Longitudinal Data Store/Data Warehouse

A longitudinal data store or data warehouse contains data that are tuned for analysis and reporting. Richard Kimball, the father of modern data warehouses, identifies several goals of the data warehouse³:

- The data warehouse must make an organization's information easily accessible.
- The data warehouse must present the organization's information consistently.
- The data warehouse must be adaptive and resilient to change.
- The data warehouse must be a secure bastion that protects the information assets.
- The data warehouse must serve as the foundation for improved decision making.
- The business [education] community must accept the data warehouse if it is to be deemed successful.

The education policy questions of interest to state education agencies, school districts, charter schools, and education policy makers largely align across states. However, there are key differences in state statutes and rules. Known best practices that can guide the design of the tables in the longitudinal data store, but the actual content and organization of the data store must be custom developed to meet these unique state needs.

A single conformed longitudinal data store will help the State Department to obtain complete data submissions from all schools and districts. The timeliness of data reporting will be improved and burden to districts and charter schools will be decreased. The reliability of data submitted on Federal reports will be improved.

Outcomes/Deliverables:

- The longitudinal data store will consist of a series of data marts around specific policy questions/education topics. The data marts will consist of the data in a longitudinal data store and a set of "cubes" built on that data.
- The initial topics around which cubes will be built include:
 - Attendance and Enrollment
 - Student Performance on the Idaho Standards Achievement Test (ISAT)
 - Graduates and Dropouts
 - Teacher Assignments and Qualifications
 - Discipline
 - Special Education
 - Student Courses
 - English Language Learners

³ Kimball, Ralph. The data warehouse toolkit: the complete guide to dimensional modeling, Wiley Computer Publishing, 2002

Reporting and Analysis System

To get the full benefit from the work of developing and building the Longitudinal Data Store, a reporting and analysis system must be put in place. This system will consist of a coordinated set of tools and methods for reporting and analysis using the data and cubes in the longitudinal store.

The reporting system must be flexible and secure. Ideally, the system will be entirely browser-based. The system will contain canned reports and parameter-driven reports. A full ad hoc query capability will be available to State Department and Board staff only. The system must be easy to use for public and school staff to view data.

Individual records will be protected under the Idaho Public Records Act and FERPA requirements. State Department and Board users will be trained in the use of the system and other online training materials will be developed for new users.

Outcomes/Deliverables:

- Reporting and analysis system using the data and cubes in the longitudinal data store is available via the web for district and charter school staff and the public.
- Training for system users.

SIF Infrastructure at the State

The State Department recognizes there is a difference in the needs of districts and charter schools and will not mandate the processes used within a district or charter school to manage data. It does, however, recognize that horizontal SIF integration is a best practice and wishes to encourage districts and charter schools to move in that direction.

The state is proposing to put the state side of the SIF infrastructure in place. The state will support the horizontal integration of SIF in those districts who so choose. The state will support the Student Locator Framework for the state ID System.

SIF is one way that districts and charter schools could submit data. The state data collection system will accept SIF vertical reporting objects in addition to the traditional file submission formats. Districts and charter schools can transition as they are ready.

Outcomes/Deliverables:

- State Zone Integration Server.
- State-side Student Locator Framework connected to Student ID System.
- Data collection system able to receive SIF Vertical Report objects.
- SIF horizontal integration of core application in volunteer districts

Enhance Student ID System and Create Staff IDs

The current Idaho Unique Student ID system is written for a customized version of Linux. It runs in a proprietary portal environment. The current Unique Student ID system is not SIF-enabled.

The State Department will enhance the ID system by getting an engine that does not run in a proprietary operating system, is SIF-enabled, and can be integrated with the enterprise portal and directory. Students will retain their existing IDs.

The collection of unit record data with a common student ID across all programs will facilitate cross-program analysis. Student demographic data can be collected once rather than in every collection. This will lead to both an improvement in data quality and a reduced data reporting burden on districts and charter schools.

Higher education institutions will be encouraged to use the Idaho State Student ID.

Currently, Social Security number is used as the key in the staff data systems and the teacher certification system. The student ID system will be expanded to provide staff IDs.

Outcomes/Deliverables:

- Student ID system integrated into the State Department enterprise portal and directory.
- Staff ID System integrated into the State Department enterprise portal and directory.
- Student Locator Framework integration for districts and charter schools with SIF-enabled Student Information Systems.

District and Charter Schools ETL Support

The shift in data collection from aggregate to unit-level records will require districts and charter schools to make modifications to the way they report the data. They will need new processes for extracting from their existing systems, creating the files for submission to the State Department, and submitting those data.

Idaho wishes to assist districts and charter schools in the development of these processes. Some of the larger districts and charter schools may have sufficient IT staff and capabilities that they can do the work themselves. Some districts and charter schools may wish to integrate these activities into their SIF efforts and will only need assistance with agent purchases. Some may want the work done for them.

The State Department will allot \$7,500 per district and \$5,000 per charter school. Districts and charter schools can either take this as a stipend to meet the defined deliverables or the state will arrange for an outside contractor to work with and develop ETL procedures in the district or charter school. The \$7,500 allotted should provide for three weeks of effort in the district doing this work.

Outcomes/Deliverables:

- Procedures in place in districts and charter schools to automate state reporting. The resulting data format can be any of the accepted formats, such as SIF, csv, or xml.

Transcript System

The objective of an electronic record/transcript component is to provide districts and charter schools with the capacity to quickly and efficiently exchange standards-based student records/transcripts for mobile students within and across state lines. Additionally college-bound students and job applicants can have their official records/transcripts provided. Mobile students will be better served by having their records readily available to their new school districts or charter schools thus promoting better placement decisions and provision of services. Postsecondary institutions will be able to receive standardized useful data for evaluating applicants for admission. Employers may also want to receive transcripts for applicants.

Outcomes/Deliverables:

- A state specification for the contents and format for student records/transcripts.
- Publication of data standards for the elements within student records/transcripts.
- A system that sends and receives transcripts between the K-12 schools, and from schools to higher education.
- A school training program for creating electronic records/transcripts, sending and receiving them, and interfacing with their local data systems (student information systems).

Section 3: Project Design

As stated above, the Idaho State Longitudinal Data System project is organized into six sub-projects. These projects fit within the larger data management improvement efforts of the State Department. Currently, the State Department is reengineering the collection systems that have been minimally modified since the late 1990s. These systems are going to be converted from aggregate data collection to individual records. The operational systems are being designed in a coordinated way. They are being integrated into a new enterprise portal and directory system. For example, they will share common functions, user security authorization and authentication routines, and a shared list of schools and districts.

Each project will conform to the requirements of state longitudinal data systems application guidance and documented best practices.

Longitudinal Data Store/Data Warehouse

Agencies build Longitudinal Data Stores to support their analysis and ad hoc query needs. Data are selected for inclusion based on how well they can be analyzed or contribute to analysis. As such, one cannot buy a data warehouse. The data sources and particular topics of potential interest are unique to each agency and therefore, the tables to be loaded are unique to each situation. A data warehouse vendor may have models that have been successful in the past, but the final designs are all local.⁴

Since the purpose of data mining is to look at data in new ways, having combined data from disparate systems, a crucial component is a complete data dictionary that describes exactly what data are collected, the period covered, the population about which the data were collected, and any other information an analyst might need. Each Data Warehouse should have a data dictionary that specifies how all elements must conform. The State Department has contracted with ESP Solutions Group to develop a data dictionary.

The State Department will build the Longitudinal Data Store as a series of data marts. As new marts are added, the dimensions in common will conform to the existing standards. The state will follow best practices, identified by Ralph Kimball, for data warehouse development⁵:

- **Select the process.** What is the policy area or topic of interest under study?

⁴ King, Steven and Alex Jackl; *What's Really "in Store" for Your Data Warehouse*; ESP Solutions Group, 2006

⁵ Kimball, Ralph and Margy Ross; *The Data Warehouse Toolkit: The Complete Guide to Dimensional Data Modeling, Second Edition*, Wiley, 2002

- **Declare the grain.** What is the level of detail that will be available?
- **Choose the dimensions.** What are the ways the data can be aggregated or combined?
- **Identify the facts.** What are the measures of interest?

Contractors with expert knowledge of data warehouse development will work with State Department and Board staff to initially identify the entities for the warehouse. The data mart development will begin with “student performance on the state assessment” and “student attendance and enrollment.” The common dimensions of Student Demographics, Staff Demographics, School and District Characteristics, and Time will be fleshed out and loaded. Analysis cubes will be designed and constructed.

ED*Facts* reporting requirements will guide in the identification of dimensions and aggregation categories.

A stakeholder group made up of both internal State Department and district and charter school staff will review the warehouse design, the loaded data, and the cubes for accuracy and validity. Any anomalies identified will be corrected in the design.

Once the warehouse structure is accepted, processes will be designed and built for updating the warehouse (ETL) as new data are collected at the State Department.

The grant will support the work of the contractors and pay the travel expenses of the stakeholder group. The salary and benefits for State Department and Board staff will be covered as a state contribution to the project. Districts and charter schools will cover the salary of their staff on the project.

After these two initial data marts are reviewed and accepted, work will commence on subsequent data marts, including but not limited to dropouts and graduates, teacher qualifications, special education, English language learners (ELL), and discipline. The process for the development of these will follow from above. Dimensions will be conformed across the various “marts” within the warehouse.

The State Department has budgeted for two days of training for 25 employees on how to access and use the cubes.

Additionally, the State Department will use the following standards and guidelines in the design of the Longitudinal Data Store:

- NCES Handbooks Online, <http://nces.ed.gov/programs/handbook/>;
- Financial Accounting for Local and State School Systems: 2003 Edition, <http://nces.ed.gov/pubs2004/h2r2/>;
- Schools Interoperability Framework (SIF) standards (http://www.sifinfo.org/tool_kit.asp);
- Recommendation 7 (Integrating Data Systems) of the U.S. Department of Education’s National Educational Technology Plan (<http://www.ed.gov/technology/plan>);
- Data confidentiality guide of the National Forum on Education (Forum Guide to Protecting the Privacy of Student Information: State and Local Education Agencies (2004), http://nces.ed.gov/forum/pub_2004330.asp); and
- Technology security standards of the National Forum on Education (Weaving a Secure Web Around Education: A Guide to Technology Standards and Security (2003), http://nces.ed.gov/forum/pub_2003381.asp).

The grant project is expected to take three years after the completion of the State Department procurement process for the database and business intelligence tool set and servers. The process will entail the following activities:

- Design measures and dimensions for student performance on the state assessment (ISAT) and student attendance.
- Build and populate longitudinal data store tables and build cubes.
- Review cube design and contents with state program staff and district and charter school advisory group – adjust as needed.
- Train state analysts in the use of the longitudinal data store and cubes.
- Add additional data marts to the system using existing dimensions where they conform, making adjustments to common dimensions as needed.
- Continue iteration of new cubes and longitudinal data store tables designed and populated, review with advisors, adjust and train agency staff.

The Longitudinal Data Store/Data Warehouse described above will be accessible to state employees. There will be limited secure, direct access from outside the State Department and Board.

Reporting/Analysis System

The State Department has seen many reporting and analysis systems that can connect to cubes and present those data in useful ways over the web.

The State Department will select a particular package then procure, install and configure the system. Reports can then be developed around the policy questions identified in the data marts. Additionally, more static or parameter-driven reports can be developed and deployed in the system.

The system must be integrated into the State Department enterprise portal and directory. The directory has the ability to delegate the management of user access rights to a security manager within each district and charter school.

State representative groups will help in the identification of requirements and the decision process for procurement.

Constructed reports will be examined by a group of district or charter school representatives and state program staff prior to deployment.

In order for the Reporting and Analysis system to be successful, it must be broadly used. We have budgeted for travel for two members from each of the 115 districts and 31 charters to attend two days of training on the system.

The training will include the definitions of the reported data, appropriate uses for the data, and how to correctly interpret the results.

The project activities include:

- Determining the reporting and analysis tool system to use and procure the system.
- Integrating the reporting system into the enterprise portal and directory; integrate user accounts.
- Build reports based on the cubes being deployed in the longitudinal data system project.

- Conduct regional training for school district and charter school staff in the use of the reporting system.

SIF Infrastructure at the State

SIF interoperability with districts and charter schools can greatly improve data quality, reliability, and timeliness. This project consists of installing and configuring the SIF infrastructure necessary for SIF transactions with the state – specifically, student ID requests and vertical reporting.

Districts and charter schools are responsible for the data management decisions within the district or charter school. If a district or charter school chooses to use SIF, the state will assist with the cost associated with internal horizontal SIF integration. The State Department will obtain a statewide ZIS license. The State Department will assist districts with agent acquisition and horizontal configuration.

The SIF Infrastructure consists of a state Zone Integration Server (ZIS), an adaptor to the student ID system, the Student Locator Framework (SLF), and agents to receive SIF vertical reporting messages.

Project activities include:

- Procuring the server hardware and installing/configuring the ZIS software in the State Department.
- Installing and configuring the Student Locator Framework to work with the state Student ID System.
- Integrate with the Staff ID system.
- Install and configure the vertical reporting infrastructure.
- Design, build and publish report manifests for the SIF versions of state reports.
- Beginning in year two, assist volunteer districts with local horizontal SIF implementation.

Enhance Student ID System and Create Staff IDs

Enhancements will be made to the Student ID system by replacing the ID generation engine. The new engine will be integrated into the State Department enterprise portal and directory. The new engine will be integrated into the SIF infrastructure for those districts and charter schools that wish to SIF enable their Student Information Systems for student IDs.

Students will retain their existing Idaho student ID. All programs within the State Department will convert their data collections to use the new ID.

The ID Assignment system will remain external to the operational and management systems of the State Department. When a school district, charter school or other entity wants to create an education record and needs to know what ID to use, they will come to the ID system. They must use that number when reporting on the student to the state.

The ID system will be extended to staff data eliminating the use of Social Security number as the key field in current state data collection systems. The State Department will work with districts and charter schools to incorporate this new ID element into their data systems.

For FERPA protection, the fields needed to assign an ID will be limited to those commonly considered “directory information.”

Training is underway on the existing student ID system. The new engine should have minimal impact on the user interface used by district and charter school data entry staff. In any event, a series of training sessions will be conducted on the use of the new system. Similarly, Human Resources staff within the districts and charter schools will be trained on the use of the Staff ID system.

Project activities include:

- Procuring the student ID engine and integrating the system with the enterprise portal and directory.
- Load existing student ID’s and tune the matching engine.
- Train school districts and charter schools for any changes in the student ID assignment process.
- Load staff from existing staff records and make initial staff ID assignment.
- Return assigned staff IDs to district and charter schools and assist loading those into district and charter school staff data management systems.
- Train district and charter school Human Resources personnel on the use of the staff ID system.
- Make adjustments in current data collections and data validation routines to use new student and staff IDs.

District and Charter School ETL Support

ETL describes the process used to get data from one data set to another. Districts and charter schools must move data from their internal data management systems to a format or application the state uses to collect data. Districts and charter schools will need assistance adjusting their ETL processes to report individual record data instead of the aggregate data they have been reporting. Districts and charter schools, at their discretion, can choose either to receive a \$7,500 stipend for defined deliverables or up to three weeks of consulting assistance developing data extract and reporting routines.

If a district or charter school is implementing SIF, the \$7,500 could be used for vertical reporting agent development or implementation. The larger districts or charter schools may wish to obtain ETL software or training for their staff that will conduct state reporting.

Smaller districts or charter schools will need external help to create automated processes for generating state reports. The \$7,500 amount covers three weeks of this consulting assistance.

Project activities include:

- Determining what assistance each district and charter school will receive.
- Negotiating the deliverables and expectations for the districts and charter schools managing their own ETL process development.
- Facilitating the scheduling of chosen vendors working with remaining districts and charter schools in the development of their ETL processes.

Transcript System

The State Department will contract with a vendor to develop an electronic record/transcript solution. The state desires to deploy a completely web-based and state-specific solution.

The solution will have an effective design that will be easy to implement. The solution should include a national database of education institutions that are collected from the National Center for Education Statistics (NCES). These 107,000 institutions include public and private K-12 schools and school districts, public and private colleges and universities. Scholarship foundations and athletic clearinghouses should be included. This national data base allows districts and charter schools to send and receive records/transcripts to and from out-of-state institutions. The solution engine should be designed to translate the student record into whatever format the receiving institution desires, including SPEEDE/ExPRESS EDI, SIF XML electronic student record, PESC XML college transcript and K-12 student record, and provide an authenticated PDF document or a paper document. The State Department will work with the solution provider to ensure that all school districts and charter schools have the capacity to send and receive secure and authenticated student records. Institutions of higher education will participate in our statewide system.

Implementation of a statewide electronic student records system should take approximately one year. The process will entail the following activities:

- Convene an advisory group of school district, charter school, higher education institution, and State Department and Board representatives to provide guidance and oversight to the project.
- Identify core data elements to be included in the student record/transcript and the format for record extract.
- Convene representatives of student information system software vendors to inform them of the extract format needed.
- Conduct training.
- “Train the trainer” training to state and regional education agency staff.
- Training of school district and charter school staff.
- Training for institutions of higher education, as needed.
- Communicate the features and benefits of the system to LEAs, postsecondary institutions, and other stakeholders.
- Register and authenticate users.

Governance

Effective data management requires a focus of resources on clearly defined functions. This is achieved through the oversight and advice of defined groups.

A SLDS Advisory Group will be formed and made up of persons who understand what the organization needs from its data and have the authority to advise decision makers. The SLDS Advisory Group will include the State Superintendent, members of the Idaho Legislature, school administrators, teachers, representatives of the State Board, and business members. The members of this group will be utilized to provide oversight of management activities and effectiveness.

Specific for these projects a Technical Advisory Group will also be created that will make recommendations for implementation issues, such as timelines, priorities, targeting assistance to lagging tasks, coordination of vendors, and compliance with policies or standards. The group will include technical representatives from program offices within the State Department, the State Board, and schools and districts.

A full-time project manager within the State Department will have day-to-day responsibility for overseeing all phases of the project.

The Enterprise Services unit within the State Department Information Technology Division is responsible for coordinating information across the program areas. This includes establishing standard data definitions, determining the authoritative source for particular data elements, documenting data ownership, and enforcing the data access and use policies of the agency.

A user group comprised of State Department and State Board staff will oversee the work on a weekly basis. This group will monitor that the achievements meet the needs they were designed to satisfy. The user group can keep the project focused and grounded.

This user group will oversee and coordinate the design of agency collections and the processes used for data cleansing. State Department data standards will be enforced across collections to improve data quality. The State Department has built data validation routines and checks into their existing applications. This group will review the data validation and audit processes used in the implementation of new or revised data collections.

The user group will also review the plans and materials to be used for training collection respondents.

A problem resolution process will be defined and implemented for the project. The user group will be responsible for using the process to solve problems that arise. The Project Director will assist in resolution if a gridlock arises.

Section 4: Institutional Support

Institutional Support

The State Superintendent and Deputy Superintendents of the State Department, Governor's Office, State Board personnel, and the legislature recognize the importance of a state longitudinal data system. For FY 2009, the state legislature agreed to add one new permanent full time position for data system support, plus \$2.5M for system development. This was to be used for the first phase of a proposed project. The proposed project included longitudinal data system foundational activities, such as redesigning many outdated internal data collection applications and moving them to unit-level data collection, adding an enterprise directory and portal, and creating and maintaining a data dictionary. The project proposal included three additional full time positions, one per year, and additional development and maintenance dollars for the next three years. To continue with the proposed project, the state has requested \$2.8M for fiscal year 2010.

For FY 2009, the Legislature also passed legislation to create the Idaho Education Network (IEN). The IEN is defined as a coordinated, statewide telecommunications distribution system for distance learning for each public school, including two-way interactive video, data, internet access and other telecommunications services for providing distance learning. The term also

includes connections to each institution of higher education and other locations as necessary to facilitate distance education, teacher training and other related services. The IEN project will be administered by the Idaho State Department of Administration. This effort will help to insure network access for all school districts to be able to utilize the SLDS, once it is in place.

The State Department has committed to contribute state staff time and energy to the activities defined in this application at no cost to the grant. This commitment will extend the power of the grant dollars.

Sustainability

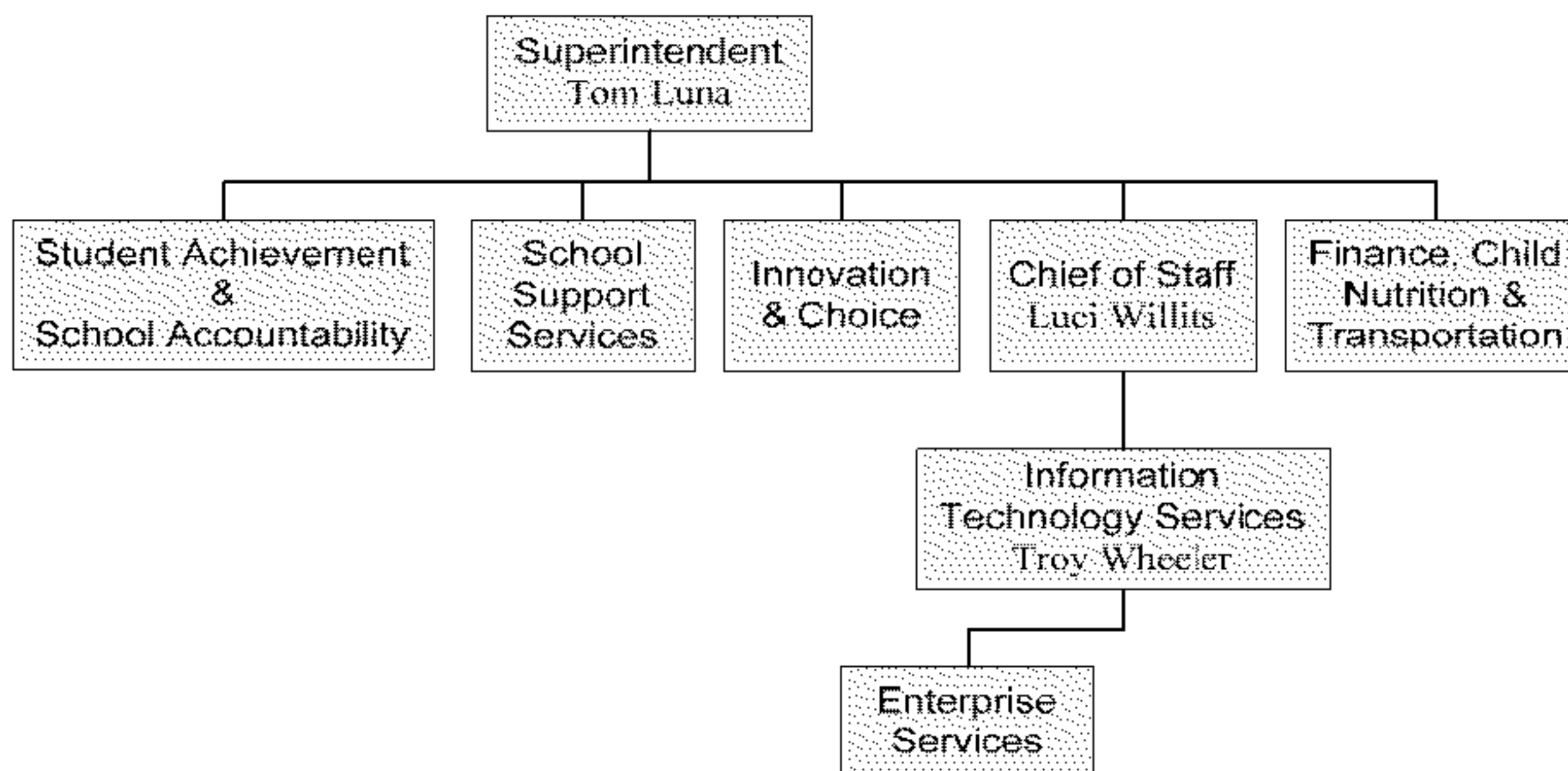
The State Department recognizes the need for on-going support and maintenance. The State Department has a permanent project manager assigned full-time to this effort. The Legislature was in support of three new full-time permanent positions over the next three years. The State Department and the Legislature have agreed that on-going maintenance costs will be a permanent result from any development activities.

The State Department recognizes supporting the needs of key external groups can result in the development of advocates for the State Department. This is a crucial step toward long-term support with the Legislature.

The Idaho Legislature supported the proposed \$11M in project money for the reengineering of agency data collections over four years beginning with FY 2009, by appropriating the dollars for the first fiscal year. The State Department's budget requests will include ongoing support and maintenance for the longitudinal data system. These efforts are necessary to finish and enhance the new enterprise infrastructure. The unique ID enhancements, district and charter school ETL support, SIF infrastructure and student transcripts will add to the success of the collection reengineering efforts.

Section 5: Project Management Plan

The project will be located in the Enterprise Services group within Information Technology Services. Information Technology Services reports to the Chief of Staff, who reports directly to the State Superintendent.



The Information Technology Services group has created a Project Management Office. All projects of Technology Services follow the best practices of the Project Management Institute's Project Management Body of Knowledge (PMBOK).

Troy Wheeler, CIO will have responsibility for approval and oversight of project activities. René Hughes of the Project Management Office within Enterprise Services will be the project manager with day-to-day administrative responsibilities over the project.

Several strands of activities occur during any major project: Project initiation and planning, project execution, project control, and project closing.

Project Initiation and Planning

Upon notice of receiving a State Longitudinal Data System Grant, the project initiation and planning phases will commence. During these phases a detailed project plan will be developed. The project plan will contain sub-projects for each activity. The project plan will include all details about the project(s) and the assignment of resources to specific tasks and delineation of dependencies. The plan will be reviewed and approved by the Project Management Office.

A SharePoint project website will be established that will contain all the project documents in a common location for all stakeholders. The project website will house a link to the Microsoft Project work breakdown structure(s) on the project server, the notes from the various meetings, the current list of issues and risks being tracked, the procurement plans, and the user acceptance plans that identify project completion. The annual report for NCES will be posted on the website.

During the planning phase several management processes will be documented. A risk management plan will identify potential risks and mitigation strategies. A communication plan will document what artifacts will be developed and the processes for keeping all parties informed of project progress. A change management plan will document how unforeseen events that affect the project schedules will be handled.

Project Execution

During project execution the project plan is followed. Issues and risks are tracked as they are identified. Mitigation strategies are identified, and if implemented, the project plan is updated.

Procurement activities may be required, which may also initiate sub-projects, each of which will be managed in a similar manner.

Project Control

In any set of projects of this scope, communication and status tracking are crucial to successful implementation. Beyond the annual meetings with NCES, we anticipate there will be bi-monthly conference calls with the staff at NCES and annual reporting requirements.

Weekly internal status meetings among the project staff and contractors will be scheduled. These meetings will include the appropriate program staff from the other divisions of the State Department as well as necessary staff from the State Board. They will last 30 minutes to an hour and be simple updates on status for the week and early identification of any stumbling blocks.

There will be a series of meetings with the key stakeholder groups at least every other month. These meetings may be face-to-face initially, but as the project settles in these will likely be teleconference updates on status.

The status meetings will include a review of any risks being tracked, issues that need to be addressed, and other events that are affecting the project schedule. Notes from all meetings will be posted on the project site.

Project Closing

Upon project completion, a report will be developed that documents the lessons learned from the project. All key project documents will be archived in a project library on the web.

Section 6: Personnel and Resources

Personnel

This project will succeed because of the commitment and expertise of the State Department and State Board staff that are assigned and the strengths of the partners on the project. The project team includes the core team responsible for the State Department's enterprise data system improvement efforts. The state funds and money from this grant will allow Idaho to take advantage of the investment in training and capacity building for these individuals. The State Department currently has three positions posted for Information Technology Services in the State Department and the persons hired in those positions will work on this project also. The job descriptions for these openings and resumes for the current project personnel listed below are in Appendix B.

Project Director Troy Wheeler, Chief Information Officer, will be the project director and his estimated project effort is 15% 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 obtained support of the State Department to expend resources creating the Project Management Office, which is crucial to the success of the project. He has 20 combined years of experience in information technology and business management.

Project Manager René Hughes, IT Project Manager, will be the project manager responsible for day-to-day monitoring of project progress and her estimated project effort is 80% per year. René has studied and practiced PMI techniques over the last five years, and has worked with the State Department CIO to create the Project Management Office. She has a Bachelor of Arts in Communication, with an emphasis on Adult Training and Education. She has 10 years experience in management, participation, and coordination of large, crucial IT projects.

Federal Data Manager John Romero, *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 State Department for more than eight years. He is currently working as the Federal *EDFacts* coordinator and Federal and State non-fiscal reporting data coordinator.

Network Manager Dave Moore, IT Network Manager, will manage and coordinate resources to analyze, design, configure, and implement the data center technical and security requirements for this project, and his estimated project effort is 5% per year. Dave performs administrative and technical services for management and planning of technical production activities to meet the needs of the Department of Education for: helpdesk, network services, workstations and security environments. He has been working as an IT professional for 20 years and has been involved in completing multiple large-network management projects during that time.

Development Oversight Peg Larsen, Sr. Programmer/Analyst, will assist in management and coordination of development work for the project, and her estimated project effort is 10% per year. Peg will work with other developers and contractors to create the State Department development standards and insure they are followed. Peg has good rapport with State Department program area personnel and good knowledge of current web applications because she created most of them. Peg has been working in the State Department for four years.

Development Oversight & Child Nutrition Liaison Ezekiel Messenger, Sr. Programmer/Analyst, will assist in management and coordination of development work for the project, and his estimated project effort is 10% per year. Ezekiel will work with other developers and contractors to create the State Department development standards and insure they are followed. Ezekiel will also provide input and oversight for the management of Child Nutrition data in coordination with their group. He has extensive experience in web-based data management and will also work with the Network Manager, DBAs, and Data Analysts to insure software development aligns to the overall architectural and security design. He has worked for the State Department in several areas for five years and has gained good rapport with program area personnel.

School District Liaison Corey Simpson, Education Technology Coordinator, will insure school district alignment and coordination for the project, and his estimated project effort is 5% per year. He will help with identifying personnel for the SLDS Advisor Group and be an active member of the group. Corey has built good rapport with the technical coordinators and other school district personnel through his work on the Idaho Council for Technology in Learning Committee, managing Title II-D funds, and assisting districts with integrating technology in the curriculum. He has a Bachelor of Science degree in Elementary Education, a master's degree in Instructional Technology, and he has been working as an educational professional for 10 years.

NCLB/Special Education Liaison Marybeth Flachbart, Deputy Superintendent Student Achievement and School Accountability, will provide assistance in the coordination of the project with the data analysis needs of federal programs, and her estimated project effort is 5% per year. Marybeth has been a part of the State Department since June 2001 and has 17 years of experience working with programs serving at-risk students. She holds a master's degree in special education from Fairfield University and is currently completing her doctorate in Curriculum and Instruction at Boise State University. Marybeth's cognate emphasis is in the area of school improvement and state policy.

Higher Education and State Board Liaison Selena Grace, Research Analyst/Grants Developer, will be responsible for the oversight of the alignment with higher education institutions and the State Board initiatives, and her estimated project effort is 5% per year. Selena 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 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.

ISAT Liaison Margo Healy, Director of Assessment and Accountability, oversees all of the federally required assessments and the accountability processes for NCLB, and her estimated project effort is 5% per year. She will provide a link between the vendors that provide assessment data and the Statewide Student Information System. Margo was Director of Title I before moving into the accountability and assessment office at the State Board. Margo has experience at the classroom, school, and district level to enhance her work with the State Department and directly with schools and districts. After more than 25 years in all levels of Idaho schools, she has a network that will be useful in implementing the statewide student information system. She has a Master of Education in Special Education and is currently seeking her Doctorate in Curriculum and Instruction at Boise State University.

IELA Liaison Wendy St. Michell, Idaho English Language Assessment (IELA) Manager, will be responsible for the oversight of the integration of Limited English Proficient data into the system, and her estimated project effort is 5% per year. Wendy has worked for the State Board of Education for almost five years, running the Limited English Proficiency Program as well as the IELA. She now focuses on assessment and data analysis for the LEP student sub-population. She has over 10 years experience in working with English language learners and management and coordination of large U.S. Department of Education formula grants and RFPs.

Staffing Data Manager Myrna Holgate, Public School Finance Coordinator, will provide input and oversight for the management of all staffing data including classes taught by grade by student ethnicity and gender, and her estimated project effort is 5% per year. Myrna maintains the Idaho Basic Education Data System (IBEDS) that contain the demographics on public school staffing. This database distributes over \$911 million of state funds back to Idaho public school districts and charters. Myrna has extensive knowledge about Idaho policies, rules and laws pertaining to this information and has a good understanding of how all data must crosswalk with other applications such the check of staffing credentials to determine highly qualified reporting needs. For over 10 years, Myrna has been Idaho's liaison to the National Center of Educational Statistics (NCES) and had a good understanding of the data elements reported to the U.S. Department of Education. Myrna is a Certified Public Accountant (CPA) and has worked in both governmental and industry for the last 30 years. She has served at the State Department for over 14 years.

Certification and Teacher Quality Liaison Christina Linder, Director of Certification and Professional Standards, will provide assistance in the coordination of the project with the data analysis needs of teacher certification and teacher quality as related to the federal requirements for Highly Qualified Teachers, and her estimated project effort is 5% per year. Christina has been a part of the State Department since February 2007, and has over twenty years of experience working in education, including federal program management and as university faculty in teacher preparation. She holds a Master's degree in Curriculum and Instruction from

National University and is currently completing her doctorate in Adult and Organizational Leadership at the University of Idaho.

Attendance/Enrollment Data Manager Greg Berg, Public School Finance Coordinator, will provide input and oversight for the management of district, school, building and student attendance and enrollment data, and his estimated project effort is 5% per year. Greg has extensive knowledge about Idaho policies, rules and laws pertaining to this information. He also has been working for the State Department for 9 years.

Special Education Data Manager Lester Wyer, Funding and Accountability Coordinator for Special Education Programs, will provide input and oversight for management of special education and gifted and talented student data, and his estimated project effort is 5% per year. Lester has been instrumental in development of policies and procedures and instructions for these data areas and fully understands the requirements. He has worked in the State Department for eight years, and prior to that, he worked for the Idaho Division of Professional and Technical Education for four years.

Content Areas and Instructional Services Liaison Peter Kavouras, Director of Content Areas and Instruction Services, will provide assistance in the coordination of the project with the data analysis needs of each core content area, and his estimated project effort is 5% per year. Mathematics, Science, Reading, English Language Arts, and Social Studies. In addition, the team is responsible for managing the data for three statewide assessments: Idaho Reading Indicator, Direct Math Assessment, and Direct Writing Assessment. Peter has been with the State Department of Education since August 2004 and 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.

Safe and Drug Free Schools Incident Tracking Matt McCarter, Safe and Drug Free Schools Coordinator, will provide guidance and assistance to insure the State Department collects and reports data from LEAs as required by Federal Title IVA, and his estimated project effort is 5% per year. In particular, data related to drug, tobacco, alcohol and violent policy violations. In addition, Matt will serve as the liaison between the State Department's Coordinated School Health Program and the project team.

School Choice Data Manager Shirley A. Rau, School Choice Coordinator, will provide guidance and assistance to insure that the statewide charter school data is collected and reported accurately, particularly as it relates to data required by the federal Charter School Support Program Grant authorized under Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the No Child Left Behind Act of 2001. Her estimated project effort is 5% per year. Shirley serves as a liaison between the State Department and Idaho charter schools, monitoring and coordinating charter schools operating in Idaho. In addition, she works with charter advocacy groups to develop and sustain a statewide infrastructure to support charter schools in meeting the needs of Idaho's 10,000 charter school students. She is responsible for oversight and distribution of the three-year \$7 million federal Charter Support Program grant.

Contractual Position(s) – Database Administrator (DBA) A DBA will provide information system functional requirements and needs assessment; analysis; database design and construction, and management of production/test/development database environments that provide sharing and control of system-wide information. They will resolve problems with the database management system and associated software to ensure availability of all data, monitor database utility executions and backup processing, and implement and maintain database security to protect data and applications. The DBA will analyze and develop guidelines and standards to support application data sharing, research new data elements to prevent duplicate representation of data, and develop programs to generate customized reports. They will define, allocate and load physical databases, develop procedures and standards for database administration, develop and implement backup and recovery procedures to support database integrity, and respond to technical inquiries concerning database and related technology. Working with FERPA and the CIO, the DBA will develop and maintain security procedures and functions/uses of database software.

Contractual Position(s) – Data Analyst A Data Analyst will analyze, evaluate, and deconstruct the aggregated data. The analyst will analyze disparate data sources to develop aggregation models for inclusion into the data warehouse; design and develop individual data marts for mining and information retrieval applications which support information needs; design and develop the ETL processes for cleansing and loading data into the warehouse; assist with resolving data anomalies and data quality issues; perform advanced tuning of applications and software processes, including customization, problem analysis, and resolution; and assist with writing and maintaining product documentation. The Data Analyst will be assigned the responsibility of data validation with LEAs and state sources of data, and be assigned the responsibility to work with the Federal Data Manager to analyze federal reporting requirements.

Contractual Position – Technical Report Writer A Technical Report Writer will manage research project documentation from initial planning through writing and editing, reviewing and revising, and creating graphics through final publication. The position includes review and editing of information submitted for inclusion in reports, including proper use of terminology, style, direction, content, grammar, punctuation, and clarity. The writer will have a working knowledge of research methods and data interpretation, grant document production; and federal and state education policy, rules and regulations to ensure document conformity with grant requirements. The writer will draw/create and/or select graphic charts, working drawings, and illustrations to clarify and visually explain the project data and conclusions.

Contractual Position(s) – Programmer/Analyst A programmer/analyst will be responsible for custom application development to meet requirements defined for the SLDS projects. The programmer will work with internal staff to analyze and refine guidelines and standards for application development, create design documentation and complete planned development of designs, implement and maintain test and quality assurance plans and processes, and follow them in application development efforts. Their work will be coordinated with the Development Oversight team, DBA, Data Analyst, and Technical Report Writers to insure cohesiveness and organization for all development activities.

Other Resources

The Idaho Legislature has shown significant support for development of information systems by allocating \$2.5M for fiscal year 2009 for the first phase of the proposed \$11M project. They have allocated an additional full-time position to the State Department and were supportive of an additional full-time permanent position for each of the next three fiscal years.

Idaho has a wide variety of qualified consultant and software development companies. The abundance of these resources keeps outside development costs down.

The State Department works closely with the State Board. The State Board has policy authority over post-secondary and can facilitate alignment efforts.

State Longitudinal System Grant: Project Timeline

For each of the grant sub-projects, the table shows the major activities and the expected quarters within which those activities will occur. These activities lead to the outcomes in the grant narrative.

The State Department of Education has delegated purchasing authority which allows streamlined procurement. The procurement process will begin for each activity as soon as the award is announced (Earliest Anticipated Start Date: March 1, 2009). It may take only a couple of months, but in no case should it take more than 12 months. The activities in this timeline assume three years from the completion of the procurement process.

Longitudinal Data System

Activity	Procurement	Year 1 ¹				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Identification of data base and business intelligence tool set	X												
Procurement of Hardware and Software	X												
Design measures and dimensions initial “cubes:” Attendance and Student Performance on the State Assessment (ISAT)		X	X										
Populate data warehouse tables			X										
Build “cubes”			X	X									
Review with State Department program staff and SLDS advisory committee			X	X									
Design measures and either confirm dimensions or design additional as needed. Design “cubes”				X	X	X	X	X	X	X	X		
Review with State Department program staff and SLDS advisory committee				X	X	X	X	X	X	X	X	X	X
Train State Department analysts and program staff in use of the cubes				X	X				X				
Design ETL processes to update warehouse with new data				X	X	X	X	X	X	X	X	X	X

¹ The tasks in this timeline assume a three-year grant period that begins at the end of the procurement process. That is, the grant “clock” will begin once the state procurement process completes and actual work on the project tasks can begin.

Reporting and Analysis System

Activity	Procurement	Year 1 ¹				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Identification of toolset to use for ad hoc reporting and analysis, remote user access, security enforcement	X												
Procurement of required hardware and software	X												
Develop plan for integration into enterprise portal and directory		X											
Install reporting system		X	X										
Integrate authentication and authorization procedures			X										
Build reports on the data warehouse “cubes”													
Internal staff training			X										
Regional training for school district staff				X	X	X				X	X	X	X

SIF Infrastructure at the State

Activity	Procurement	Year 1 ¹				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Procure and install hardware	X												
Install ZIS at the state			X										
Install and configure Student Locator Framework (SLF)			X	X									
Obtain or build adaptor for Student/Staff ID engine				X	X								
Integrate SLF with Student ID system				X	X	X							
Integrate with Staff ID system				X	X	X							
Install and configure vertical reporting infrastructure					X								
Install and configure ZIS in volunteer districts						X	X	X	X	X	X	X	X
Assist configuring agents for core applications in volunteer districts						X	X	X	X	X	X	X	X
Design SIF versions for state collections						X	X	X	X	X	X	X	X

¹ The tasks in this timeline assume a three-year grant period that begins at the end of the procurement process. That is, the grant “clock” will begin once the state procurement process completes and actual work on the project tasks can begin.

Idaho SLDS Grant Application

Activity	Year 1 ¹				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Build and publish vertical report manifests					X	X	X	X	X	X	X	X

Enhance Student ID System and Create Staff IDs

Activity	Year 1 ¹				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Determine engine to replace the existing Student ID engine; procure												
Procure hardware for new engine as needed												
Install ID system	X	X										
Integrate with enterprise portal and directory	X	X	X									
Set-up user accounts for Student ID system users		X										
Load existing student ID information		X	X									
Tune matching engine for student IDs			X									
Train districts in student ID process and ambiguous match resolution			X									
Adjust student collections and validation routines to use new Student ID		X	X	X	X							
Integrate Student ID system with SIF						X	X					
Load staff from staff assignment data – make initial Staff ID Assignment		X										
Set up accounts for district Staff ID system users			X									
Tune matching engine for Staff IDs				X								
Return assigned Staff IDs to districts			X	X								
Train districts in Staff ID assignment process and ambiguous match resolution				X								
Adjust staff data collections and validation routines to use new Staff IDs			X	X	X	X						
Integrate Staff ID system with SIF								X		X		

¹ The tasks in this timeline assume a three-year grant period that begins at the end of the procurement process. That is, the grant “clock” will begin once the state procurement process completes and actual work on the project tasks can begin.

District ETL Support

Activity	Procurement	Year 1 ¹				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Survey districts to assess capacity and need	X												
Identify approach to take with each district	X												
Negotiate deliverables for grantee districts		X	X										
Contract with vendors for districts wishing on-site assistance		X	X										
Vendors build processes for districts requiring assistance		X	X	X	X	X	X						

Transcript System

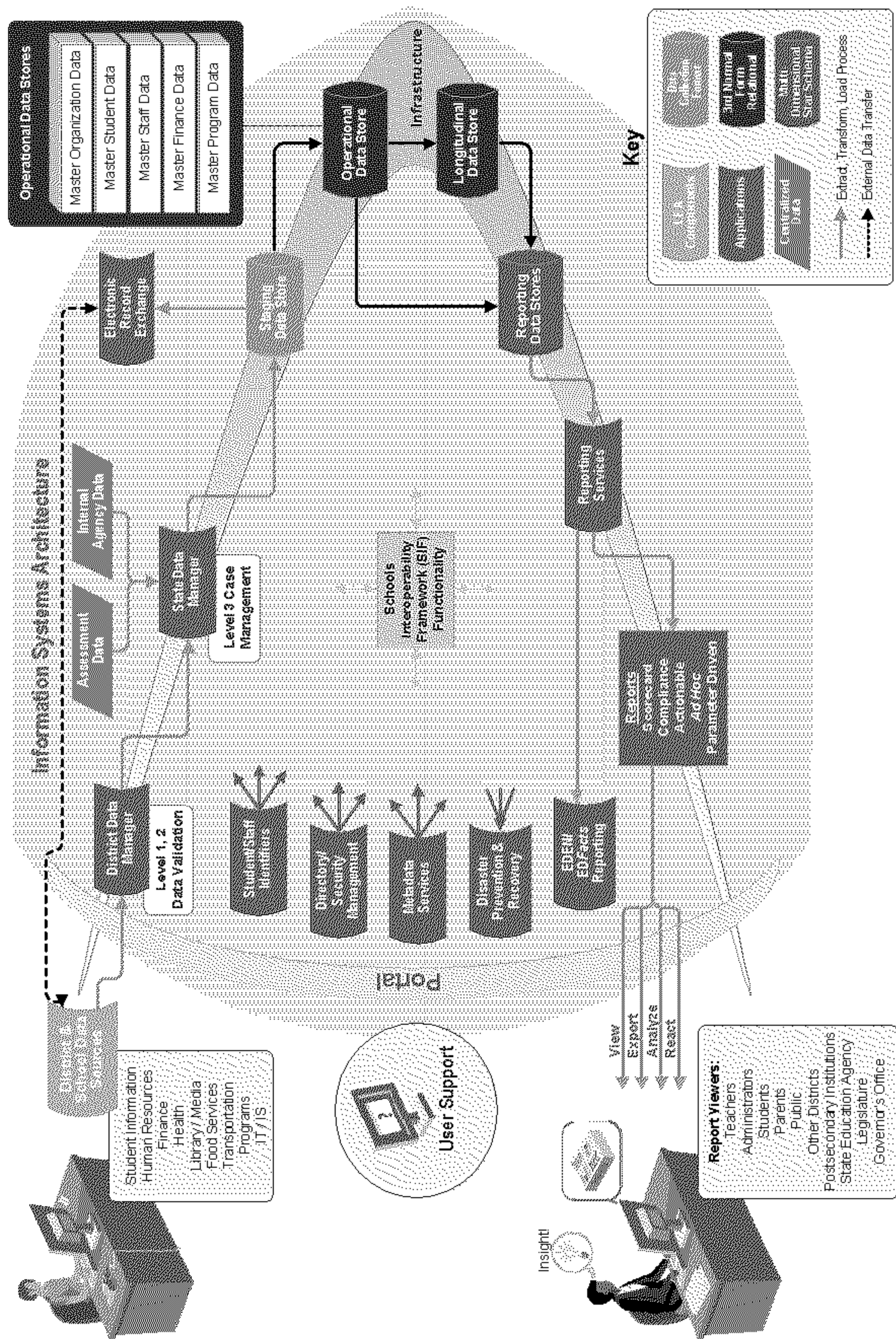
Activity	Procurement	Year 1 ¹				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Project Initiation & Formation of Advisory Committee						X							
Launch Standard Functionality Transcript Center						X							
Launch Premium Functionality Transcript Center							X	X	X				
District Communication and Registration							X	X	X				
Postsecondary Registrations and Setup (Ongoing)										X	X	X	X
Training and Documentation							X	X	X	X			
Functioning Idaho Transcript Center								X	X	X	X	X	X

Oversight and Management

Activity	Procurement	Year 1 ¹				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Build project plans and schedule	X												
NCES Grantee Meeting		X	X	X	X	X	X	X	X	X	X	X	X
Bi-Monthly NCES Status Call		X	X	X	X	X	X	X	X	X	X	X	X
Bi-Monthly Advisory Group Status Call		X	X	X	X	X	X	X	X	X	X	X	X
Weekly project Team Meeting		X	X	X	X	X	X	X	X	X	X	X	X
In-state Annual Regional Update		X				X				X			

¹ The tasks in this timeline assume a three-year grant period that begins at the end of the procurement process. That is, the grant “clock” will begin once the state procurement process completes and actual work on the project tasks can begin.

A Framework for Data Driven Decision Making





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

September 11, 2008

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

Dear Secretary Spellings:

On behalf of the Idaho State Board of Education, I write this letter in support of the State's efforts to build and create a Statewide Longitudinal Data system.

We intend to use the grant funding to supplement the \$2.5 million investment made by State of Idaho. The grant money will specifically be used to create a statewide longitudinal data system that will provide all educational stakeholders with accurate information on critical data, such as student achievement, attendance and dropout rates. This information is critical as we work to improve student achievement and student learning across our great state. We must have a data system in place that will provide us with the correct measures we need to make decisions on educational programs.

In addition to wholeheartedly endorsing this project, I am writing to assure you that the Idaho State Board of Education will do all that it can to make this project successful. We are committed to working in concert with the State Department of Education to accomplish our goals in developing a successful data system.

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 "Milford Terrell", written over a horizontal line.

Milford Terrell
President



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

September 23, 2008

Grover (Russ) Whitehurst, Director
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Avenue NW
Washington, D.C. 20208

Dear Dr. Whitehurst,

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

As a former school board member and Idaho business owner, I know data plays a critical role in private and public industries, especially when it comes to the education of our children. As State Superintendent, I am determined to create a customer-driven education system that meets the needs of all Idaho students and prepares every student for the 21st century. But we cannot achieve this goal until we have a system in place for collecting longitudinal data for all our students.

Currently, too many of our decisions are based on well-calculated estimates. Our students deserve better. I want to move Idaho's education system forward by developing a statewide longitudinal data system that will provide Idaho educators, parents and policymakers with the current, accurate information they need to guide classroom instruction or choose the best school that meets their needs or direct funding into the most effective program. This data system will meet a critical need in Idaho that educational stakeholders have been demanding. The Idaho Legislature has recognized our need for a statewide longitudinal data system and already committed \$2.5 million to the project. This grant will help us accomplish our goal of providing Idaho students, parents, teachers, administrators and policymakers with the data necessary to make more well-informed decisions.

Thank you in advance for your consideration of the State of Idaho's grant application. I appreciate your commitment to assisting states with the development and implementation of critical technology projects, and I look forward to working with the Institute of Education Sciences in the future.

Sincerely,

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

Tom Luna
Superintendent of Public Instruction



C. L. "BUTCH" OTTER
GOVERNOR

September 15, 2008

Grover (Russ) Whitehurst, Director
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Avenue NW
Washington, D.C. 20208

Dear Grover (Russ),

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

As Governor of Idaho and a former businessman, I am aware of the critical role that current and accurate data plays in all sectors, including public education. We can only meet the needs of all students and improve achievement levels across Idaho by accurately measuring where we stand today.

All the stakeholders in Idaho's education system – from parents to policymakers – realize the significance of this grant and the great benefits it would provide for Idaho's students.

We recognize that Idaho's future depends on the quality of the education we offer. We are committed to improving our public education system to meet the needs of all students. Thank you in advance for your consideration of this grant application.

As Always – Idaho, "Esto Perpetua"

A handwritten signature in black ink, reading "C.L. Butch Otter".

C.L. "Butch" Otter
Governor of Idaho



Idaho State Senate

9/11/08

State Capitol

P.O. Box 83720

Boise, Idaho 83720-0081

Grover (Russ) Whitehurst, Director

Institute of Education Sciences

U.S. Department of Education

555 New Jersey Ave., NW

Washington, D.C. 20208

Dear Dr. Whitehurst,

When we spoke at the NCSL Task Force meeting in Denver this year, I believe I told you that the State of Idaho had been down a rocky road with respect longitudinal data systems. There is good and bad to that; Idaho still does not have a system in place but we learned from our mistakes the first time and other states have developed systems we can use to model what we need. There is no doubt in my mind that, until we have a comprehensive longitudinal data collection system with the ability to mine information, we can not move forward and make intelligent decisions in upgrading our current education system.

For this reason, I am totally in support of the grant application from the State of Idaho. Our legislature funded implementation of a unique student identifier system two sessions ago and I believe the Department of Education is very close to rolling it out statewide. This past session, we appropriated an additional \$2.5M for the Superintendent to start work on a complete system. This federal money would supplement our effort and shorten the time frame needed to implement said system.

I passed on the information gleaned from your presentation in Denver to staff both at Legislative Services and at the Department of Education as they are moving forward in hopes that the system implemented will be capable yielding the most needed information to measure our successes, find our weak points, and reward education where exemplary results are measured.

Sincerely,

A handwritten signature in dark ink, appearing to be "John W. Goedde", written over a large, stylized circular flourish.

John W Goedde

IDAHO SCHOOL BOARDS ASSOCIATION

"Trustee Leadership for Excellence in Idaho Public Education"

September 16, 2008

Grover (Russ) Whitehurst, Director
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Avenue NW
Washington, D.C. 20208

Dear Dr. Whitehurst,

On behalf of the Idaho School Boards Association, I am pleased to write a letter of support for the State of Idaho's application to the Institute of Education Services for a grant to fund a statewide longitudinal data system in Idaho.

As school board trustees, we understand the important role data plays in the decisions we make every day. We need accurate, longitudinal data we can rely on to make better informed decisions when it comes to our children's education. To improve our public education system in Idaho, we must develop a statewide longitudinal data system that can measure student progress and achievement at the classroom, school, district and state level. With this grant, our state can take a giant step in this direction and implement a comprehensive statewide system that will provide every teacher, school administrator and board trustee in the state with the data we need to make the right decisions for Idaho students.

The members of the Idaho School Boards Association are committed to improving Idaho's public education system and meeting the needs of all students throughout our great state. We thank you in advance for your consideration of Idaho's grant application.

Sincerely,



Karen Echeverria
Executive Director



222 N. 13th Street
Boise, Idaho 83702

Mailing Address:
P.O. Box 9797
Boise, Idaho 83707

Phone: 208-854-1476
Fax: 208-854-1480
Toll Free: 866-799-ISBA (4722)
Web Site: www.idsba.org



777 S. Latah St. Boise, ID 83705

Phone: 208-345-1171

Fax: 208-345-1172

www.idschadm.org

Email: iasa@idschadm.org

Dr. Wayne Davis, Executive Director

September 23, 2008

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

As school administrators across the state of Idaho, we recognize how critical it is for Idaho's teachers, principals, superintendents and parents to have the current and accurate data they need to improve student achievement at every level. At a school and district level, data is necessary as we decide where to direct funding and personnel. Our teachers need classroom-level data to measure student progress and guide classroom instruction on a daily basis. This system is an important component as we move forward and continue to improve Idaho's public education system so that it meets the needs of all students.

Thank you for your consideration of the Idaho's grant application.

Sincerely,

Dr. Wayne R. Davis

Executive Director

Idaho Association of School Administrators

Divisions of IASA:

- Idaho School Superintendents' Association
- Idaho Association of Secondary School Principals
- Idaho Association of Special Education Administrators
- Idaho Association of Elementary School Principals

Troy M. Wheeler

(b)(6)

Objective:

An executive position in information technology where my 20 years of technical, project management and business knowledge will be fully utilized.

Career Profile:

- Extensive experience in all aspects of Information Technology.
- A proven track record of results, using project management methodologies and systems.
- 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.
- Versed in enterprise technologies including data warehousing, storage networks and virtualization.
- Excellent communication, presentation and facilitation skills.
- Confident and poised in interactions with individuals at all levels.
- Strong problem resolution skills.
- Dedicated individual, achieving a reputation for consistently going beyond what is required.
- Successful at technical staff development, recruitment and retention
- Effective at taking an organization from startup to market.

Work Experience:

CHIEF INFORMATION OFFICER(CIO) (2008-Present)

Idaho State Department of Education - Boise, Idaho

- Make daily management and budgetary decisions relative to all IT operations of the agency
- Direct the design, development, implementation, and operation of information systems and data processing applications in support of the mission, goals, policies, procedures, and programs of the agency; establish and implement 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; resolves department and constituent complaints and problems
- 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
- Direct and ensure timely completion of the largest, most complex system projects for the department, including oversight of contractors
- Recommend and hire staff, assign projects, and evaluate performance
- 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

- 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, prioritize and manage both internal and external IT projects
- Develop business cases to justify IT expenditures
- Built relationships with clients senior business management and IT personnel to understand the Company's business strategies

SENIOR ENGINEER/ACCOUNT MANAGER (1994-2004)

Random Access/ Empire Technologies, Inc. Denver Co, - Boise, Idaho

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

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

Nonresponsive

René K. Hughes

(b)(6)

(b)(6)

Work (208)332-6971

(b)(6)

Profile

Accomplished project manager with over ten years experience as an information technology professional. Competent in needs analysis; cost/benefit analysis; project planning, scheduling, and execution; resource management, coordination, and evaluation. Proficient with Microsoft Word, Outlook, Publisher, Project, Access, Excel, PowerPoint, Internet Explorer, and SharePoint, Crystal Reports, Paint Shop Pro, Rational Clearquest, Savvion BPM Studio, HTML, SQL, Microsoft Windows XP and Unix/Linux Operating Systems.

Work History

State Department of Education, Boise, Idaho

(July 2007 to present) Bureau of Technology Services

IT Project Manager – Current Responsibilities

- Manage and coordinate IT Projects in support of SDE staff
- Work with program area personnel, network manager, and developers to determine project requirements, and create project plans and schedules (includes defining objectives, determining resource time and cost estimates, and creating appropriate project documentation)
- Facilitate IT Project Steering Committee meetings for prioritizing IT Projects and maintain list of projects
- Assign project resources, manage project teams, work to resolve conflicts that arise with team, sponsors, stakeholders, and users, and lead project status meetings
- Manage work of vendors assigned to projects and coordinate their meetings with internal personnel
- Assist data manager in coordination with program area personnel to insure data collections will meet federal and state reporting requirements
- Research technologies for improving SDE services, data collection and reporting processes, and oversee procurement processes and vendor contract creation
- Act as backup to IT Director, which includes conducting and attending meetings, interviewing and recommending employees for hire, and providing employee and vendor performance feedback

Micron Technology, Inc., Boise, Idaho

(August 2003 to July 2007) Information Systems R and D

Software Engineer/Project Manager - Responsibilities:

- Manage, coordinate, and prioritize software and server integration, installation, upgrade, and training projects in support of 11 design centers worldwide
- Complete cost/benefit analysis and define thorough project plans and schedules (includes defining goals, identifying stakeholders, and creating work, communication, and implementation plans)

Work History, continued

- Assign project resources, manage project teams, resolve any conflicts that arise, and conduct weekly project team status meetings
- Create project tracking and status reports and presentations for stakeholders and sponsors
- Maintain department and project web sites using Sharepoint
- Document procedures and policies, train and manage work of new employees

(September 1997 to August 2003) Software Support and Training Department

June 2000 to August 2003, Software Training Analyst - Responsibilities included:

- Completed testing, evaluation, and deployment for new software and version upgrades for existing software, and provided 3rd level support for end users
- Instructor for Crystal Reports, MS Access, and SQL Basics
- Designed, conducted, and evaluated courses on an ongoing basis
- Created and maintained online and printed course materials and computer based tests

May 1999 to June 2000, Database Coordinator for SAP Training Team - Tasks included:

- Planned and coordinated all database work required for training purposes during implementation of new SAP personnel and payroll systems
 - Managed data creation and testing for training purposes
 - Planned the use of multiple training database clients to accommodate all SAP classes
- Worked with development team and database administrators for resolution of problems with training database clients

Prior to May 1999, Support Analyst in Software Support and Training - Main focuses were:

- Performed testing, worked with developers to resolve application issues, developed and conducted training programs, and supported end-users for various internally developed applications
- Contact and sounding board for site wide production area Training Coordinators and Managers

Idaho State Controller's Office, Payroll Division, Boise, Idaho

(June 1987 to September 1997) Training Specialist

- Assessed needs, designed and presented training in all areas of Employee Information System for state agency employees. Created, conducted, and evaluated the following new training sessions:
 - Idaho Code, Fair Labor Standards Act, and Family Medical Leave Act
 - Microsoft Word 6.0, beginning and intermediate levels
 - Microsoft Excel 5.0, beginning level
- Supported users of Microsoft Mail, Microsoft Schedule+, Word 6.0, and Excel 5.0
- Evaluated and recommended software for the State Controller's Office LAN User Group

Work History, continued

Trainer Associate

- Presented, evaluated, and modified quarterly training sessions for state payroll and personnel employees on Employee Information System (EIS) procedures
- Tested changes to Personal Computer Time Entry (D-Base III) program used by state agencies to insure accuracy before production
 - Installed program for agencies, trained users and provided technical support
- Trained and managed work of employee taking over maintenance of EIS User Manual

Recent Accomplishments

Hired as IT Project Manager for Idaho Department of Education in July 2007

- Managed a Unique Student ID District Pilot, where critical issues to be corrected were identified
- Gained extensive knowledge of data collections, procurement methods, and contract composition
- Instrumental in convincing management to terminate contract with incompetent vendor, and hire a well recognized, competent group of educational data system professionals to take over

Goal owner for Micron R & D department wide 6-month incentive program to improve quality of service

- Led team in creation of monitoring and notification processes and achieved 100% success rate

Managed and assisted with database conversion from Sybase to MS SQL for license reporting application

- Involved conversion and testing of over 300 stored procedures and web based reports

Learned to work in UNIX/LINUX environment, as well as becoming proficient with Synchronicity software

- Named project manager for our team of software engineers
- Began participating in on-call support rotation within four months
- Managed and completed three Synchronicity software upgrade projects worldwide for 11 sites

Education

Boise State University

BA Communication, August 2000 GPA: 3.17

Coursework included emphasis on Adult Training and Development and many CIS electives

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

Experience	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.		
Education	1993–1996	Boise State University	Boise, ID
	<ul style="list-style-type: none">▪ M.S., Educational Technology.		
Technical Skills	SQL Query Language, Stored Procedures Microsoft's SQL 2000/2005 server, Basic programming in Microsoft's .asp language, Excel charting, data analytics.		

David L. Moore

2012 W-1000

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Objective: To participate in a team with aligned values that empowers its members to achieve professional excellence in the implementation of the established business objectives, which meet the goals of the enterprise.

IT Network History spanning 16 years

Idaho State Department of Education

IT Network Analyst

January 2008 to Present

IT Network Manager: Perform required administrative and technical services under the direction of the Chief Information Officer for the management and planning of production technical activities needed to meet the needs of the Department of Education for Helpdesk Coordination, Network Services, Workstation Systems and Security environments. Develop and recommend short and long range plans for the management of the network infrastructure, ensuring optimum performance and operation. Purchase and implement systems and software to align with SDE approved projects, systems, and services. Plan and coordinate the installation and upgrade of systems software and hardware for firewalls, routers, switches, physical and virtual server systems, wireless networks, and workstation systems environments. Implement tools and systems to monitor, track, and troubleshooting network problems and perform analysis of network performance to diagnose problems. Monitor the health of the network and servers to ensure optimum performance. Manage technical and helpdesk staff to provide related services and ensure timely resolution of all network and systems related issues. Oversee the development, organization, and implementation of systems policies, procedures, and documentation.

City of Boise

Sr. IT Network Analyst

July 1999 to August 2007

City Network Manager: The top-level contributor/specialist for departments throughout the organization crossing department lines and geographic locations. The specialist who investigates, identifies, and resolves network operations problems related to Cisco, Microsoft, and Novell products, with more than 10 years of experience in these fields. Design, install, configure, maintain, secure, and troubleshoot network systems and infrastructure equipment utilizing Ethernet and Fiber cabling in LAN/WAN/WLAN 802.11i environments. Design, install, document, upgrade, and support all Cisco secure MPLS, Router, Wireless, VPN, and Firewall services and environments throughout the enterprise.

Server and Workstation Manager: Design, install, document, secure, upgrade, and support Novell and Microsoft Server and Workstation hardware, operating systems, and applications. Manage NDS, Active Directory, and Domain workgroup security and services for all user and application environments. Provide technical support, problem resolution, and help-desk services required to correct Microsoft Workstation and MS Applications' problems. Additional roles:

David L. Moore

(b)(6)

No

Project Manager, Team Leader, Supporter Application Manager, Committee Chairperson, and Data Center Management Team Member.

Public Employees Retirement System of Idaho

Sr. IT Information Systems Technician

September 1992 to July 1999

Certified Network Engineer: Design, install, maintain, secure, and troubleshoot all Novell, Cisco, and Microsoft network systems and infrastructure equipment utilizing Ethernet and Fiber cabling in a LAN/WAN environment. Design, install, document, upgrade, and support all Novell and Microsoft Server and Workstation hardware, operating systems, and application environments throughout the enterprise. Provide all technical and help-desk end-user services required to support Microsoft Workstations and MS Applications.

Information Technologies Highlights

Key Contributions: 12 Years Sr. Level Network Systems Experience: Cisco, Microsoft, and Novell products. Systems & Networks Engineering, Analysis, Design, Implementation, Management, Maintenance, Monitoring, and Troubleshooting.

Cisco Network Manager

- Design, plan, document, and maintain logical and physical infrastructure
- Assure consistent, resilient, and recoverable network availability
- Manage vendor relations for Internet, WAN, and service contracts
- Manage current IOS versions and configuration version changes
- Align Network Infrastructure equipment with Cisco's secure roadmap

Security Enhancement Project Manager

- Review and model industry "Best Practices"
- Implement new Internet security policies, procedures and equipment
- Design and implement new Internet, DMZ, and public security zones
- Evaluate and enhance LAN/WAN/WLAN infrastructure security configurations

Wireless Security Project Manager

- Convert all wireless equipment and clients to comply to WPA2 Wi-Fi Alliance certification
- Implement private and public secure SSID and VLAN models

Fire Station VPN Project Manager

- Convert existing low-speed WAN to secure high-speed Internet connections

Cisco Firewall Management Team Leader

- Monitor and manage changes to policies, procedures, and security advisories
- Manage enterprise CSACS authentication for VPN and VLAN access
- Redesign and implement router ACL Security policies

David L. Moore

(b)(6)

- Monitor and change Internet URL Filtering policies

Server and Network Functional Team Chairperson

- Demonstrate an expertise in a variety of the field's concepts, practices, and procedures
- Consultant as top-level specialist for complex projects throughout the organization
- Provide tactical and strategic input for complex network related system projects
- Demonstrate extensive experience and judgment required to accomplishing goals

Data Center Management Team

- Novell Server Manager – Certified Netware Engineer
- MS Server Manager – OS and Active Directory design, installation, and configuration
- Design and implement Domain Management for Active Directory, Novell NDS, LDAP
- Manage Data Center File, Print, Backup, and Disaster recovery procedures
- Implement new security models and cleanup user access roles to network resources
- Diagnoses and solves high-level workstation and server problems
- Work closely and effectively with vendors, management, and end-users to resolve problems and evaluate needs
- Evaluate and quote network equipment hardware requirements
- Create vendor P.O., install, and upgrade data center equipment
- Document, communicate, and coordinate upgrades with Sr. technical personnel
- Provide project documentation, tracking, and management reports
- Provide assistance, instructions, and training to end-users and tier I/II/III Technical personnel
- Create security “zone” design enabling E-Business public and private server communications

IT Management Initiatives

- Analyze and align IT services with business goals and objectives
- Help ensure business continuity by managing risk
- Strive to control IT costs through consistent business analysis
- Develop IT services that enable process improvement
- Improve user satisfaction by delivering superior customer service
- Improve staff leadership skills by educating and modeling new business skills within IT
- Advance project management discipline through continuous process improvement
- Help to ensure privacy compliance standards of customer and employee data
- Enable or enhance knowledge management skills through intellectual asset sharing
- Observe and implement regulatory compliance standards through education and training

Network Infrastructure Equipment Experience:

- Cisco routers - 6500 MSFC/Chassis, 4000 RSM/Chassis, 3600, 2800, and 1800 series
- Cisco switches - 6500, 4000, 3500XL-PWR, and 2900 series

David L. Moore

(b)(6)

- Cisco Aironet - 1240, 1130s and bridges
- Cisco Firewalls - PIX501, PIX515E and ASA 5500 series Appliances
- Cisco Access Control Server – CSACS (TACACS, Radius, RSA Token)
- Cisco Wireless LAN Control Server (WLSE, SWAN, WCS)
- Fluke Ether Scope Network Assistant
- HP/Compaq Servers, printers, and Data Center Rack Systems
- XIOTECH Magnitude SAN virtual storage devices

Network Infrastructure Software Experience:

- Cisco Works LAN Management Server (SNMP Management, Message Logging)
- Cisco Adaptive Security Device Manager ASDM
- Cisco PIX Device Manager PDM
- Cisco Router and Security Device Manager SDM
- Cisco Network Assistant
- Solar Winds Engineers Toolkit (Traffic Monitoring - Device Monitoring/management)
- Omni View & Omni Peek (Packet Capture/Analysis)
- What's Up Gold (Network/Server Device Monitoring)
- Cisco IOS Netflow (Performance Monitoring)
- Compaq Insight Manager Console & Host Agents
- Backup Exec Enterprise Software & Host Agents
- ArcServe Enterprise Backup Software & Host Agents
- Zen Works configuration and workstation management
- MS Windows NT, XP, 2000, 2003 Server & Workstation OS and Active Directory
- Zone Alarm Security Suite
- McAfee Enterprise Security Suite

Sr. Level Network Technology Experience:

- Cat5e Gigabit Ethernet LAN; ATM, Point-to-point, multi-point, Bonded & Frame Relay WAN; MM Fiber CAN; IEEE 802.11 b/g WLAN AP & bridging; VPN & VLAN; Multi-Protocol Switching & Routing; Encryption Protocols and Tunneling.
- Network Management Protocol Configuration: IP, IPX, NTP, TACACS/Radius, DNS, DHCP, WINS, LDAP, SNMP, CDP, RIP, IGRP, VTP, STP, and VLAN.

Margaret (Peg) Larsen

(b)(6)

SKILLS SUMMARY

My strong technical, customer service, organizational and communication skills have been developed over a 16+ year career in the technology industry with a dedicated detailed-oriented focus in web development. I am outgoing, dependable, intelligent and responsive. I am well skilled in:

- Active Server Pages (ASP)
- SQL
- Active Data Objects (ADO)
- VBScript
- JavaScript
- Cold Fusion
- HTML

EXPERIENCE

Idaho Department of Education, Boise

4/04-present

Senior IT Programmer/DB Manager

- * Responsibilities include analysis, design, and coding of dynamic web applications, maintenance and design of SQL servers, and ensuring the security, quality and integrity of data resources.
- * Using ASP and SQL developed the 'Continuous Improvement Planning Tool, which consolidates Idaho school planning data (which is used for yearly funding) into a single resource with web portal access.
- * Converted the State Department of Education's Transportation division from FoxPro to SQL with ASP. This upgrade resulted in:
 - ❖ 99.5% of all the Student Transportation Reports that are required by the districts to submit to SDE are submitted online. Regional specialists now have access to all reports and requests submitted via SISTR (System for Idaho's School Transportation Reporting).
 - ❖ More accurate data: Many errors occurred when the information sent in via hard copy was re-entered into FoxPro.
 - ❖ "The SISTR program has turned out to be far above our expectations and has been very well received by the school districts."
 - ❖ "This new system has incorporated all of the required student transportation information from the districts, charter schools and any of our staff working in the field eliminating wasted time and reducing costs. The program saves time and money for both the districts and the State of Idaho."

Idaho Department of Insurance, Boise

4/03-4/04

Sr. Programmer Analyst

- * Utilizing ASP, SQL, HTML, and Javascript performed all aspects of design, analysis, development, testing, and implementation of new systems, application programs, and enhancements.
- * Provided technical expertise and client training to end users in applications design and programming.
- * Performed administrative supervision and technical review of work of others.

Micron Technology, Boise

11/92-2/03

Software Engineer – 5/97 to 2/03

- * Analyzed, designed, implemented and tested specifications for medium to large-scale software projects.
- * Developed and implemented a web-based software application that was used for tracking production-critical events. This tool provided increased stakeholder and developer communication and grew from 30 users to over 400.
- * Established, procured, and supported Clarify (3rd party Helpdesk application), from GUI design to ClearBasic development (proprietary vb-like language). Clarify became a critical company application during the early 2000's.

Field Services Manager – 3/94 to 5/97

- * Coordinated the direction, installation, maintenance and administration for DOS/Windows, NT, and Macintosh-based systems. Provided leadership for team members and technical consulting to departmental management. Prioritized workload, facilitated projects, and managed team schedules.
- * Led the conversion to Windows NT on over 2000 end user computers. Supervised a team of over 20 technicians with zero turnover rate. Lead and supervised a team of over 20 technicians with zero turnover rate by fostering individual development of team members and encouraging their interest in expanding their knowledge.

Field Service Engineer – 11/92 to 3/94

- * Improved the on-site front-line advanced hardware and software support including the installation, maintenance and administration for DOS/Windows, NT, and Macintosh-based systems. Handled documentation, evaluation, and testing of new hardware and software. Provided customer support to end-user customers.
- * Supported executive use of Macintosh computers by Micron top-level management. Was acknowledged for providing outstanding customer support and received several bonuses from both direct and indirect management. Consistently led the team in the number of closed calls per month.

SYSTEMS PROFICIENCY**Programming Languages**

ASP, VBScript, Javascript, Cold Fusion, PHP, SQL, HTML, UNIX

EDUCATION**B.S., Computer Information Systems**

1984

Arizona State University, AZ- Tempe

(b)(6)

Ezekiel Titus Messenger

OBJECTIVE: To apply a vast amount of experience in web based data management.

HIGHLIGHTS OF QUALIFICATIONS

Adept at prioritizing numerous tasks for maximum efficiency
Enhances problem-solving techniques and computer data trend analysis
Effectively analyzes data to improve performance standards
Unprecedented drive for accuracy in accountability
Promotes successful comprehension of operating procedures

RELEVANT EXPERIENCE

Information Technology: Well versed in Microsoft Windows, Ubuntu Linux, Fedora Linux, Apache server, Microsoft Office, Adobe Illustrator, Adobe Photoshop, Macromedia Flash, Actionscript, PHP, VB, HTML, XML, XUL, JavaScript, AJAX Methodology, ASP, ASP.NET, JAVA and SQL. Expert PHP programmer. Extensive knowledge of PHP frameworks to include CakePHP and CodeIgniter.

Database and Application Design: Programmed e-commerce extensions and inventory management applications for use in web based applications. Developed the Idaho Reading First application, which serves as a self-maintaining and completely web based student data management system. Designed the child nutrition training resource center a web based application managing user needs based training. Constructed web based classroom tools providing logical drag and drop inventory management for the web browser. Devised web based help and training modules to ensure user comprehension. Developed the Idaho School District secure file access management portal. Designed United States Marine Corps air warfare planning modules aligning ordnance assets to operations.

Social Networking

Unique experience developing web based applications for a massive social network with a proper business model. Designed authentication plug-ins for a variety of forum software packages. Created point systems linked to a social networking model. Developed applications that aid in the management of organic groups in a social network.

Program Management: Directed the Idaho State Department of Education Performance Based Data Management Initiative, which resulted in the state receiving the Education Data Exchange Network (EDEN) Outstanding Partner Award. Managed the Idaho unique student identification system.

Logistics Management: Re-engineered an inventory control process for a severely troubled commodity resulting in improved accountability and 70% reduction in expenditure of assets. Coordinated six consecutive sealift operations. Directed and certified two hundred and thirty

hazardous material air shipments. Negotiated status of forces agreements. Positioned and accounted for expenditures of \$97M in Training Assets at worldwide deployment sites without loss of assets or serious incident.

Personnel Management: Managed multiple design teams developing open source web based applications. Directed the efforts of 18 personnel in the operation of a multi-functional logistics management support facility. Trained six personnel as resident experts in the field of ammunition logistics management.

Employment History

December 2007 IT Programmer Analyst – Idaho State Department of Education
- Present Boise, Idaho

November 2006 IT Programmer Analyst - Bodybuilding.com
- December 2007 Boise, Idaho

April 2006 IT Programmer Analyst - Idaho State Department Of Education
- November 2006 Boise, Idaho

October 2004 Development Manager - Databases Done Right
- Present Boise, Idaho

October 2001 Program Information Coordinator - Idaho State Department of Education
-October 2004 Boise, Idaho

July 2000 Inventory Manager – Toro Irrigation
-July 2001 Bluffton, South Carolina

July 1997 Ammunition Logistics Management Resident Expert - United States Marine Corps
-July 2000 Worldwide Locations

Corey R. Simpson

Idaho State Department of Education
Boise, Idaho 83720
(208) 332-6992 crsimpson@sde.idaho.gov

Experience

Education Technology Coordinator

2005-Present *Idaho State Department of Education* *Boise, Idaho*

- Coordinate activities for the Idaho Council for Technology in Learning
- Manage Title II-D Funds
- Assist districts with integrating technology in the curriculum

Implementation/Application Specialist for ISIMS Project

2004-2005 *Idaho State Department of Education* *Boise, Idaho*

- Responsible for SIS implementation and application support
- Collaborative team work
- Produced "Just in time" training documents and conducted WebEx trainings

District Technology Coordinator

2000-2004 *West Side School District* *Dayton, Idaho*

- Responsible for teacher and student systems, phone systems, local area network, technology integration, and technology professional development
- Created district web site
- Helped to establish distance learning courses with Utah State University and the Utah Education Network (UEN)

7th and 8th grade teacher

1998-2000 *West Side School District* *Dayton, Idaho*

- Taught English and Language Arts

Education

M.Ed. – Instructional Technology

1999-2003 *Utah State University* *Logan, Utah*

- Received degree in 2004
- Courses were delivered and viewed on the Utah Education Network (USU was the originating site)
- Utilized WebCT as our course management system
- Favorite courses include Instructional Design Process, Instructional Development Tools, Computers in Education for In service Teachers, and Distance Learning K-12

B.S. – Elementary Education

1989-1997 *Brigham Young University* *Provo, Utah*

- Worked as an undergraduate research assistant in creating a survey instrument in identifying pre-service teacher's perspectives toward social studies and its role in the curriculum

Skills

Experience with the following:

- Windows, OSX, and Linux operating systems
- HTML, PHP, Java, MySQL, MS SQL
- WebCT, Blackboard, and Moodle course management systems
- Joomla and Drupal content management systems
- Mediasite video recorder
- Open Source tools such as Audacity, GIMP, Open Office, and Open HTML-Kit

Professional memberships

AECT—Association for Educational Communications and Technology

IETA—Idaho Education Technology Association

SETDA—State Education Technology Director's Association

ISTE—International Society for Technology in Education

CoSN—Consortium for School Networking

Marybeth Flachbart

(b)(6)

mbflachbart@sde.idaho.gov.

Professional Experience

Idaho State Department of Education, September 2008

Deputy Superintendent, Student Achievement and School Accountability

Responsible for the supervision of the state's implementation of NCLB and IDEA. Programs include Title I-A, Title I-B (Even Start), Title I-C (Migrant Education), Title III (Limited English Proficient), School Improvement, State Wide System of Support, Response-to-Intervention and all Special Education programs.

Boise State University, January 2007 – September 2008

Associate Director, Center for School Improvement and Policy Studies (CSI&PS)

CSI&PS is dedicated to providing technical assistance to the Idaho State Department of Education, local school districts and communities across southwest Idaho. Responsible for providing supervision of regional special education services, state wide school improvement activities, and professional development to the Idaho Reading First schools. Other projects include Idaho Building Capacity Network, Principal's Academy of Leadership, and Extending Learning Opportunities for Middle School Students.

Idaho State Department of Education, May 2001-January 2007

Bureau Chief, Special Populations (2005-2007) Provided leadership, coordination and technical assistance over federal programs including: Title I-A, Title I-B (Reading First, Even Start), Title I-C (Migrant Education), Title II-B (Highly Qualified Teachers and Administrators), Title IV (Safe and Drug Free Schools, 21st Century Learning Communities), Title V (Comprehensive School Reform) and all Special Education programs. Ensured state and district compliance with all federal regulations and laws. Supervised administrative staff and budgets for all federally funded programs (\$140 million annually). Provided counsel to local education agencies in solving a range of legal, education and implementation problems relating to the implementation of No Child Left Behind and the Individuals with Disabilities Education Act. Served as Idaho's representative on a variety of commissions, task forces, committees and work groups on both state and national levels.

Director, Idaho Reading First (2003-2005) Responsible for the creation of Idaho's Reading First Grant. Chaired the state's first research-based reading curricula selection committee. Created the state criteria for eligibility and facilitated two rounds of grant competitions. Directed the technical assistance and professional development to all Reading First schools including: state-wide Reading Academies for all kindergarten-third grade teachers, Reading Leadership Institute, Reading Coach training, evidence-based curricula selection, implementing the three-tiered model, formative assessment, progress monitoring, program fidelity, and increasing reading proficiency of English language learners. Worked with external program evaluators and prepared all federal and state reports.

Reading Coordinator (2001-2003) Led the state's reading initiative. The Idaho Reading Initiative has three elements: the tri-annual administration of the state reading indicator, 40 hours of intervention to students reading below grade level and professional development of all teachers and administrators working with elementary students. Responsible for administration of the assessment, data collection, analysis and reporting to all stakeholders. Facilitated the creation of the state's Spanish reading indicator, and pre-kindergarten literacy assessment. Ensured that all elementary schools were providing a minimum of 40 hours of intervention to each below grade level student by reviewing each of their school plans. Chaired the literacy section of the state's early childhood standards. Directed the professional development provided to all educators by the State Department of Education, institutions of higher education and private providers.

Boise State University, August 2000 – May 2001

A member of the literacy faculty at Boise State University. Taught both graduate and undergraduate sections of Comprehensive Literacy. The Comprehensive Literacy course is designed to provide general education teachers with sufficient knowledge in the five components of reading (phonemic awareness, phonics, fluency, comprehension and vocabulary) and formative assessment so that they can provide in-class remediation to struggling readers.

Neuhaus Education Center, 1998-2000

Neuhaus is a not-for-profit educational foundation dedicated to providing in-depth professional development to teachers working with students with dyslexia and other related language disorders. As part of the teaching faculty taught classes in: basic language skills (phonemic awareness and phonics), oral language development, building fluency, metacognitive comprehensive strategies, morphology and diagnosing reading disabilities.

Houston Independent School District, 1991-1998

Held a variety of positions in special education including: self-contained class for secondary students with behavior disorders, remedial reading, resource room support, co-teacher, reading teacher and reading teacher trainer.

Education

Boise State University, Boise, Idaho, Summer 2004 to date

Currently completed all but dissertation. Cognate emphasis on school improvement and providing technical assistance to rural schools.

Fairfield University, Fairfield Connecticut, M.Ed. 1991

Master's degree in special education, summa cum laude

Marymount Manhattan College, NYC, B.A., 1980

Certifications

Dyslexia Specialist, Certified Academic Language Therapist, K-12 Special Education

Professional Memberships and Affiliations

- National Association of Special Education Directors
- Idaho Association of School Administrators
- Past President of the Idaho Chapter of the International Reading Association
- International Dyslexia Association
- National Governors Association Early Childhood Task Force
- Governor's Coordinating Council for Families and Children
- Idaho's Early Childhood Cross Systems Task Force
- Idaho Human Rights Education Committee, Board Member

Recent Presentations

- Grade Level Teams: Powerful Processes for Collaboration, National Reading First Conference, Nashville, July 2008
- Meeting the Needs of All Learners: Assessment and Data Utilization, Instructional Focus, Optimizing Time and Resources, and Instructional Delivery, National Reading First Conference, St. Louis, July 2007
- Special Education's role in a systems wide approach to RTI, Idaho Special Education Directors Annual Conference, May 2007
- Reaching All Learners: A Framework for Success, Title I Conference, Boise, Idaho, April 2007
- Catching Them Before They Fall Requires Policy, Procedures, and Commitment: Idaho's State Wide Approach to Increasing Literacy for All Students, Consortium of Reading Excellence (CORE) Annual Summit, San Francisco, CA, February 2007
- Research-based Recommendations for Improving Reading Proficiency Among ELL Students, Idaho Reading First Leadership, February 2007
- Structure of Language, Idaho Reading Academy, January 2007
- Improving Virtual Education for Students with Disabilities, Council of Chief State School Officers, Charter School Meeting, Indianapolis, IN, November 2006
- Funding the 3-Tiered Model, Research Based Interventions for Struggling Middle School Students, Idaho State Department of Education, Boise, October 2006
- Principal Academy of Leadership: Using Surveys of Enacted Curriculum and Learning Communities to Support Administrators, Chief State School Officers Annual Meeting, Boulder, CO, July 2006
- Teacher Leadership: Instructional Coaching, Idaho Reading First, June 2006
- Study of Leadership: Idaho Reading First Schools, Reading First State Directors Meeting, Boston, MA, May 2006
- Response to Intervention and Evidenced Based Practices, Annual Meeting of Idaho Special Education Directors, April 2006
- Special Education Primer for Charter School Administrators and Authorizers, U.S. DOE, Washington D.C, March 2006

SELENA M. GRACE

(b)(6)

EDUCATION

George Mason University 2008 – Fairfax, Virginia
MFA, Creative Writing – Nonfiction emphasis

Boise State University 2002 – Boise Idaho
Bachelor of Arts – English writing emphasis; minor - Native American Studies

WORK EXPERIENCE

Office of the State Board of Education – Boise, Idaho

Research Analyst/Grant Developer (2007 – present)

- State coordinator for the Integrated Postsecondary Education Data Systems (IPEDS). Plan, develop, implement, and provide oversight for the State Board of Education's data collection and data management systems, including IPEDS, postsecondary reporting, and other data systems.
- Identify, monitor, and evaluate educational trends to determine how these trends impact the Board's research agenda, their vision, mission, and goals. Analyze and interpret statistical data in order to identify significant trends and differences in relationships among sources of information.
- Research grant opportunities, prepare or review plans, grant applications or contracts for compliance with state and federal requirements, feasibility and legality of program design and cost-effectiveness. Ensure all grant criteria, timelines and regulations are adhered to when grants are submitted. Submit or assist with submitting grants

George Mason University – Fairfax, Virginia

Graduate Teaching Assistant (2004-2006)

- Prepared, formatted and presented multiple writing research projects at the same time. Taught two sections of English 101 Composition in Fall 2005 and Spring 2006, and selected my texts, designed the lesson plans and assignment requirements for each semester. I also tutored undergraduate students in the Writing Center Fall 2004 and Spring 2005, and worked with a large population of English as a Second Language (ESL) students.

RGI, Inc. (NASA Logistics Support Contract) – Falls Church, Virginia

Project Administration Specialist (2003-2004)

- 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. Handled all communications with participants and speakers; coordinated logistics, lodging and presenter requirements for NASA training support programs. Continuously managed more than 20 training programs with 20-50

participants per program held at the 12 different NASA centers. Edited and formatted the office Standard Operating Procedures (SOP) manual.

University of Idaho - Boise, College of Education

Center on Disabilities and Human Development – Boise, Idaho

Administrative Assistant (2001-2003)

- Created and prepared database to track financial donors of 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. Designed and edited two 10-chapter Training manuals to be used by Health & Welfare.

University of Idaho, College of Law, Legal Aid Clinic – Moscow, Idaho

Legal/Office Assistant (1929-2001)

- 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. Taught students the proper procedures for court filings and standard clinic procedures.

Olley & Webber, Chartered – Pocatello, Idaho

Legal Assistant (1995-1999)

- Transcribed, drafted letters and used initial client screening questionnaires to draft court pleadings for attorney review, while maintaining daily contact with clients. Screened initial client requests, scheduled appointments and court dates. Processed all payments and retainers, handled balancing of bank accounts, prepared attorney draws, payroll, payroll taxes, and paid monthly expenses for the office.

INTERNSHIPS

Log Cabin Literary Center

(2007)

- Coordinated and Managed Writing Idaho program; including writer coordination (which involved four writers presenting at four different locations), venue coordination, creation and designs for flyers and site information packets, sought donors for contributions to the program, tracked grant expenses and managed budget.

(2001-2002)

- Organized five years of donation information to be placed in a donor recognition book. Designed document format and input surveys for Writers in the schools (WITS) program. Wrote announcements for monthly newsletter and upcoming events and activities. Proofed, edited and formatted 268 pieces of student writing from Summer Writing Camp.

Boise State University

(2001)

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

AWARDS/SCHOLARSHIPS

2006-2007 George Mason University Non-fiction Writing Fellowship
2004 & 2005 George Mason University, English Department Graduate Teaching Assistantship
2002 Richard Poore Writing Scholarship
2002 Essay selected for presentation at Sigma Tau Delta National Convention
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
1993 Governor's Job Training Partnership Act (JTPA) award - Distinguished Participant

ORGANIZATIONS/MEMBERSHIPS

Sigma Tau Delta, English Honors Society
The Cabin Literary Center
American Business Woman's Association (1995-2000)
Idaho Association of Legal Secretaries (1997-1999)

Margo Healy

Margo Healy

(b)(6)

Experience

March 2007- Present

**Director of Assessment and Accountability
Office of the State Board of Education, Idaho**

Primary responsibilities:

- Represent Idaho in National Assessment Meetings
- Lead the team of assessment program managers, ISAT, NAEP and IELA
- Manage the testing process for the online assessment for 2-4 administrations per year for Idaho students grades 2-9, and the 10th grade Graduation Test
- Manage the contract for the vendor providing the ISAT for Idaho students grades 2-9, and the 10th grade Graduation Test
- Provide leadership in transitioning all schools and districts to the new test and the new vendor, 2007
- Oversee professional development and training as Idaho educators create the items for the test under the direction of Data Recognition Corporation
- Create long-range plan for furthering the education of Idaho educators about assessment, item development, alignment to content standards, and test security.

June 2005-March 2007 Director of Title I and Coordinator of School Improvement Idaho State Department of Education

Primary accomplishments:

- Complete revision of transition process to assist schools in reforming the service model for Title I School Wide Implementation
- Complete revision of the Idaho NCLB School Improvement Planning Process
- Creation and implementation of the Principal Academy of Leadership
- Rebuild the Title I Team and create trusting relationships with schools and districts
- Create and implement a train-the-trainer model for Idaho Middle Schools to move to Standards Based Lesson Delivery
- Facilitate Standards Based training for 100 Idaho teachers creating a statewide network of trainers

**2003-2005 Director of Consultation and Professional Development
Lee Pesky Learning Center, Boise, ID**

As Director of Consultation and Training I was responsible for responding to requests and initiating new contacts with schools and districts that wanted to begin a change process or provide professional development in areas related to literacy and math intervention.

**2001-2003 Senior Consultant
Consortium on Reading Excellence (CORE), Emeryville, CA**

**2000-2002 Director- Professional Development Academy
Caldwell School District No. 132 Caldwell, Idaho**

Primary Task: Create a model Professional Development Academy for Caldwell 132.

1994-2002 District Language Arts Coordinator K-12

Caldwell School District No. 132 Caldwell, Idaho

Supervised Language Arts Curriculum Writing Project (K-12)

Supervised Reading Series adoption (K-12)

Implemented High School Reading Intervention Program

Implemented a district-wide reading initiative

Developed and implemented a district-wide Writing Assessment (K-11)

Developed and taught in-service classes in reading instruction and writing instruction.

Professional
Associations

Statewide Committees to Implement the Idaho Reading Initiative
(1999-2000)

Chaired the Statewide Conference, "Implementing the Idaho Reading Initiative" (2000-2001)

Idaho Council of Reading, IRA , Past President (2000-2001),
Secretary (2002-2003)

International Reading Association

National Staff Development Council

National Staff Development Academy XIII Graduate 2001-2004

Association for Supervision and Curriculum Development

National Council of Teachers of English

Education

1969-1972 University of Oregon Eugene, Oregon, B.S. Curriculum and Instruction

1974-1975 University of Idaho, Moscow, Idaho, M.Ed. Special Education

Currently Enrolled Boise State University Doctoral Program: Curriculum and Instruction

References

Available upon request.

WENDY ST. MICHELL

Office of the State Board of Education
650 W. State Street Boise, Idaho 83720 208.332.1586
wendy.st.michell@osbe.idaho.gov

SKILLS

- **Program Manager:** Ability to see all aspects of a program and administer action to get multiple projects completed. Experience in needs assessment and implementation of solutions. Able to see the big picture, yet realistic and task oriented. Budget oversight and grant/contract management experience. Self-starter and dependable.
- **Communicator and Liaison:** Possess strong writing and verbal skills. Ability to communicate and collaborate at multiple levels, creating linkages within all levels of working groups and business units. Enjoy working with others, as well as individually.
- **Trainer/Educator:** Ability to create and facilitate all types of training sessions, inclusive of team building activities. Creation and implementation of educational manuals, programs and sessions. Experience in writing and adapting documents to culture and age-specific audiences. Cross-cultural curriculum published in Through African Eyes, by Leon Clark.
- **Leader:** Adhere strongly to a relationship building focus. Commitment to lead by example.
- **Community Builder:** Adaptable to communities and committed to come alongside a body of people and implement strategies jointly. Readiness and ability to take any situation in development to the next level.
- **Multilevel Organizer:** Move easily within situations while balancing numerous responsibilities. Capable of identifying priorities and finishing projects in a timely and effective manner.
- **Developer:** Competence in proposal/grant writing, fundraising and monitoring & evaluation strategies. Strong skills in using Word, Excel, Power Point, Publisher, Photoshop, Outlook and GroupWise.
- **Multi-cultural:** Spanish speaker, cross-culturally minded, extensive world travel and overseas residence. Delegation leader to foreign countries, including Latin America and India. Assistance with refugees from multiple countries in Idaho, California, Maryland and Bulgaria. Dedicated to creating a sense of belonging for all people. Able to advocate and communicate effectively regarding the issues surrounding migrants, immigrants and refugees.
- **Community organizer:** Volunteer for annual Intercultural Forum in Boise, Idaho. Work with high school and college students in a mentor capacity. Lead support groups as well as adventure trips.
- **Adventurer:** Passion for travel, running, backpacking, mountain biking and SCUBA diving.

PROFESSIONAL EXPERIENCE

Idaho Office of the State Board of Education, Boise, Idaho April 2004 – Present
Idaho English Language Assessment Program Manager/State Title III Director (No Child Left Behind): Current management of the state assessment program for Limited English Proficiency (LEP) students, servicing over 20,000 English language learners, representing 92 different languages, in over 80 school districts in the state of Idaho.

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208.371.1045

- Development and management of the Idaho English language assessment system and process, including a placement test and end of year summative assessment.
- Oversight of over \$8 million in state and federal school district allocations and direct management of federal program operation funds.
- Assurance of statewide and district compliance with federal regulations. Collection, analyzing and reporting of annual LEP student data to the Idaho legislature and U.S. Department of Education.
- Monitoring and evaluation of programs across the state. Provision of information, training and professional development opportunities to district teachers and administrators.
- Development of legislative priorities, policies, rules and procedures for the LEP program.

Boise State University, Boise, Idaho

August 2003 – March 2004

Teacher/Facilitator: Provided beginning, intermediate and advanced level English as a Foreign Language instruction to students enrolled in an intensive English language program at the University. Developed curriculum, based on needs assessment and ability. Provided students with a well rounded, cross cultural experience.

Catholic Relief Services (CRS), Baltimore, Maryland

January 2000 – June 2003

Senior Analyst, Latin America and Caribbean Regional Office: Provided 15 country offices in Latin America with programming support from headquarters; including new business development (proposal/grant writing, research, editing and marketing) and assistance with country program projects and budgets.

Assisted in grant development in Central/South America and South Africa in a consultant capacity from June 2003 through March 2004.

Negotiated and coordinated U.S. government cash and food grants, as well as operated as an overall liaison to external donors.

Facilitated regional meetings and workshops, including adult learning and facilitation skills trainings. Assisted in regional advocacy initiatives such as remittances, fair trade, migration, and peace building, as well as development of regional strategies.

Produced semi-annual data reports on funding and growth.

Communicated regularly with other departments, (including the media, web and major donor units), to ensure quality programming.

Eastern Europe Partnership Manager: Conducted needs assessments on partnership capacity and facilitated trainings in partnership building in Bulgaria, Macedonia, Albania and Kosovo.

Project Assistant - Sofia, Bulgaria: Assisted the CRS/Bulgaria programs, which included education, micro-enterprise and a U.S. Government Food for Peace program.

Annapolis Area Christian School, Annapolis, Maryland

August 1997-June 1999

High School Spanish Teacher: Spanish instruction to level I and II high school students.

- Led trip to Mexico with 22 students.

Food Link, Annapolis, Maryland

June-August 1999 *Summer Coordinator: Community Resource and Outreach Center Development*

Assisted the Hispanic community in the efforts of easing the transition of immigrants into the Annapolis area.

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- Performed a needs assessment of the community, coordinated and facilitated meetings.
- Assisted in job placement, budgeting, proposal writing and fundraising efforts in pursuit of enhancing the communication between the advocacy groups in the area.

World Relief Corporation, Guantanamo Bay Naval Base, Guantanamo Bay, Cuba
1995-1996

Education Supervisor/ESL Coordinator: Worked with World Relief to create and facilitate an educational facility for one camp of Cuban migrants detained in Guantanamo Bay during the refugee crisis.

- ESL instruction to students of all levels with class sizes from 10 to 80 students.
- Liaised between the Joint Task Force Military Personnel, the migrants and other organizational administration to improve the education for the Cubans.
- Promoted to supervision of the 8-member ESL team, the remaining budget and all of the ESL facilities on the base.

EDUCATION

- **M.A. International Training and Education**
August 1999
American University, Washington, DC
- **B.A. English Literature/Spanish; Cum Laude**
May 1995
Whitworth College, Spokane, Washington
- **Teaching English As A Second/Foreign (TESL/TEFL) Certification**
January 1995

PROFESSIONAL REFERENCES

References available upon request

Myrna L. Holgate, CPA

(b)(6)

WORK = (208) 552-0844

(b)(6)

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)

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)

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.

Dates Employed: 1977-1980

Exact Title or Position: Medicare Auditor

Name and Address of Employer: Blue Cross of Idaho, Boise, Idaho

Name of Immediate Supervisor: "Hoot" Gibson

Description of Duties and Responsibilities: Medicare Audits of hospitals and nursing homes

Dates Employed: 1976-1977

Exact Title or Position: Business Manager

Name and Address of Employer: Coors Distributing Company, Boise, ID

Dates Employed: 1972-1974, 1976-1977

Exact Title or Position: Tax Roll Clerk to RPGII Programmer, Chief Deputy

Name and Address of Employer: Canyon County Clerk, Auditor, Recorder, Caldwell, ID

Nonresponsive

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.

Current Year Committee Work:

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

Name: Gregory D. Berg

Job Title: Coordinator, Public School Finance

Years with SDE: 9

Division: Finance, Child Nutrition, and Student Transportation

Supervisor's Name: Tim Hill, Deputy Superintendent

Key Responsibilities:

- Attendance / Enrollment Collection / Processing and Workshops
- Idaho Association of School Business Officials (IASBO) Spring workshop
- Charter School Workshop
- Dropouts
- Educational Directory
- Maintaining the Idaho District's Contact Information (IDCI)
- Support Unit Calculation for State Funding
- Separate Schools Survey
- Calculate the Completion Rate for AYP

I work with the 115 school districts and 31 charter schools to ensure that we have accurate and complete attendance and enrollment data to calculate support units, which allows us 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 attendance and enrollment reporting. I do the data analysts to ensure compliance with Idaho Code and State Board Rules. I manage the dropout and graduation collections and database, which is used to provide the graduation rate for adequate yearly progress (AYP), Federal reporting and statistical information. I maintain the Idaho District Contact Information (IDCI), which is a web based tool and database to collect and provide to the Department of Education the various mailing and contact listing of key district and charter school personnel. The IDCI also provides information for the online Educational Directory, which I maintain.

Other Tasks:

- I prepare and do the yearly, regional Attendance / Enrollment Workshops that train the district personnel in the reporting of the attendance and enrollment data, the use of the state reporting software and the rules and laws of attendance and enrollment reporting.
- I provide training to School Business Managers through a yearly workshop sponsored by the Idaho Association of Business Officials.
- When requested, I do analysis and provide 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.
- To provide technical support for vendors of Student Management Systems in the area of state attendance and enrollment reporting.

Current Year Committee Work:

- The Data Committee that is working on the software re-write.
- The Continuity Of Operation (COOP) committee working to develop the department's disaster plan and how the department will continue its operation.

Name: Lester Wyer

Job Title: Funding and Accountability Coordinator, Special Education

Years with SDE: 8; 4 years prior with Division of Professional Technical Education

Division: Student Achievement and School Accountability

Supervisor: Jean Taylor, Director of Special Education

General Data Management Responsibilities:

- ❖ Manage Special Education Student Enrollment System electronic database used by school districts, local education agencies and state department to collect and report statistical data required by IDEA.
- ❖ Manage Gifted and Talented Student Enrollment System electronic database used by school districts, LEAs and SDE to collect GT child count data.
- ❖ Develop, maintain and update documents, manuals, instructions for program policies and procedures relating to data collection, grant applications, allowable activities, budgeting, program administration.
- ❖ Develop and provide training and technical assistance to local education agencies and other program users in the use of Special Education Student Enrollment System, Title VI-B grant application development, and use of electronic application system.
- ❖ Annually develop and distribute policies and procedures and instructions for December 1 special education/Gifted and Talented child count.
- ❖ Provide on-site regional training to district personnel in use of electronic child count system and data collection and reporting regulations.
- ❖ Conduct December 1 child count.
- ❖ Work with IT programmers and independent contractors to insure timely and accurate submission of annual special education data reports to the U.S. Department of Education via the DANS and EDFacts systems.
- ❖ Provide appropriate data to School Finance for the purpose of generating special education unit funds and special distributions for Special Education and Gifted and Talented.
- ❖ Compile, analyze and reports special education statistical and performance data to federal agencies.
- ❖ Coordinate and participate in several SDE data/technology initiatives and contracts for services provided to school districts and LEAs, including Excent Tera, and Aimsweb

In addition to the above responsibilities in the area of special education data management, I have job responsibilities that are focused on a variety of administrative and financial management duties. In the area of grants management I perform the following tasks:

- Calculate and distribute LEA Part B allocations
- Develop forms, documents and computer applications in compliance with state, federal regulations
- On-going development and management of web-based application for IDEA Part B funding application
- Evaluate and approve applications for state and federal funding

In the area of financial management, I develop, monitor and report on Special Education budgets as well as discretionary contracts and awards; monitor compliance with federal regulations re: the use of funds at the LEA and SDE levels; monitor and enforce compliance with Maintenance of Effort Regulations; provide technical assistance to LEAs around federal regulations.

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

Matthew Aaron McCarter

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Education

Western Washington University, Fairhaven College 1991 – 1995 Bellingham, WA
B.A., Interpersonal Communication and Experiential Education

Professional Experience

Programs Coordinator

Safe & Drug Free Schools Feb 2007- present

21st CCLC, School Safety and Security

Idaho State Department of Education

- Administer \$12+ million in state and federal funds to Idaho school districts.
- Provide technical assistance, training and guidance to schools in the areas of substance abuse and violence prevention, after school programming and school safety and security.
- Liaise with state agencies, non governmental organizations and community groups to collaborate in reducing adolescent risk behaviors.
- Conduct grant competitions on a frequent basis and develop annual statewide trainings.
- Responsible for statewide data collection, outcome measurement and reporting to the state legislature and the US Department of Education.

Executive Director

Healthy Community* Healthy Youth August 2002 – Feb 2007

Boise Office of the Mayor / Parks & Recreation

- Created and implemented strategies for resource development including grant writing, soliciting in-kind donations and creating partnerships.
- Generated community wide involvement in initiatives and projects involving youth-adult relationships and youth recognition
- Created, maintained and motivated a diverse coalition of organizations and individuals with the common goal of building Developmental Assets in every young person in Ada County.
- Recruited, trained, motivated and retained youth and adult volunteers. Supervised AmeriCorps Volunteers, staff and interns.
- Created and implemented recreational programming for teens.

Community Organizer

King County Community

August 1998 – June 2002

Organizing Program

- Served as a liaison between county leadership and community groups.
- Provided technical assistance and funding to communities working to create, plan and implement community involvement strategies for the purpose of preventing substance abuse, neglect and violence among youth through.
- Allocated and tracked grants and contracts. Assisted grant recipients in designing and implementing effective programming and measurement tools focused on prevention.

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(b)(6)

Work Phone (208) 332-6961

Volunteer Program Manager

Seattle Police Department

Sept 1997 - August 1998

- Served as a liaison between the Seattle Police Department (SPD) and the Seattle community by designing and coordinating the SPD's volunteer program.
- Designed manuals for volunteer supervisors and volunteers.
- Recruited, trained and supervised two full time AmeriCorps volunteers and approximately seventy-five department volunteers.

Board Memberships and Noteworthy Accomplishments

Commissioner

Idaho Criminal Justice Commission

Feb 2007 – present

Member

Interagency Committee on Substance Abuse

Feb 2007 - present

Main Presenter

Chatcolab – Northwest Leadership Lab

June 2005

Grand Prize Winner

Governor Kempthorne's Community of Promise Red Wagon Award

Feb 2005

U.S. Delegate

Core Leaders information exchange on youth development – hosted by the Cabinet office of Japan (Tokyo, Nagasaki)

Jan 2005 - Feb 2005

Appointed

Governor Kempthorne's Coordinating Council for Families and Children (Priority Co-Chair / Executive Committee)

Sept 2004 – Feb 2007

Member

KBCI News Channel Two, Community Advisory Board

November 2004 –Feb 2007

Member

United Way Community Investment Council

August 2002 – Feb 2007

Facilitator

Coalition for Youth Sport

November 2003 – Feb 2007

Board Member

Police Activity League

December 2003 – Feb 2007

Board Member

Drug Free Idaho / PAYADA

January 2004 – Feb 2007

Chairman

City of Boise Parks and Recreation Employee Advisory Committee

August 2003 – Feb 2007

Instructor

University of Idaho

Jan 2003 – May 2003

Creative Solutions for Youth Development class series.

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Chairman

Greater Issaquah Youth and Family Network

May 1999 – June 2002

Training Highlights

Power of Hope

Jan 2001 – August 2002

Empowerment through the arts
core facilitator's training.

Leadership Institute

Sept 2001 – May 2002

Yearlong program focused on personal and
organizational leadership development.

Leadership Boise

Sept 2006- May 2008

Chamber of Commerce sponsored leadership
Development program

Outstanding Skills

- Facilitation
- Community relations
- Public speaking / Keynote presentations
- Coalition / partnership building
- Instruction / training
- Leadership development
- Supervisory expertise
- Clear, effective and powerful verbal and written communication styles
- Organizing and streamlining projects
- Mission, vision and goals identification and implementation
- Microsoft Office suite

Assumed administrative responsibility during a transition from an interim management team to a permanent head of school. Formalized administrative processes and procedures to ensure long-term stability of the school: strategic planning, employee contracts, parent/faculty grievances, hiring and evaluation processes, handbooks, emergency response planning, development and marketing, registration, building needs, budget and financial planning.

EDUCATION DIRECTOR

2002-2006

Foothills School of Arts and Sciences, Boise, Idaho

Oversaw research and development for preschool-ninth grade educational program. Developed and implemented the *Curriculum Design Handbook*, incorporating research, inquiry and authentic assessment of student learning. Implemented inquiry-based professional development for faculty. Wrote and administered grants totaling over \$500,000. Developed individual education plans for all students with special needs; coordinated implementation with learning specialists, tutors, medical practitioners, parents and teaching teams.

PROGRAM COORDINATOR

1998-2002

Foothills Early Childhood Learning Center

Partnered in the development of an innovative early childhood program inspired by educators in Reggio Emilia, Italy. Co-authored and administered a \$205,000 grant program that established a lab school for early childhood research and outreach presentations to university students, educators. Served as a classroom teacher to three and four-year-olds as well as a Parents as Teachers educator for families with children birth through 3 years of age. Provided early childhood screenings and assessments.

PROFESSIONAL LEADERSHIP

Early Childhood Education:

ACCREDITATION VALIDATOR 1999-2002

National Association for the Education of Young Children

Validated early childhood programs through the Academy.

BOARD 1998-2002

The Treasure Valley Coalition of Parents as Teachers

Participated in creation of the Coalition. Collaborated on parent education planning, training and testing for children birth through age three.

BOARD CO-CHAIRMAN 1996-1998

The Cooperative Preschool at St. Michael's, Inc.

Wrote a regular newsletter column. Headed NAEYC accreditation review, hiring committee, school expansion and Boise City licensing. Chaired the committee to draft the *Teacher Handbook* and to revise the *Policies and Procedures*, the *Emergency Plan*, and the *Parent Handbook*. Initiated Parent Education Library and *Quick Takes*, short informative articles for parents.

ADVISORY BOARD 1997-2002

Child Care Connections

Participated in Child Watch 1998 and served on the Advocacy Committee.

English/General Education:

ALUMNI BOARD 1991-1996

Idaho State University

Participated in formation of alumni mentoring program for ISU graduates.

WOMEN'S COMMITTEE 1988-1995 REGISTRATION CO-CHAIRMAN SPRING
REGIONAL CONFERENCE 1982

National Council of Teachers of English

Oversaw publication of WILLA and coordinated registration for national conference.

PAST-PRESIDENT 1994-1995, PRESIDENT 1993-1994, VICE-PRESIDENT 1992-1993,
NEGOTIATOR 1992-1995, BUILDING REPRESENTATIVE 1985-1987, 1979-1980

Nampa Education Association

Initiated, edited and wrote articles for the weekly *Education Pipeline* column in The Idaho Press Tribune. Initiated speaker's bureau, mentor program. Promoted collaborative bargaining in the negotiations process. Chaired the 1986 Teacher of the Year banquet.

REGION 8 BOARD 1992-1995, VISIONS COMMITTEE 1993

Idaho Education Association

Represented Region 8 members in decision-making and participated in drafting of the IEA Vision for Excellence in Education.

ADVANCED PLACEMENT COMMITTEE 1993-1994, RESEARCH AND ISSUES
COMMITTEE 1989-1991, VICE CHAIRMAN 1984-1985, SECRETARY 1982-1984,
SECONDARY SCHOOL EXCELLENCE COMMITTEE 1983.

Secondary Curriculum Committee, School District #131

Participated in the district curriculum development process, served as a teacher-researcher on issues ranging from tracking to assessment and standards for excellence.

COPY EDITOR IDAHO ENGLISH JOURNAL 1988-1992, PRESIDENT 1986-1987,
PRESIDENT-ELECT 1985, SECOND VICE-PRESIDENT 1984-1985, SPRING
CONFERENCE CHAIRMAN 1981

Idaho Council of Teachers of English

Chaired the statewide fall conference, regional spring conference and membership committee.

PUBLICATION

A Classroom of Teenaged Readers, co-authored with Driek Zirinsky, published by Addison, Wesley, Longman 1998.

Education Pipeline, The Idaho Press Tribune 1991-1993

Active Voices IV, James Moffett, ed., 1986

Idaho English Journal, Idaho Council of Teachers of English, 1980, 1983

Y'East, Bread Loaf School of English, 1982-1983

Fingerprints, The Cooperative Preschool at St. Michael's 1996-1997

PROFESSIONAL RECOGNITION

Japan-American Grassroots Summit Fellow

National Teacher of the Year Finalist

Idaho State Teacher of the Year

Professional Achievement Award, Idaho State University Alumni Association

Mina Shaughnessy Scholar, Bread Loaf School of English

Region 8 Courageous Member of the Year Award, Idaho Education Association

Northern Idaho Writing Project Fellow, University of Idaho

Nampa-Boise Writing Institute Fellow, Boise State University

Treasure Valley Writing Project Fellow, Boise State University

National Cheerleading Coach of the Year, International Cheerleading Foundation



Project Manager / Business Analyst, Information Technology

Non-Classified Classification

Open for Recruitment: September 16, 2008 – September 29, 2008
Announcement # NONCLS067925

Location(s): Boise

SPECIAL NOTIFICATION: This position is exempt from classified state service and the rules of the Division of Human Resources and the Idaho Personnel Commission.

GENERAL POSITION DESCRIPTION:

The State Department of Education is recruiting for a qualified Information Technology Project Manager/Business Analyst to aid in the planned implementation of several major technology projects. Incumbents are actively involved in the development of the project goals, workplans, timelines, and implementation strategies. Incumbents apply their technical knowledge creatively to identify and solve complex problems. They will define system requirements and perform related work. They are actively involved or are responsible for revisions in the project components. Projects have statewide impact. Additional duties include legislative, vision, scope, policy and procedure coordination, progress reporting, and auditing, under the direction of the Chief Information Officer.

RESPONSIBILITIES:

Duties may include, but are not limited to:

- Project management, including the planning, development, implementation, and evaluation of projects.
- Developing project goals, work plans, timelines, implementation strategies, and evaluation methods.
- Identifying decision-making issues and key stakeholders.
- Developing and implementing strategies to encourage and obtain stakeholder and/or community awareness and support, and identifying project partners.
- Coordination of publicity and development of informational materials.
- Planning, facilitating and conducting meetings.
- Measuring, evaluating and communicating project performance.
- Directing research projects, analyzing research results, evaluating project impact and recommending modifications to stakeholders.
- Developing system proposals and cost-benefit analyses.
- Analyzing complex system design problems and developing solutions.
- Monitoring application systems ensuring design specifications and documentation meet published standards.
- Preparing illustrative output for review and approval.
- Approving development of logical database design

- Preparing system flowcharts, logic, and data management descriptions.
- Conducting system tests.
- Working with client users to assist them in defining specific IT needs and requirements, as well as providing client training.

MINIMUM REQUIREMENTS:

Experience in the following:

- Planning and implementing projects including coordinating the development of project scope, goals, work plans, timelines, implementation strategies, and measurement processes/methods for assessing progress toward goals and project outcomes.
- Interpreting and explaining specialized or complex material into information usable by the public.
- Developing and promoting support for a service program.
- Developing and presenting training to groups.
- Working with public communications systems and/or informational systems.
- Working with current generation computers and software systems.
- Using Management Information Systems including databases, applications, and network infrastructure for project or program applications.



IT Programmer Analyst, Senior

Non-Classified Classification

Open for Recruitment: September 16, 2008 – September 29, 2008
Announcement # NONCLS005850
Location(s): Boise

SPECIAL NOTIFICATION: This position is exempt from classified state service and the rules of the Division of Human Resources and the Idaho Personnel Commission.

RESPONSIBILITIES:

The Idaho State Department of Education (SDE) is looking for two software/database developers who want to contribute to the enhancement of public schools resources in Idaho. The incumbents' primary responsibilities will be to develop and maintain applications and databases for public schools data management and monitoring needs. The successful applicants will work in a team environment.

These are full-time, senior level positions, under appointment of the Superintendent of Public Instruction. At this level, incumbents are able to perform the full range of applications design, analysis, and programming functions. Incumbents apply their technical knowledge creatively to identify and solve complex problems. Applicants should have 5+ years experience in systems analysis and design and a proven track record. Some positions may have on-going leadership or formal supervisory responsibility for other professional IT staff.

- Analyzing, developing and maintaining custom business database programs needed by SDE for regular business functions.
- Analyzing, developing and maintaining web-enabled applications designed to collect data from the public school districts.
- Ensuring custom software is compatible with vendor software and current operating platforms.
- Working with team to define and maintain development procedures and standards.
- Participating in other related projects as assigned.

PREFERRED QUALIFICATIONS:

- Knowledge of software development life cycle.
- Experience performing object oriented application design and analysis.
- Experience with relational database design and maintenance.
- Ability to validate business rules with program areas for defining requirements.
- Experience writing programming specifications.
- Experience writing application documentation and test plans.
- Development experience with SQL, ASP, Java Script, and .NET or Java.
- Experience with Web application servers.
- Knowledge of web application security designs.
- Development experience with PHP, XML, or other web framework is a plus.

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mr. Troy M. Wheeler

Address:

* Street1: 650 W. State Street
Street2: P.O. Box 83720
* City: Boise
County: Ada
* State: ID: Idaho
* Zip Code: 83720-0027
* Country: USA: UNITED STATES

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

208-332-6982

208-332-6878

Email Address:

twheeler@sde.idaho.gov

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

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

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment

Delete Attachment

View Attachment

Application: R372A090025

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS		OMB Control Number: 1890-0018
		Expiration Date: 02/28/2011

* Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Idaho State Board of Education	

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	25,086.00	160,163.00	27,395.00			212,644.00
4. Equipment	135,000.00	20,000.00	20,000.00			175,000.00
5. Supplies		7,250.00				7,250.00
6. Contractual	2,636,783.00	1,581,721.00	1,249,179.00			5,467,683.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	2,796,869.00	1,769,134.00	1,296,574.00			5,862,577.00
10. Indirect Costs*	16,359.00	31,873.00	5,711.00			53,943.00
11. Training Stipends						
12. Total Costs (lines 9-11)	2,813,228.00	1,801,007.00	1,302,285.00			5,916,520.00

***Indirect Cost Information (To Be Completed by Your Business Office):**
If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

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

(2) If yes, please provide the following information:
* Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2007 To: 06/30/2008 (mm/dd/yyyy)
* Approving Federal agency: ☒ ED ☐ Other (please specify):

(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)?

* 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	247,240.00	283,529.00	345,211.00	234,213.00	244,753.00	1,354,946.00
2. Fringe Benefits	103,841.00	120,270.00	144,989.00	98,369.00	102,796.00	570,265.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual				620,340.00	624,090.00	1,244,430.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	351,081.00	403,799.00	490,200.00	952,922.00	971,639.00	3,169,641.00
10. Indirect Costs	38,268.00	43,885.00	53,432.00	103,869.00	105,909.00	345,363.00
11. Training Stipends						
12. Total Costs (lines 9-11)	389,349.00	447,684.00	543,632.00	1,056,791.00	1,077,548.00	3,515,004.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

State Longitudinal Data System Grant Application: Budget Narrative

Contents

Personnel.....	1
Fringe.....	2
Travel.....	3
Equipment.....	4
Supplies.....	5
Contractual.....	5
Construction.....	7
Other	7
Indirect Costs	8
Training Stipends.....	10

This document details the calculations that went into the construction of the project budget. The document contains a section for each line of the budget, Personnel, Fringe, Travel, etc. Within each section there is a subsection for each of the subprojects within this application. The subproject values were totaled in each category to get the final project totals.

In addition to the subprojects, there is a subsection for Oversight and Management. Oversight and Management includes the costs for the project management activities and the required meetings with NCES staff.

Personnel

Project	Funding Source	Amount	Justification
Longitudinal Data Store	Year 1 – State	\$86,240	Staff support to contractor designing longitudinal data store tables (facts and dimensions), doing the initial population of the tables, building the ETL to keep the tables loaded, and the cube design and construction (1,464 hours). Includes a week of time for 25 staff members for training and review of the data in the cubes.
	Year 2 – State	\$121,136	Half the effort from the prior year but with the addition of a full time DBA. 4.5% COLA applied.
	Year 3 – State	\$126,588	Same as prior year with COLA
	Year 4 and beyond – State	\$83,077	Full-time Data Base Administrator
Reporting and Analysis	Year 1 – State	\$67,200	Assumes 8 staff spending 6 weeks working with the contractor to build reports based on the cubes in the Longitudinal Data Store.
	Year 2 – State	\$64,372	Eight staff spending 3 weeks working on reports and integration. Two days of training for 50 SDE Staff member in the use of the reporting tool.
	Year 3 – State	\$116,191	Eight staff spending 3 weeks working on reports and integration. One full-time reporting analyst added
	Year 4 and beyond – State	\$83,077	Full-time reporting analyst
SIF State Infrastructure		None	
Enhance Student ID System	Year 1 – State	\$1,400	Two staff facilitating and conducting 10 one-hour web-ex training sessions with districts on the use of the ID system
	Year 2 – State	\$1,463	Same as above with 4.5% COLA
	Year 3 – State	\$1,529	Same as above with 4.5% COLA

Idaho SLDS Grant Application

Project	Funding Source	Amount	Justification
ETL Support to Districts		None	
Transcripts		None	
Oversight and Management	Year 1 – State	\$92,400	Assumes 2 staff at the NCES annual meeting three days each with travel; 4 staff to 6 2-day regional meetings around the state; 6 bi-monthly meetings with NCES (1 hour prep and 1 hour for the meeting), 6 conference calls with the executive stakeholder group, 2 staff for an hour of the meeting and an hour prep; 8 staff at 40 weekly ½ hour update meetings with ½ hour prep/wrap-up
			Also includes 80% of State Department project manager
	Year 2 – State	\$96,558	Same as year 1 with 4.5% COLA
	Year 3 – State	\$100,903	Year 2 adjusted by 4.5%
	Year 4 – State	\$66,462	80% of Project Manager, no further project meetings

Fringe

Project	Funding Source	Amount	Justification
Longitudinal Data Store	Year 1 – State	\$36,221	42% of Personnel
	Year 2 – State	\$50,877	“
	Year 3 – State	\$53,167	“
	Year 4 and beyond – State	\$34,392	“
Reporting and Analysis	Year 1 – State	\$28,224	“
	Year 2 – State	\$27,036	“
	Year 3 – State	\$48,800	“
	Year 4 and	\$34,892	“

Idaho SLDS Grant Application

Project	Funding Source	Amount	Justification
SIF State Infrastructure	beyond – State	None	
Enhance Student ID System	Year 1 – State	\$588	“
	Year 2 – State	\$614	“
	Year 3 – State	\$642	“
	Year 4 and beyond – State	\$671	“
ETL Support to Districts		None	
Transcripts		None	
Oversight and Management	Year 1 – State	\$38,808	“
	Year 2 – State	\$40,544	“
	Year 3 – State	\$42,379	“
	Year 4 – State	\$27,914	“

Travel

Project	Funding Source	Amount	Justification
Longitudinal Data Store	Year 1 – Grant	\$12,888	18 stakeholders for three days of meetings to review the longitudinal data store and “cube” designs
	Year 2 – Grant	\$13,468	Same as above with 4.5% COLA
	Year 3 – Grant	\$14,074	Same as above with 4.5% COLA
Reporting and Analysis	Year 2 – Grant	133,948	2 members from each of 114 districts and 31 Charters to 2 days of training on the use of the reporting and analysis system
SIF State Infrastructure		None	
Enhance Student ID		None	

Idaho SLDS Grant Application

Project	Funding Source	Amount	Justification
System			
ETL Support to Districts		None	
Transcripts		None	
Oversight and Management	Year 1 – State	\$12,198	2 people to the NCES SLDS Grant recipients meeting in DC. Assumes \$550 for airfare, three days of hotels at \$190, three days per diem at \$64, and \$50 for taxis/shuttle.
			4 people to 2-day meetings in the 6 regions of the state. Assumes \$80 hotel for 2 nights and 3 days per diem at \$44 plus \$600 mileage or other travel expenses for the group per meeting
	Year 2 – State	\$12,747	Same as year 1 with 4.5% COLA
	Year 3 – State	\$13,321	Year 2 adjusted by 4.5%

Equipment

Project	Funding Source	Amount	Justification
Longitudinal Data Store	Year 1 – Grant	\$100,000	Servers for Longitudinal data store, includes OS Software and Licenses
Reporting and Analysis	Year 1 – Grant	\$20,000	Servers for the Reporting and Analysis System, includes OS Software and Licenses
	Year 2 – Grant	\$20,000	Servers for the Reporting and Analysis System, includes OS Software and Licenses
	Year 3 – Grant	\$20,000	Servers for the Reporting and Analysis System, includes OS Software and Licenses
SIF State Infrastructure	Year 2 – Grant	\$15,000	Server with web access, includes OS Software and Licenses
Enhance Student ID System		None	

Idaho SLDS Grant Application

Project	Funding Source	Amount	Justification
ETL Support to Districts		None	
Transcripts		None	
Oversight and Management		None	

Supplies

Project	Funding Source	Amount	Justification
Longitudinal Data Store		None	
Reporting and Analysis	Year 2 – Grant	\$7,250	\$25 per participant in the Reporting and Analysis System training for handouts and other course needs
SIF State Infrastructure		None	
Enhance Student ID System		None	
ETL Support to Districts		None	
Transcripts		None	
Oversight and Management		None	

Contractual

Project	Funding Source	Amount	Justification
Longitudinal Data Store	Year 1 – Grant	\$281,750	Contractor time: 520 hours for table design and initial loading, 450 hours for ETL development, 480 hours for Cube development, 160 hours for training of SDE staff
	Year 2 – Grant	\$147,214	Contractor time half of previous year with 4.5% COLA

Idaho SLDS Grant Application

Project	Funding Source	Amount	Justification
Reporting and Analysis	Year 3 – Grant	\$153,839	Same as prior year with 4.5% COLA
	Year 1 – Grant	\$400,000	Contractor time to build reports along with license fees for selected Reporting and Analysis software
	Year 2 – Grant	\$300,000	Reporting system maintenance fees and report development
SIF State Infrastructure	Year 3 – Grant	\$300,000	Reporting system maintenance fees and report development
	Year 1 – Grant	\$473,000	The ZIS is licensed to the state at \$1 per student. The student locator framework support for Student IDs is \$150,000. There is \$50,000 to set-up and configure the state ZIS
	Year 2 – Grant	\$334,600	20% of license fees for updates and maintenance. \$250,000 to assist district with SIF horizontal integration (ZIS and agent licenses, vertical reporting assistance)
Enhance Student ID System	Year 3 – Grant	\$334,600	Same as year 2
	Year 4 and beyond – State	\$84,600	SIF license maintenance
	Year 1 – Grant	\$803,700	Assumes \$1 per student, \$10 per staff member, and 10% discount for doing both systems
ETL Support to Districts	Year 2 – Grant	\$160,740	Maintenance as 20% of license fee
	Year 3 – Grant	\$160,740	Maintenance as 20% of license fee
	Year 4 and beyond – State	\$160,740	Maintenance transfers to the State
ETL Support to Districts	Year 1 – Grant	\$678,333	\$7,500 per district and \$5,000 per charter. Two-thirds in the first year
	Year 2 – Grant	\$339,166	One-third in the second year

Idaho SLDS Grant Application

Project	Funding Source	Amount	Justification
Transcripts	Year 2 – Grant	\$300,000	Annual License fee to have vendor create, host, operate, and support the “Idaho Transcript Center.”
Includes:			
• All Public K-12 to Public K-12 in State (“record” exchange)			
• All Public K-12 to Public Postsecondary in State (“transcript” exchange)			
Year 3 – Grant			
Oversight and Management		\$300,000	Annual License fee
		None	

Construction

Project	Funding Source	Amount	Justification
Longitudinal Data Store		None	
Reporting and Analysis		None	
SIF State Infrastructure		None	
Enhance Student ID System		None	
ETL Support to Districts		None	
Transcripts		None	
Oversight and Management		None	

Other

Project	Funding Source	Amount	Justification
Longitudinal Data Store		None	

Idaho SLDS Grant Application

Project	Funding Source	Amount	Justification
Reporting and Analysis		None	
SIF State Infrastructure		None	
Enhance Student ID System		None	
ETL Support to Districts		None	
Transcripts		None	
Oversight and Management		None	

Indirect Costs

Project	Funding Source	Amount	Justification
Longitudinal Data Store	Year 1 – Grant	\$4,130	10.9% approved indirect cost rate applied to personnel, travel, and supplies. Applies to only first \$25,000 of contracts. Assumes multi-year contracts.
	Year 2 – Grant	\$4,193	“
	Year 3 – Grant	\$4,259	“
	Year 1 – State	\$13,348	“
	Year 2 – State	\$18,749	“
	Year 3 – State	\$19,593	“
	Year 4 and beyond – State	\$12,859	“
Reporting and Analysis	Year 1 – Grant	\$2,725	“
	Year 2 – Grant	\$18,116	“
	Year 3 – Grant	\$0	“

Idaho SLDS Grant Application

Project	Funding Source	Amount	Justification
SIF State Infrastructure	Year 1 – State	\$10,401	“
	Year 2 – State	\$9,963	“
	Year 3 – State	\$17,984	“
	Year 4 and beyond – State	\$15,584	“
Enhance Student ID System	Year 1 - Grant	\$2,725	“
	Year 2 - Grant	\$2,725	“
	Year 3 – Grant	\$0	“
	Year 4 and beyond – State	\$2,725	“
ETL Support to Districts	Year 1 – Grant	\$2,725	“
	Year 2 – Grant	\$0	“
	Year 3 – Grant	\$0	“
	Year 1 – State	\$217	“
Transcripts	Year 2 – State	\$226	“
	Year 3 – State	\$237	“
	Year 4 and beyond – State	\$2,972	“
	Year 1 – Grant	\$2,725	“
	Year 2 – Grant	\$2,725	“
	Year 2 – Grant	\$2,725	“
	Year 3 – Grant	\$0	“
	Year 4 and	\$2,725	“

Idaho SLDS Grant Application

Project	Funding Source	Amount	Justification
Oversight and Management	beyond – State		
	Year 1 – Grant	\$1,330	“
	Year 2 – Grant	\$1,389	“
	Year 3 – Grant	\$1,452	“
	Year 1 - State	\$14,302	“
	Year 2 – State	\$14,945	“
	Year 3 – State	\$15,618	“
	Year 4 and beyond – State	\$10,287	“

Training Stipends

Project	Funding Source	Amount	Justification
Longitudinal Data Store		None	
Reporting and Analysis		None	
SIF State Infrastructure		None	
Enhance Student ID System		None	
ETL Support to Districts		None	
Transcripts		None	
Oversight and Management		None	