

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100056**

Closing Date: DEC 04, 2009

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. Dept of Education Supplemental Information for SF-424	e11

Narratives

1. Project Narrative - (Project Narrative - Project Abstract...)	e12
Project Abstract	e13
2. Project Narrative - (Project Narrative - Project Narrative...)	e14
Project Narrative	e15
3. Project Narrative - (Project Narrative - Appendix A, Optional Attach.....)	e45
Appendix A	e46
4. Project Narrative - (Project Narrative - Appendix B Resumes of Key P.....)	e132
Appendix B	e133
5. Project Narrative - (Project Narrative - Appendix C Current Status o.....)	e167
Appendix C	e168
6. Project Narrative - (Project Narrative - Appendix D Letters of Support...)	e172
Appendix D	e173
7. Budget Narrative - (Budget Narrative - Budget Justification...)	e180
Budget Narrative	e181
8. Budget Narrative - (Budget Narrative - ED 524 Section C Spreadsheet...)	e198
Budget ED524 Section C	e199

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

Application for Federal Assistance SF-424		Version 02	
* 1. Type of Submission		* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:	
12/4/2009			
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:	
		NA	
State Use Only:			
6. Date Received by State: 11/17/2009		7. State Application Identifier: UTG091117-030RA	
8. APPLICANT INFORMATION:			
* a. Legal Name: Utah State Office of Education			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
876000545		029999372	
d. Address:			
* Street1:		P.O. Box 144200	
Street2:		240 E 500 S	
* City:		Salt Lake City	
County:			
State:		UT	
Province:			
* Country:		USA	
* Zip / Postal Code:		84114	
e. Organizational Unit:			
Department Name:		Division Name:	
Utah State Office of Education		Data, Assessment and Accountability	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:		* First Name:	
		John	
Middle Name:			
H			

* Last Name: Brandt

Suffix:

Title: Information Technology Director

Organizational Affiliation:

Utah State Office of Education

* Telephone
Number:

(801)538-7953

Fax Number:

(801)538-7938

* Email: JOHN.BRANDT@SCHOOLS.UTAH.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:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-072909-000

Title:

Institute of Education Sciences, ARRA-2009 Grant Program for Statewide
Longitudinal Data Systems CFDA 84.384A

13. Competition Identification Number:

Title:

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

State

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

Utah Data Alliance

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: UT-02

* b. Program/Project: UT-all

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 7/1/2010

* b. End Date: 6/30/2013

18. Estimated Funding (\$):

a. Federal	\$ 9617736
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 9617736

*** 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 11/19/2009.

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

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: Mr. * First Name: Randy

Middle Name:

* Last Name: Raphael

Suffix:

Title: Statistician

* Telephone Number: (801)538-7802 Fax Number: (801)538-7938

* Email: RANDY.RAPHAEL@SCHOOLS.UTAH.GOV

* Signature of Authorized Representative:

* Date Signed:

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.



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Utah State Office of Education

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 1,133,400	\$ 1,550,440	\$ 1,439,160	\$ 0	\$ 0	\$ 4,123,000
2. Fringe Benefits	\$ 386,184	\$ 518,784	\$ 481,406	\$ 0	\$ 0	\$ 1,386,374
3. Travel	\$ 138,000	\$ 124,500	\$ 84,500	\$ 0	\$ 0	\$ 347,000
4. Equipment	\$ 1,394,600	\$ 334,500	\$ 328,500	\$ 0	\$ 0	\$ 2,057,600
5. Supplies	\$ 5,000	\$ 5,000	\$ 5,000	\$ 0	\$ 0	\$ 15,000
6. Contractual	\$ 768,750	\$ 300,000	\$ 25,000	\$ 0	\$ 0	\$ 1,093,750
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 3,825,934	\$ 2,833,224	\$ 2,363,566	\$ 0	\$ 0	\$ 9,022,724
10. Indirect Costs*	\$ 164,115	\$ 223,476	\$ 207,421	\$ 0	\$ 0	\$ 595,012
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 3,990,049	\$ 3,056,700	\$ 2,570,987	\$ 0	\$ 0	\$ 9,617,736

***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: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 10.8%

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 10.8%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Utah State Office 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	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Randy Raphael

Title: Statistician

Date Submitted: 12/04/2009

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Utah State Office of Education Address: 250 E 500 S City: Salt Lake City State: UT Zip Code + 4: 84114-4200 Congressional District, if known: 01	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable: 84.384A	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: John Brandt Title: Information Technology Director Applicant: Utah State Office of Education Date: 12/04/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION
Utah State Office of Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Mr. First Name: Randy Middle Name:
Last Name: Raphael Suffix:
Title: Statistician
Signature: _____ Date: 12/04/2009
ED 80-0013 03/04

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Dr. John H Brandt

Address:

* Street1: P.O. Box 144200
 Street2: 250 E 500 S
 * City: Salt Lake City
 County:
 * State: UT* Zip / Postal Code: 84114 * Country: USA

* Phone Number (give area code) (801)538-7953 Fax Number (give area code) (801)538-7938

Email Address:

JOHN.BRANDT@SCHOOLS.UTAH.GOV

2. Applicant Experience

Novice Applicant Yes No Not applicable

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:

Attachment:

Title :

File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: **Project Abstract** Pages: **1** Uploaded File: **Project_Abstract.pdf**

Utah Application for 2009 USED-IES-NCES-SLDS Grant Program Utah Data Alliance (UDA)

Utah has a well-established history of strong student longitudinal data systems in the K-12 range of public education. Utah public education systems fulfill, in part or completely, most of the seven capabilities and twelve elements that the statewide longitudinal data system (SLDS) request for application prescribes. The objectives and outcomes of this Utah Data Alliance (UDA) project can be summarized as the fulfillment of the entire set of SLDS requirements. Some of these requirements must be completed while others need improvements-- most notably in the availability of data for decision-making.

The fulfillment of these requirements brings several state agencies together, first to share their de-identified data, and then to coordinate analyses and research using those data. This work allows the partner agencies to answer questions about their policies, programs and practices. The questions include, but are not limited to, those asked by the American Recovery and Reinvestment Act (ARRA), Institute of Educational Sciences (IES), SLDS grants program; the ARRA, Race to the Top (RttT); and the State Fiscal Stabilization Fund (SFSF) assurances.

The Utah Education Network (UEN) will build and manage the Utah Data Alliance Data Share (UDADS) to maintain these data, while the other agencies provide and consume needed data from UDADS. The Utah Education Policy Center (UEPC) also plays a key role in the project. The UEPC provides overall data and research coordination functions while pursuing its own and contracted research projects using the UDADS.

This application describes the development and delivery of numerous tangible outcomes (e.g. human resources, tools, databases, organizational and management structures, and processes) that complete all seven capabilities and twelve elements prescribed by the grant request for applications. These tangible or enabling outcomes provide the capacity to achieve answers to multiple categories of education and workforce policy, practice and program questions. The application describes those questions the UDA partners will address with the resources provided by the UDA. The enabling outcomes include:

- 1) **Human resources are the major component of the project** - Numerous positions and roles are needed. Business and systems analysts will define the needed systems, processes and procedures. IT specialists working with the analysts will build the data warehouse. Trainers will ready the data analysts and researchers so they can effectively use the data. Moreover, those data analysts, statisticians and researchers will answer the policy, practice and program questions.
- 2) **UDADS** - UDADS is the project's primary technical and enabling outcome. It will be constructed and updated through scheduled import of data from partner agencies. UDADS will transform, clean and load the data and integrate them into an accessible and timely data store for the analysts, statisticians and researchers.
- 3) **Project management and data governance** - Management of UDA's data, processes and procedures is vital not only in the initial development phases of the project, but in the following years as the teams in the partner agencies work on individual research questions and collaborate on shared outcomes. During the initial period, this work will take the form of project management. As the UDADS becomes operational, management roles will shift towards data governance and the coordination of data access and research. The UDA will emphasize sound data management and governance practice throughout the project.
- 4) **Training and staff development** - Those using the data need to understand the semantics and the structure of the data as well as the business intelligence tools used to work with those data. Training and staff development must be ongoing throughout the project.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **Project Narrative** Pages: **30** Uploaded File: **Project Narrative.pdf**

Utah Application for FY09/ARRA SLDS Grant Program Utah Data Alliance (UDA)

Section 1 - Need for the Project

1.1. INTRODUCTION

Utah has a well-established history of strong student longitudinal data systems in K-12 public education. Section 1.2 and **Appendix C** describe Utah's progress in completing the capabilities and elements required by the FY09/ARRA-SLDS grant completion.

Utah still needs to complete two significant capabilities. The first of these capabilities is linking an individual's K-12 data to pre-kindergarten, postsecondary, workforce and Armed Forces records. Such linking enables the analysis of student progress, and outcomes over a longer period. The second capability is exchange of those data using widely recognized data standards. Through the work proposed in this application, the fulfillment of these two capabilities extends the usefulness, quality and availability of all twelve required elements.

This application describes the development and delivery of numerous technology outcomes including data exchange procedures, technology resources, and organizational structures that enable the fulfillment of all seven capabilities and twelve elements. More importantly, these outcomes include the capacity to analyze data from all levels of education and into the workforce in order to answer questions about education and workforce policy, practice and programs.

When the grant application committee first met in August of 2009, the number of agencies to include was a major topic. The committee decided to limit the initial scope to six partners. They are listed here with examples of the data they provide and their roles in the project.

- **Utah State Office of Education (USOE)** - pre-kindergarten and K-12 enrollments and achievement
- **Utah System of Higher Education (USHE)** - higher education enrollments
- **Utah College of Applied Technology (UCAT)** - Postsecondary
- **Utah Department of Workforce Services (DWS)** - employment/unemployment, Armed Services, Federal employees
- **Utah Education Network (UEN)** - custodian of the data
- **Utah Education Policy Center (UEPC)** - University of Utah College of Education, the primary independent data analysis and research entity

The committee named the organization that will pursue these outcomes the **Utah Data Alliance (UDA)**. The UDA includes the **Utah Data Alliance Data Share (UDADS)**; analysis, research and business intelligence tools; analysts and researchers; trainers and managers; and inter-agency governance processes and structures. **Appendix A, Attachment 1** contains a flow diagram that provides an overview of the exchange of data and the governance between the partners.

The grant application committee fully recognizes the need to involve additional partners over time as the UDA and the UDADS evolve. These additional partners may include the following.

- Utah Department of Corrections - incarcerations, recidivism
- Utah Department of Health - pre-kindergarten programs, Immunizations
- Utah Department of Human Services - Head Start, foster students, youth in custody
- Utah Department of Public Safety - Driving records

1.2. UTAH’S EXISTING AND FUTURE SLDS - SUMMARY TABLE

This section and **Appendix C** provide a comprehensive description of the present and future status of Utah’s P-20 SLDS. It begins with a summary table, and then in a more detailed narrative it lists the capabilities and elements the UDA adds.

The **bolded text** in the cells under the heading **Required Capabilities** and later **Required Elements** indicates the SLDS requirements fulfilled through the work and funds proposed in this application. The acronyms in the **Funding Sources** column indicate where the funds used to fulfill a capability or element to the left originate. The acronyms are defined here.

- **2007 SLDS:** funds from the 2007 SLDS grant
- **2009/ARRA SLDS:** funds to complete the work proposed in this application
- **USED:** from other recovery act funds, federal formulas or discretionary funds
- **UTAH:** from state funds

Required Capabilities	Funding Sources
<p>1 - The system must enable States to examine student progress and outcomes over time, including students’ preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. Such a system must include data at the individual student level from preschool through postsecondary education and into the workforce (e.g., employment, wage, and earnings information).</p>	<p><i>UTAH</i> <i>USED</i> <i>2007 SLDS</i> <i>2009/ARRA SLDS</i></p>
<p>2* - The system must facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.</p>	<p><i>UTAH</i> <i>2007 SLDS</i> <i>2009/ARRA SLDS</i></p>
<p>3 - The system must link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects.</p>	<p><i>UTAH (applies to K-12 only)</i></p>
<p>4 - The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their</p>	<p><i>UTAH (applies to K-12 only)</i></p>

training.	
5 - The system must enable data to be easily generated for continuous improvement and decision-making , including timely reporting to parents, teachers, and school leaders on the achievement of their students.	<i>UTAH 2007 SLDS 2009/ARRA SLDS</i>
6 - The system must ensure the quality and integrity of data contained in the system.	<i>UTAH 2007 SLDS (already addressed at K-12) 2009/ARRA SLDS</i>
7 - The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the ED Facts data collection and reporting system.	<i>UTAH USED 2007 SLDS 2009/ARRA SLDS</i>
Required Elements	Funding sources
With respect to preschool through grade 12 education and postsecondary education:	
1 - A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law)	<i>UTAH (P-16) 2007 SLDS (K-16) 2009/ARRA SLDS</i>
2 - Student-level enrollment, demographic, and program participation information	<i>UTAH (K-12 & postsecondary) 2009/ARRA SLDS</i>
3 - Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	<i>UTAH (K-12 and postsecondary) 2009/ARRA SLDS</i>
4 - The capacity to communicate with higher education data systems	<i>UTAH (K-12) 2007 SLDS (K-16) 2009/ARRA SLDS</i>
5 - A State data audit system assessing data quality, validity, and reliability	<i>UTAH (K-12) 2007 SLDS (K-12) 2009/ARRA SLDS</i>
With respect to preschool through grade 12 education:	
6 - Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965	<i>UTAH (K-12) 2009/ARRA SLDS</i>
7 - Information on students not tested, by grade and subject	<i>UTAH (K-12) 2009/ARRA SLDS</i>
8 - A teacher identifier system with the ability to match teachers to students	<i>UTAH (K-12) 2009/ARRA SLDS</i>

9 - Student-level transcript information, including information on courses completed and grades earned	<i>UTAH (K-12) 2007 SLDS (K-16) 2009/ARRA SLDS</i>
10 - Student-level college readiness test scores	<i>UTAH 2009/ARRA SLDS</i>
With respect to postsecondary education:	
11- Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	<i>2009/ARRA SLDS</i>
12 - Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education	<i>2009/ARRA SLDS</i>

***Note:** The UDA will not actually develop the sub-part of capability 2 that addresses the exchange of data between states. However, it will consider and cooperate with WICHE’s multistate data projects. The UDA will adhere to standards such as the School Interoperability Framework (SIF), the Postsecondary Electronic Standards Council (PESC) and other XML schemas. These standards lay the groundwork for future interstate data exchanges and cooperative data projects.

1.3. ADDITIONAL SLDS CAPABILITIES AND ELEMENTS (ABSENT FROM THE EXISTING SLDS)

Utah has completed many SLDS requirements, some are under development and a third group have not begun. The following paragraphs describe that third group and the outcomes of the UDA work that will fulfill those requirements. They do not address the improved access to complete SLDS elements or elements under development when that improved access is just a byproduct of those elements’ incorporation into the UDADS. **Appendix C** lists these byproduct outcomes.

SLDS Capabilities The highlighted text indicates the parts of an SLDS RFA requirement the UDA project will fulfill.

Capability #1 - The system must enable States to examine student progress and outcomes over time, including **students’ preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces.** Such a system must include data at the individual student level from **preschool through postsecondary education and into the workforce (e.g., employment, wage, and earnings information).**

A primary product/outcome of this application is a shared pre-kindergarten, K-12, postsecondary, and workforce services longitudinal data warehouse, the Utah Data Alliance Share (UDADS). It will collect, store and make available the data necessary to analyze data and answer these and many other questions about the success of policies, practices and programs for students at all levels of their education and employment preparation. This data share protects

individual privacy. It provides only de-identified unit record data. Any personally identifiable information is maintained in separate data structures that are never shared or otherwise exposed to any user of the data. Access to even the de-identified data is restricted to authorized researchers who are bound to strict use policies.

Capability #2 - The system must facilitate and enable the exchange of data **among agencies** and institutions within the State and between States so that data may be used to inform policy and practice. Such a system would support interoperability by using **standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.**

The UDADS will collect and import data from the partner agencies in the formats most appropriate for that data. Pre-kindergarten and K-12 data can be collected via SIF objects and postsecondary data via PESC. Workforce services and Armed Forces data can be collected in various formats and via data specific XML schemas wherever possible. Once in the UDADS, partners will share the data as described in data dictionaries and data views. Data will be exported through various formats and protocols including XML, Microsoft Excel and any number of other formats (e.g. SIF, PESC).

Capability #5 - The system must enable data to be easily generated for **continuous improvement and decision-making**, including timely reporting to parents, teachers, and school leaders on the achievement of their students.

Although Utah's K-12 system includes a wide range of student level data and can deliver it to the SEA, LEA, school, classroom and parent levels in a timely manner such delivery is not done uniformly. The current UTREx project funded by the 2007 SLDS grant will make that possible for every classroom, school, LEA and the SEA. This outcome/improvement complements Utah's Race to the Top (RttT) application that seeks to expand the use of data at the school and classroom levels. Most notably, part of Utah's RttT proposal includes the integration of Utah SIS2000+ system's grade book with its Utah Test Item Pool (UTIPS) formative assessment delivery system. This integration would automate the updating of each state standard and objective achieved by the student based on his or her performance on UTIPS items. Utah's RttT also includes plans for more comprehensive professional development at the school and classroom levels so those data can be used for making data driven decisions to improve student achievement. See related components of Utah's RttT draft application in **Appendix A, Attachment 2.**

Although Utah's K-12 longitudinal data system collects student-level classroom data from LEAs and provides data, especially student performance data, to the LEA, school and classroom levels, the K-12 SLDS needs to collect and manage more data about the settings, types and methods of instruction, as well as the teacher's practice and behavior in the classroom. This will help to fulfill one of Utah's major RttT K-12 goals, continuous improvement of instruction. Better data about instruction will require significant modification to local K-12 systems, the statewide K-12 data warehouse and eventually the UDADS. The USOE data warehouse currently only collects and maintains data about the instructional setting (e.g. face-to-face, online, independent) of

individual classes within a school. However, the collection of more comprehensive data about classroom instruction is beyond the scope of UDA. Such work will be proposed in Utah RttT application.

Capability #6 - The system must ensure the quality and integrity of data contained in the system.

This applies to all components and databases that make up the P-20 SLDS. Utah is already addressing data quality and integrity in the K-12 environment but must continue to do so as the SLDS reaches below and above the K-12 range. The application will address how databases and the processes surrounding those databases in the pre-kindergarten and postsecondary ranges will be designed to ensure data quality and data integrity. Most of this effort will be focused on the proposed data warehouse (UDADS) to be shared by the UDA partners.

Capability #7 - The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the EDFacts data collection and reporting system.

Many SFSF reporting needs include the capabilities and elements to track students from K-12 into postsecondary. With the UDA data, one will be able to determine the outcomes of postsecondary experiences and how well students were prepared for the postsecondary environment. Two key areas of improvement related to SFSF requirements are 1) the ability to determine which K-12 student entered postsecondary institutions 2) whether or not they finished a program 3) how long they were enrolled, and 4) if their K-12 preparation work prepared them for postsecondary work. Utah also needs to report on the performance evaluations of K-12 principals and teachers. In addition, Utah will use 2009/ARRA SLDS funds to continue to automate and improve the accuracy and timeliness of its EDFacts reporting.

SLDS Elements

Element #1 - A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law)

UDADS will collect, store and make available, individual data necessary to research and answer these and many other questions about the success of programs for students at all levels of their education and employment preparation. Primary matching across the data will be done by SSID (for pre-kindergarten and K-12 to postsecondary) and SSN (for workforce to postsecondary). Since public postsecondary databases generally have the K-12 SSID and the SSN, this will allow for indirect matching for K-12 to workforce data. In other instances, such as an individual going directly to the workforce after K-12, some type of attribute-probabilistic matching will be employed. The SSID is being treated as a personally identifiable piece of information like name and address. It is not provided on public documents and will not be distributed in data files going to analysts/researchers. In 2007 the Utah State Legislature passed a statute requiring the use of

the K-12 SSID to follow students through their public postsecondary education careers (See **Appendix A, Attachment 3**). The legislature mandated the use of the K-12 SSID in a prior session.

Element #3 - Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs

Most of these data points already exist for students in K-12 and then again in the postsecondary for Utah's public education institutions, but the data are not integrated in one common data warehouse. The USOE has a warehouse that contains the K-12 data points while the Utah State Board of Regents (USOR) and the Utah College of Applied Technology (UCAT) maintains a data warehouse that contains such data for postsecondary institutions. The UDADS will bring all those data together into one longitudinal database.

Element #4 - The capacity to communicate with higher education data systems

Although Utah public K-12 data are passed to public postsecondary institutions via transcripts aided by the Utah SSID, work must be done to integrate workforce data, postsecondary data and K-12 data. Work also needs to be completed in order to include private postsecondary and possibly private K-12. Within the UTREx system SIF standards are employed extensively at the K-12 level. For the transfer of electronic records to the postsecondary schools EDI/Speede as well as PESC standards and protocols can be employed. Likewise, these standards will be used whenever possible to move data within the UDA.

Element #5 - A state data audit system assessing data quality, validity, and reliability

Data quality audits are being done at the K-12 level, but as those data become integrated with both postsecondary and workforce data, additional auditing will need to be implemented to ensure the quality of those combined datasets. The UDA provides for staff to be hired in each partner agency and for a dedicated auditor over all UDA work. Agency UDA staff will work with the dedicated auditor on an as needed basis.

Element #10 - Student-level college readiness test scores

Although the USOE data warehouse contains student level readiness test scores, more scores, specifically SAT scores need to be added. In addition, such scores will be matched with postsecondary performance data and workforce data to make effective use of them to answer curriculum alignment and other transitional and retention questions.

Element #11 - Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework

Most of these data (e.g. grades, scores, exit, transfer, dropout, completion) are included in the existing USOE and USHE datasets, but have not been integrated into one common data warehouse. Other data such as behavior indicators, and teacher information could also be added. Of

particular interest, are such questions as did the student enroll in a remedial English course and did the student enroll in a remedial math course? Merging these data using the SSID in a common database will create more reliable and complete information. Currently, much of the K-12 data about a student are self-reported by the students when they enroll in higher education. Such data are not as reliable as a true longitudinal system in which K-12 and postsecondary systems are directly sharing data. In addition, the postsecondary warehouses of USHE and UCAT have much more limited data about a former high school student than the USOE warehouse.

Element #12 - Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education (ARRA 1.b(12)).

Exact determination of data needs will require input from curriculum and assessment practitioners. They will need to articulate what policy, program, and best practice questions will need to be answered. Such data should include: college readiness scores, course records and grades, instructional and teacher histories, and non-cognitive indicators. Some of these types of data may need to be added to operational data collections and finally integrated into UDADS.

Section 2 - Project Outcomes Related to Requirements by Partner

Section 1 outlined the outcomes the UDA will fulfill to meet the required SLDS capabilities and elements. Sub-section 2.1 identifies what data each UDA partner will provide and what outcomes they expect. Sub-section 2.2 identifies possible future UDA partners, the data they may provide and the outcomes they may expect. Sub-section 2.3 will describe the design, development and deployment of the major technical outcome of this project, the integrated UDA data share or UDADS.

2.1 DATA PROVIDED, OUTCOMES AND DATA NEEDS

This section will describe each partner agency's participation in UDA in two parts; first, the data provided to the UDADS and second, the data need and the outcomes expected. The UDADS will match data from two or more partners. The UDADS will use the SSID to match data across the pre-kindergarten and K-12 to postsecondary levels and the SSN from postsecondary into the workforce. Since postsecondary individual records generally have both the K-12 SSID and the SSN, the UDADS will be able to match K-12 to workforce data indirectly. Attribute and probabilistic matching will be used in cases where there is no postsecondary data with both SSN and SSID. At no time will data such as SSNs, SSIDs or names be made available to any using the UDADS. **Appendix A, Attachment 4** provides a summary of all data provided and needed by partner. It also indicates any new data collections that will be initiated by the UDA.

USOE (K-12) Data Provided

The USOE has a robust data warehouse that contains, among other data, student and teacher records, LEA tables and the Utah core curriculum. For each student, there is a record for every enrollment by school and course, standardized test results and other program data such as the student's participation in special education and alternative language services. Individual teacher

data includes all licenses, endorsements, subject assignments, trainings/preparations and work history. **Appendix A, Attachment 5** contains the USOE warehouse's data dictionary.

Utah's Comprehensive Counseling and Guidance programs have substantial Student Education Occupation Plan, SEOP, data but they are not well integrated with other student data. With the introduction of UtahFutures and the Student Strengths Inventory (SSI) and its focus on non-cognitive data, combining such data with other longitudinal student level data to the USOE Data Warehouse the UDA. Both the USOE (K-12) and the Postsecondary Outcomes and Data Needs sub-sections will address these needs.

USOE (K-12) Outcomes and Data Needs

Primary Data Requirements/Needs – The need to report ARRA Assurance Indicators is driving the need for other data capabilities. Utah K-12 and postsecondary institutions need to combine and analyze student level data to do the following.

1. Confirm whether a student who “graduated” from a Utah public high school enrolled in a Utah institution of higher education. Currently, USHE only receives private college and university data from IPEDS and NSC. The USOE or USHE can give private schools a list of k-12 students and they report information about those students. Since Utah does not have statues requiring private schools to report data, no private school data will be included but future work may focus on doing so.

The UDA project will periodically request a comprehensive data file from the National Student Clearinghouse (NSC) Student Tracker system. This request will ask for all information NCS can legally provide on all students who indicated that they graduated from or last attended a Utah high school. UDADS will match these students' records with existing UDADS student records. In addition, UDA will use the NCS to identify Utah students who have or are attending out of state institutions of higher education, both public and private.

2. Confirm whether a student who enrolled in a Utah institution of higher education completed at least one year of college credit (applicable to a degree) within two years. The UDADS will enable Utah to do this more accurately and regularly.

3. The UDA project will construct an operational definition around the amount of education a student has completed to date. The NSC's StudentTracker is currently the best solution, to determining the amount of education completed in an out of state institution. In the future other multistate services such as the WICHE project may be used.

4. Identify high school dropouts that gain access to postsecondary and employment. Since the UDADS will contain the records of high school dropouts, postsecondary and employment records this identification will be much better than in the past. In addition, the UDA will provide access to absences, attendance, grade retention, achievement scores, credits earned and disciplinary records to help create better early interventions systems. Policy makers will be able to access graduation rates and other indicators of various schools to determine which programs are most

successful. Data from GED programs will also be available to match to other student and employment records. Utah is in a fortuitous position with adult education records since the USOE's **adult education program** uses the same SIS as many K-12 LEAs. This greatly facilitates the merging of high school, GED and adult education records including diplomas.

SSID (statewide student ID) improvements - In the current Utah Transcript and Record Exchange system (under development), before a school requests the electronic transfer of a student's records, the requesting school must determine the statewide student ID (SSID) of the student. The current method of acquiring the SSID is a batch or manual online process. This extension will provide a more real-time, integrated process for the retrieval of the SSID. This will allow UTREx to fulfill the request for a student's record in much less time.

Addition of Disciplinary and Instruction Data to UTREx - Since the initial UTREx contract, EdFacts requirements have created the need for the USOE to collection more comprehensive student level disciplinary data. Work to satisfy this need affects the UTREx School Interoperability Framework (SIP) infrastructure, the LEAs' SISs and the USOE data warehouse.

How non-cognitive factors affect a student's educational future - There is growing awareness among educators, researchers, and policy makers, that psychosocial or non-cognitive factors are strong predictors of high school, college, and workplace success. These factors include, but are not limited to educational commitment, academic engagement and conscientiousness, social comfort and social integration, academic self-efficacy, and resiliency (Robbins et al. 2004). Researchers at the University of Utah developed a measure of non-cognitive factors for use in secondary and post-secondary environments (Student Strengths Inventory) and propose to develop a data-driven model to assess, and then promote, college and workforce readiness among high school juniors and seniors using this instrument. The use of the Student Strengths Inventory would be made possible by the UDA.

Specifically, the Student Strengths Inventory (SSI) would be administered to all current 11th and 12th grade students and then to all 11th grade students in subsequent years. When results from the SSI are combined with other student data in the UDADS, such as absences, standardized achievement test scores, etc, UDA personnel will have access to valuable data about the individual and combined role that non-cognitive factors play in academic and workplace readiness and outcomes. Grant funded personnel will help coordinate statewide training related to administration of SSI, use of scores at the school level, interpretation of results, and developing local use-case models. See **Appendix A, Attachment 6** for more information about non-cognitive factors.

Pre-kindergarten students - Federal reporting requires the USOE to report outcomes for all preschool special education students. Currently this is a manual spreadsheet-based process that collects only aggregate data.

Each year almost all LEAs collectively report about 7,000 special education pre-kindergarten students and about 5,000 non-special education pre-kindergarten students. Extensions to UTREx will allow public schools to provide more individual data to the USOE warehouse and ultimately

to the UDADS where those data can be combined with other individual level data about the student. Such data will provide answers to a number of questions about special and non-special education students. These include linking progress to disability level of progress.

Instruction and educator performance data - Utah's RttT application, with its emphasis on instructional improvement, requires the introduction of more instructional and educator performance data. The USOE needs to introduce new data elements to allow connections between instructional methods, models, strategies, teacher performance and student achievement.

After the identification of statewide instructional improvement goals, the USOE must define measures to determine how well schools meet those goals. The existing K-12 SLDS will combine these data with other existing school, classroom and student data.

Designing, funding and implementing of such a system and its data are beyond the current scope of the UDA and this grant application. However, if Utah receives an RttT award to pursue these objectives, their system components and data will become an integral part of Utah's K-12 SLDS and the UDA.

Postsecondary (USHE/UCAT) Data Provided

A postsecondary student-level data warehouse is currently in service. It contains over seven years of postsecondary data about individual student enrollments, courses, and degrees. The UDA will provide for its expansion to include more data elements. **Appendix A, Attachment 7** contains the USHE/UCAT's warehouse data dictionary.

In 2005, the USHE entered into a contract with the National Student Clearinghouse (NSC) that allows any postsecondary institution and K-12 LEA to retrieve data about their prior or current students from the NSC. The NCS will provide a valuable source of data for the UDADS for use by all the partners.

Postsecondary USHE/UCAT Outcomes and Data Needs

In August 2009, USHE submitted a set of questions to all USHE institutions and UCAT campuses. The following responses define what shared data elements, information, and answers USHE institutions need from the UDA. See: **Appendix A, Attachment 8** for a more detailed summary of this survey.

Access - What are the barriers to postsecondary education? Postsecondary institutions need to be able to unravel the separate but probably interacting, effects of culture (family background), location (geographic), school, income, and schooling.

What is the cost for an individual to forgo wages during the time it took them to complete instruction and gain another job? This opportunity costs still exists for part-time students who reduce working hours to attend school.

Recruitment - How are potential students identified for the institution and degree programs?

There is no convenient way to access in-state students. The list of needed data elements include name, address, email, phone, GPA, AP scores, ACT/SAT score, rank graduation year, courses, grades, top college choices, and non-cognitive variables. Planners need to see if high school CTE courses translate into postsecondary training in the same or similar field. The USOE's data warehouse will make many of these data available to the UDADS.

Preparation - What are the levels of high school preparation? Postsecondary institutions need better access to electronic records of high school records to measure the effects of high school preparation college success. All of these data will be in the UDADS by course, student, school, and LEA for Utah K-12 students.

Retention - What factors affect student retention? Using the UDADS, statewide research on at-risk variables could eventually help identify which ones affect postsecondary students. This type of work will help develop prevention and intervention programs. Researchers also need some measure of student intent. The Non-cognitive Data subsection in the USOE (K-12) section above addresses these data needs.

A post-withdrawal study would help identify factors leading to dropout. Then risk factors could be determined and a predictive model constructed. The UDADS will not be initially included these data but could be added in the future.

Completion - What constitutes completion and how is time-to degree computed?

Postsecondary institutions cannot account for transfer students. They can get lost as they transfer from one school to another with neither school getting credit for the graduation. An integrated UDADS that follows them wherever they go will alleviate this problem.

The Counsel on Occupational Education (COE) defines completion as finishing a certificate or completing enough instruction to gain related employment. Time to completion should be measured by the number of enrolled hours to a positive outcome. The UDADS will have these data both at the K-12 and postsecondary levels.

Post-graduation success, (e.g., transfer, job, graduate school, employment, wages) - UDA can determine most out of state degree completions through NSC. The NSC data dictionary is contained in **Appendix A, Attachment 9**. The UDADS will incorporate much of Utah's NSC data.

Note: Although the UCAT and USHE data provided, data needed and outcomes are combined in this section for economies of space, each agency will be allotted their own budgets and will pursue at least some data analyses and research independently.

DWS Data Provided

The DWS is able to provide rich data sets of workforce and employment data the UDADS can match with K-12 and postsecondary data. For example, information on wage changes that result

from education is important to determining the return on investment of educational dollars. The DWS's partnership in UDADS can help with this problem. With the help of DWS data, researchers could evaluate the effectiveness of workforce recruitment.

The Wage Record Interchange System (WRIS) facilitates the exchange of wage data among participating states for the purpose of assessing and reporting on state and local employment and training program performance. The DWS's current WRIS agreement does not allow for data sharing beyond the purposes of labor program outcome measurement reporting. A new agreement is being proposed that, if approved, would allow data sharing outside these programs, but in the aggregate only – not by individual.

DWS has access to The Federal Employment Data Exchange System, or FEDES, a pilot initiative that provides information on federal employment to participating states to help them meet their reporting requirements. Quarterly data exchanges are conducted with three federal agencies: the Office of Personnel Management (OPM), the Department of Defense, Defense Manpower Data Center (DMDC), and the U.S. Postal Service (USPS). These data include where the person is employed as well as pay grade or step.

DWS has Temporary Assistance for Needy Families (TANF) and Food Stamp data. However, at the current time such data access is restricted to only aggregate statistics.

DWS collects all of the individual information needed and required for unemployment insurance (UI) purposes. However, full time/part time status, hours worked and occupation specific information by worker are not needed for UI purposes.

One important new source of education data for DWS that is already available and will be included in the UDADS is UtahFutures. **Appendix A, Attachment 10** contains the DWS's warehouse data dictionary.

UtahFutures (see **Appendix A, Attachment 11**) is a multi-agency (USOE, DWS, USHE), comprehensive career information system developed by intoCareers at the University of Oregon. It allows users, primarily students and counselors, to have integrated access to labor market information and highlights Utah specific career planning activities and opportunities. Utah has recently undertaken what is perhaps the most aggressive plan of all the twenty-plus states that use the system.

The UDADS will integrate UtahFutures with other partners' data. This will be relatively easy to accomplish because the K-12 SSID is a main attribute of every student registering with UtahFutures. It will enable the linkage of individual student career data, including objectives, motivations and behaviors with both K-12 and postsecondary data.

DWS Outcomes and Data Needed

The DWS needs to answer six basic categories of policy and decision-making questions. These include the following.

- Are people receiving the correct services?
- Is there adequate alignment between employment needs and education/training?
- Are people being educated/trained in Utah staying employed in Utah?
- Is the DWS employing the correct planning strategies?
- Is the DWS employing effective evaluation tools?
- What education experiences eventually lead to more success in the workforce? This is also an RttT question and a USHE need.

In addition to the data the DWS already has, data needed to answer these questions include student demographics, K-12 and postsecondary institutional, K-12 and postsecondary academic, K-12 entrance/placement assessments, financial aid and socioeconomic.

Utah Education Policy Center (UEPC) and Outcomes Shared by Partners

UEPC's Background - The Utah Education Policy Center (UEPC) is a research-based, non-profit education policy center developed to improve the quality of educational policies, practices, and leadership in Utah public schools and higher education. The UEPC was founded in the University of Utah's College of Education, Department of Educational Leadership and Policy in 1990. Since 2007, the UEPC has been administered through the College of Education at the University of Utah. The UEPC seeks to inform and influence educational policy in Utah and the region to increase educational equity, excellence, access, and opportunities for all children and adults in Utah.

A primary goal of the UEPC is to bridge research, policy and practice so that educational leaders, educators, policymakers, and other stakeholders have the most advanced and balanced information to make sound decisions about educational policy and practice. The UEPC conducts both original research and provides research and evaluation services on educational issues for the Utah legislature, Utah State Office of Education, school districts, and community-based organizations. In addition, the UEPC provides policy and research colloquia, forums, and publications on current and timely educational issues. Collectively, the UEPC's research and evaluation efforts provide valuable information for local educational entities, other agencies, and non-profit organizations regarding implementation and outcomes associated with educational programs and policies, including consideration of alternatives and recommendations for ongoing improvement and sustainability.

UEPC's Role in the UDA - The UEPC will serve an important role in contributing to an infrastructure that ensures enhanced use of the UDA data for program and policy improvements by generating accurate and timely analysis of data for informed decision-making. Specifically, the UEPC will expand its current research in the state and will serve as a critical resource for the UDA partners by establishing a permanent coordination office for conducting original research and longitudinal analysis. As a key UDA participant, UEPC will greatly enhance the kinds of questions the UDA can answer through more rigorous studies, including those supported by NCES and IES, and leading to long-term sustainability and impact. For instance, The UEPC will provide a statewide analysis with policy recommendations on the following topics:

- The pipeline from kindergarten (prekindergarten where available) through post secondary education, including readiness
- Achievement gaps
- Student graduation and dropout
- School effectiveness
- Teacher supply and demand, quality and effectiveness
- Program and service effectiveness

Again, the UEPC will serve in two primary functions in the UDA. The UEPC will conduct original research and evaluation on key identified educational areas. Second, the UEPC will coordinate the research of the current and future partner entities (i.e., USOE, USHE, UCAT, DWS, UDHS, and UDH).

Utah Education Network (UEN) and the UDA

The Utah Education Network is a consortium of public education partners, including the Utah System of Higher Education and its ten universities and colleges and Utah eLearning Connection; the Utah State Office of Education, local school districts and the Utah Electronic High School and; the state’s Library system. UEN provides a robust, reliable network connecting every public school, college, university and library in the state as well as a large technically advanced and diverse data center. The UEN will be the location and custodian of the UDADS that will be described in more detail below.

2.2 FUTURE PARTNERS AND OUTCOMES

Within the scope of UEPC’s work the UDA proposes to conduct more formal needs assessments of potential new partners, the data they can provide and their data needs and questions. Those potential partners follow.

Pre-Kindergarten Programs

In addition to public special education programs and non-special special education pre-schools, many early-childhood and pre-kindergarten program representatives (Head Start, CNP etc.) have begun to discuss how to share data between themselves and with public education. The USOE already has a system in cooperation with the Utah Department of Health that assigns SSIDs to Title I Part C participants. In addition, the system tracks Part C and Part B students as their eligibility is determined and they transition between the two programs and finally into K-12.

The USOE sponsors a preschool Web-based program called UPSTART that a child can use at home. If the USOE assigns SSIDs to the preschoolers participating in UPSTART, another new set of pre-kindergarten data could be available to the UDA. The UDA may also evaluate the collection of pre-kindergarten data from private providers.

Utah Department of Human Services

Human Services needs data to analyze the outcomes of, early childhood programs, foster care and youth corrections. The UDA could provide data about the participation of these students in K-12, postsecondary, higher education, corrections, and the workforce.

Youth Corrections (part of the Utah Department of Human Services)

The USOE data warehouse has some youth corrections data but K-12 systems need to do more development to make those data comprehensive. With such development, the UDA may make it possible to match these data with data from other partners.

Utah Department of Corrections

Corrections needs a wide range of data to determine how to decrease recidivism. Corrections could obtain many of these data from UDADS in the future.

Utah Department of Health (UDH)

Aside from the limited work already being done by the UDH and the USOE to track Part C participants, the UDH needs data to analyze the outcomes of early childhood intervention and immunization programs. The UDA could provide many of these data.

WICHE (Western Interstate Coalition of Higher Education)

WICHE has begun a pilot project to develop a collaborative multi-state data exchange with four states (Washington, Oregon, Idaho, and Hawaii). Such a multi-state system will allow for the identification of individuals as they attend colleges and universities, take jobs in adjoining states. It would enable the addressing of policy questions with a significantly larger population.

Since the USHE staff has shared its postsecondary data dictionary with WICHE, the UDA work should align well with WICHE's project. As a member of WICHE, USHE will have access to the lessons learned from their project and will look for opportunities to work with WICHE as their project progresses.

2.3. UTAH DATA ALLIANCE DATA SHARE (UDADS) shared longitudinal data warehouse.

UDADS - Warehouse Design

The Utah Data Alliance Data Share (UDADS) will house multi-year, multi-job, multi-enrollment data about Utah students who later become employees. This is the major technology outcome the UDA. The initial phase of the UDADS project will prescribe these steps in sufficient detail to complete the work. Subsequent sub-sections in this document just outline the UDADS components. These components, including business intelligence (BI) tools, provide robust support for the analysts and researchers in the partner agencies.

Architecture

Preliminary research and consultation between USOE, USHE, UCAT DWS and UEN technical staffs have yielded the following proposed technical architecture. One of the first phases of the project will be a complete and final review of all data and technical needs (**see Section C – Timeline for Project Outcomes**) and a final technical architectural design. This will serve as the basis for any subsequent work plans and contracts.

- **Data Schema** – The data schema will be developed in accordance with the data that is currently being provided by the contributing partners, and will be made to be adaptable to accommodate extensions where required data are not yet collected but will be collected to meet future needs. The schema will incorporate standards for SLDS definitions and types developed under open standard initiatives such as the National Education Data Model (NEDM), SIF and PESC.
- **Business rules** – The business rules development will be a collaborative process between all UDA partner organizations to ensure data integrity throughout the data integration process.
- **Security** – Security of the data will be of highest priority. UEN staff will follow all rules and regulations for release of information. All project personnel, working for any partner, will receive training addressing FERPA and any other applicable privacy rules pertaining to student and employment information maintained by UDADS. Existing partner staff, the data quality auditor and the information analysts will coordinate and conduct this training.
- **Individual/staging** – All data will be stored so no data can be traced to a specific individual. This will allow for data mining while ensuring that no personal information is exposed.
- **Data analysis/business intelligence tools** – Following NCES and SID data standards as strictly as possible the data architects will construct Meta-data Content & Access Layers for use by BI and other data extract tools. The UDA will be using existing Cognos server licenses managed under a statewide contract the USOE currently has with Cognos (**see Appendix A, Attachment 12**). Client access by the UDA partners to Cognos tools will also come from the USOE's pool of licenses.

UDADS warehouse implementation

The UDA grant team, in conjunction with UEN, has already done initial work on the actual implementation of the UDADS. Based on prior projects and in consultation with technology staffs from other colleges at the University of Utah (e.g. the College of Medicine) the UEN has defined the hardware and staffing needs outlined below and in their budget narrative.

- **Capacity** – The capacity of the UDADS will initially match the sum of the sizes of the systems feeding data in to the system. Initial estimates suggest that between 500GB to 1TB of storage space will be required. Additional space will be required for warehouse objects of

approximately the same sizes. Considering the types of data to be maintained in UDADS the UEN estimates growth rate of approximately 15% annually. Approximately 10TB of storage space will be required to accommodate growth, testing, development, standby DBs and quality assurance copies. UEN will use existing storage area network equipment to serve as the additional storage to host UDADS.

- **Hosting** – The coordination committee has obtained commitments from the Utah Education Network to house the servers and support the overall infrastructure of the UDA project.
- **Data Loading** – Export, Transport, and loading of data from feeder systems will be done in a secure manner approximately quarterly throughout the year or more frequently as requirements change.
- **Support** – UEN currently supports and delivers a number of shared resources and services to all of the UDA partners. Similar methods of support, maintenance, and communication will be used and modified as needed to insure quality data and service.
- **Sustainability** – UEN will be adding additional staff and computing resources noted in the suggested budget to support the proposed UDADS. Following the grant period, staff and equipment resources will need to be continued if the data are continue to grow.
- **Data Quality** – The UEN will use a commercial metadata repository and the data dictionary management software to ensure all data coming into the system are accurately cataloged and documented. These metadata will comply with national standards to the maximum extent possible and will set the standard for all of Utah’s public education data systems.

2.4 TRAINING AND STAFF DEVELOPMENT

Numerous groups need and will receive training or professional development. The generic term, “training” will be used for both training and professional development from now on. Some are full time USOE, USHE, UCAT, UEPC (often faculty) and DWS staff such as business analysts. Others are researchers and analysis employed on a part time basis. These include graduate students on stipends or fellowships. The following paragraphs will outline the type of training applicable for each group.

Fulltime Analysts and Researchers

Training for analysts and researchers falls into four categories: data definitions, structures, and business rules applied to collect or derive/compute data and the business analysis/intelligence tools used to access and analyze the data. In addition, such individuals need to be familiar with statistical tools such as SPSS, R and SAS.

The systems analysts, subject matter experts, database administrators and designers who are responsible for the original construction of the data warehouse, may best understand its data definitions, structures and business rules. However, they will not have time to provide ongoing

training. Existing partner staff, the data quality auditor and the information analysts will coordinate and conduct training to address the understanding and the use of the UDADS, both in meaning and structure. Section 5.3 (Roles, Responsibilities and Time Commitments) in the Staffing section discusses the usage of these positions for training.

Part Time staffs (e.g. graduate assistants and interns)

Part time student staff will augment much of the analysis and research work. These students may be working with researchers in the colleges of education, public policy, social services, business, information technologies, or computer science.

NCES/AIR IPEDS training modules will serve as models for the ongoing training on the use of the UDADS. These will be full day workshops sponsored by the partner agencies. The purpose of these workshops will be to educate users of the data available in the UDADS and ensure compliance with data regulations (FERPA, HIPPA etc.). These workshops will present opportunities for sharing best practices and methods of reporting results.

Business Intelligence Tool Training

All analysts and researchers will need to develop some degree of expertise in using Cognos, the BI tool to be used by the UDA. Professional Cognos trainers will conduct intensive multiday training classes.

LEA Training

The scope of UDA training will not extend into K-12. Utah's Race to the Top (RttT) grant application addresses K-12 data training. USOE's data mentoring program already provides some training through Cognos and DigitalSAMS users groups at the local level. The RttT training and professional development outcomes are found in **Appendix A, Attachment 13**.

2.5 CAPACITY TO SUSTAIN THE UDA AND THE UDADS

Yearly costs after the grant expires

The table below provides estimates of the yearly costs for sustaining the UDA and the UDADS by budget category and partner/sub-project. The total yearly cost is estimated to be **\$1,799,245**. Salary and benefit estimates are based on the amounts budgeted by each partner during the third year of the project. Salary costs generally reflect the costs for ongoing data analysis and research. UEN, with its role in supporting and maintaining the UDADS infrastructure was handled differently. Since most, if not all, of the building and refining of the UDADS will be completed by the end of the third years, only half the data architecture, IT analyst and network management staffs salaries in the third year were budgeted. The total budgets for the UDA technical coordinator and data quality auditor were maintained. Likewise, each partner retained its third year travel and training budgets. Each partner's budget was allotted \$2000 per year for laptop/desktop computer replacement assuming at least a three-year lifespan and approximately

three FTEs. The UEN’s yearly equipment costs, including software, were calculated at one-third of those costs during the third year of the project.

		Yearly Expenses					TOTALS
		Salaries	Benefits	Travel & Training	Equipment	Contracts	
Partners/sub-project	USOE	172,640	62,150	17,500	0	0	252,290
	UCAT	159,120	47,736	0	0	0	206,856
	USHE	159,120	47,736	23,000	0	0	229,856
	DWS	85,280	25,584	9,000	0	0	119,864
	UEN	326,500	117,900	10,000	68,619	0	523,019
	UEPC	344,000	111,360	11,000	1,000	0	467,360
	TOTALS	1,246,660	412,466	70,500	69,619	0	1,799,245

Possible sources of funding include:

- One time legislative appropriations
- Line items in postsecondary and USOE budgets
- Collection of fees from participating agencies, including participating colleges within universities
- Future grants for education policy, program and practice research.
- Future grants for education tech sustainability - The research executive assistant will facilitate project management of UEPC research efforts and UDA research endeavors, including correspondence, coordination of meetings, maintaining records for accountability purposes, report production and dissemination. Generally, dissemination of findings is an area often overlooked in the research endeavor. Under-dissemination of findings pre-empts utilization of research for decision-making. Recognizing the importance of creating a sustainable infrastructure post award, the research executive assistant will work on grant writing and long-term funding streams to support the research efforts of the UEPC as they are related to the work of the UDA.
- Graduate student labor, with possibility of stipends or fellowships coming from funding sources within their colleges. One major benefit of relying on such individuals for sustaining the project is that they will later go into the field with a background in the data and the UDA in particular. Such background knowledge will enable them to be practitioners that are more effective and give them the knowledge to mentor others about the availability and use of such data.
- Industry/workforce help
- As Utah increases the number of UDA partners the potential for sustaining the system beyond the grant funding period increases. As more partners participate in UDA costs can be distributed over more entities thus potentially reducing the cost to any one organization.
- Charge private institutions when they want join in.

- Overtime, fewer resources will be needed as the technology components of the project move into more of a maintenance mode.

Section 3 – Timeline for Project Outcomes

Timeline by Outcomes

The table below is a general timeline the UDA. It orders and describes the major milestones and accomplishments within approximate months spanning three years. As the UDA management team with fulltime staff begins work, they will produce more detailed and comprehensive plans and timelines.

Estimated Project Start: 5/2010
 Estimated Project Finish: 4/2013
 Total Months: 36

ID	Outcomes	Event(s) or Task(s)	Responsible Parties	Start Month	Finish Month
	Hiring of grant & project managers	- Recruitment - Interviews - Selection/role	- Steering Com. - Grant Mgr. Team	1	2
1	RFP Awards (if necessary)	- Construction - Solicitation - Review	- Grant Mgr. Team	1	4
2	Contracts (SSID, discipline data, non-cognitive, pre-kindergarten)	- Clarifications - Negotiations - Scope of work	- Steering Com. - Grant Mgr. Team	5	6
UEN Outcomes					
3	Warehouse Design	- review of data needs - schema development - management plan	-System Admin - Data Architect	1	3
4	Procurement (software/hardware)	- complete RFP if needed (see above) - complete contract	-Project Mgr. -Service Coordinator - Data Architect	2	4
5	Implementation (software/hardware)	- Installation - Configuration - Tuning	-System Admin/DBA	4	10
6	Data ETL	- Partner specifications - Data mapping - Verification	- Partners - UEN DB staff	11	18
7	Maintenance, Support, Enhancements	- manage capacity - develop schedules - identify needs	- Partners - UEN DB staff		

USOE Outcomes					
8	<i>SSID/SIS integration</i>	- SDLC(software development life cycle - training	- contractors	6	12
9	<i>Add discipline data to UTREx/SIF</i>	- SDLC(software development life cycle - training - warehouse integration	- contractors	6	24
10	<i>Additional Pre-k integration</i>	- SDLC(software development life cycle - training - warehouse integration	- contract programmers - warehouse staff	6	18
11	<i>Non-cognitive data with SSI</i>	- test deployment - test administration - warehouse integration	- IT analysts - System Admin/DBA - Contractor	12	24
12	<i>Provisioning of data for UDA</i>	- Export development - quality control	- IT analysts	12	20
13	<i>SEA Professional Development</i>	- content/sequence - schedule development	- Trainers	9	30
14	<i>Analysis/Research of UDADS Data</i>	- problem identification - develop hypotheses - data acquisition - analysis & reporting	- researchers & analysts	12	36
UCAT Outcomes					
15	<i>Provisioning of data for UDADS</i>	- Export development - quality control	- IT analysts	12	20
16	<i>SEA Professional Development</i>	- content/sequence -schedule development	- Trainers	9	30
17	<i>Analysis/Research of UDADS Data</i>				
USHE Outcomes					
18	<i>Provisioning of data for UDADS</i>	- Export development - quality control	- IT analysts	12	20
19	<i>SEA Professional Development</i>	- content/sequence -schedule development	- Trainers	9	30
20	<i>Analysis/Research of UDADS Data</i>	- problem identification - develop hypotheses - data acquisition - analysis & reporting	- researchers & analysts	12	36
UEPC Outcomes					
21	<i>SEA Professional Development</i>	- content/sequence -schedule development	- Trainers	9	30
22	<i>Analysis/Research and Coordination</i>	- problem identification - develop hypotheses - data acquisition - analysis & reporting	- researchers & analysts	12	36

DWS Outcomes					
23	Provisioning of data for UDADS	- Export development - quality control	- IT analysts	12	20
	SEA Professional Development	- content/sequence - schedule development	- Trainers	9	30
24	Analysis/Research of UDADS Data	- problem identification - develop hypotheses - data acquisition - analysis & reporting	- researchers & analysts	12	36
General UDA Outcomes					
25	Interagency Technology Management	- Interagency technical project management - Role development - technology coordination	- project manager - service coordinator	1	36
26	Interagency Data/Research Coordination	- grant management - Data stewardship - research coordination	- grant manager - data & research coordinator	1	36
27	Data Quality Auditor	- review data quality procedures and policies - research specific data elements	- UDA data quality auditor		

Section 4 – Project Governance and Management Plan

Utah Government has a strong history of cooperation between education, economic development, and workforce agencies. The section about data provided by DWS describes UtahFutures, a cooperative effort that will supply valuable data to the UDADS. The 21st Century Alliance and the State Council on Workforce Services or WEEDA (see **Appendix A, Attachment 14**) are two others.

4.1 ORGANIZATIONAL GOVERNANCE AND STRUCTURE

Governance of Initial Project

While the grant’s project management team will work directly with the fulltime project and grant managers, a steering committee made up representatives from the USOE, DWS, USHE, UCAT and UEPC will represent the interests of the stakeholders. Senior administration staff from the partner agencies will comprise this steering committee. The management team will nominate individuals to become members of the steering committee. The chief officers of the partner agencies will approve or reject the nomination(s) from their respective agencies. As the project progresses, this steering committee will perform board of directors functions for the entire initiative. **Appendix A, Attachment 15** illustrates the organizational structure of the entire UDA project.

The steering committee will have final authority over all strategic project decisions. The management team will represent the steering committee and their agencies at the actual project work level and serve as the primary oversight, consulting and monitoring arm of the stakeholders. The involvement of the committee will be pivotal in the sustainability of the project over the long term and as new data are added and new agencies become participants.

Appendix D provides letters of commitment and evidence of understanding by the agency heads and other key stakeholders.

Ongoing governance of data

One concern of any data governance effort is the control of data access. All such controls will adhere to FERPA and Utah's GRAMA Government Records Access and Management Act (GRAMA) rules and guidelines. All data provided by the UDADS will be de-identified. In addition, the UDA will develop its own set of access policies. At no point during this project, will UDA or other users use the UDADS to make predictions, forecasts or analyses of individual outcomes. For example, is the student or employee a good risk for acceptance into this school or program? The UDADS will not be used in any way as a case management system.

The steering committee and management team will help develop new or revise existing memos of understanding and confidentiality agreements between the partner agencies and for outside entities. The USOE and UEPC are currently working on an agreement for the sharing of USOE data. **Appendix A, Attachment 16** contains a draft of this agreement and a more general USOE Researcher Packet for providing de-identified data. **Appendix A, Attachment 17** contains other existing MOUs between the UDA partners.

Together with the UDA research coordinator a fulltime UDA data auditor will continually review the procedures and policies for the collection and storage of data to ensure their quality and integrity of all of UDADS. This work will involve the review of how data are provided, managed, the business rules applied to the data, and how they are interpreted and used.

4.2 PROJECT MANAGEMENT

Project Manager and Grant Manager

The management team and steering committee will hire two individuals for the positions of project manager and grant manager. These positions will be part of the management team. Between the first and second years of the project, the project manager role will transition into the UDA technical coordinator. Likewise, during the same period, the grant manager will transition into the UDA research coordinator; a position needed to coordinate and govern the use of data across the partners and broker inter-agency research projects.

As the representative of the UDA steering committee and the UDA management team, the project manager will perform the project management functions during the UDADS implementation. He or she will ensure project activities are appropriately planned, scheduled

and carried out in accordance with established standards. The grant manager and project manager, along with the other management team members will write RFPs if needed or hire additional time-limited staff for the various sub-projects.

UEN and UEPC

The UEN an organization that currently provides the infrastructure for all education networks within the state, will do the technical database design and implementation work. The UEN is the ISP for both public and higher education within Utah and has always had a close working relationship with both the USOE and USHE. The UEN will be fully represented on both the management team and steering committee. The UEN will provide for a secure data environment with an adequate computing and telecommunications environment plus data products that have passed end-to-end testing and have been approved by the management team.

While the UEN attends to the management of the UDA's technical components, the UEPC will lead and manage the overall research and analysis. As primary individuals at the UEPC, the UEPC director and the UDA research coordinator will work together to ensure to effective and efficient use of the UDADS to answer appropriate questions.

Management Organization

The project manager will monitor schedules and help the grant manager ensure that the project meets all required outcomes. The project manager will also respond to inquiries by the steering committee and others while notifying all concerned about any gaps between expectations and actual delivery of products and services. The project manager, grant manager and the rest of the management team will meet at least weekly with any contractors and state development teams. The steering committee will maintain an active role in the project. It will meet at least monthly with the management team including the project and grant managers.

Support

Once the UDADS is operational, the UEN-housed UDA technical coordinator will be responsible for ongoing technical support of the UDADS users. User problems will be forwarded to a UDADS help desk maintained at the UEN and supported by UEN staff.

The UEPC-housed, UDA research coordinator will ensure the data are available and that they are understood. As actual research and analysis begins, the UDA research coordinator will also be working with data analysts at UEPC and in the partner agencies to coordinate inter-agency work and to ensure neither data nor business rules are duplicated.

Controls

The steering committee will act through the management team, including the project management office and grant manager. The steering committee will have executive control of the project while the management team will have responsibility for ensuring that components of

the UDA project are coordinated and the project introduces user functions in an understandable and timely manner.

The steering committee and management team will collaborate and work with Federal grant personnel and others to ensure achievement of IES goals. The management team will approve plans, guide development and monitor implementation of quality assurance within the UDA. The management team and steering committee will receive feedback and take appropriate action to correct problems.

The steering committee will recruit technical and student records personnel from LEAs, USOE, DWS, and postsecondary schools and possibly from other state agencies to form a project evaluation team. The steering committee will receive quarterly reports from the project evaluation team and will initiate corrective action to adjust project elements as needed to improve the quality and effectiveness of the project in meeting stakeholder needs.

At the beginning of the third year, the evaluation team will give the steering committee a final evaluation report. This report will serve as a basis for development of a multi-year plan for maintaining and for changing the system to address any deficiencies and to assure continued improvement.

4.6 PARTNER SUPPORT AND COMMITMENT – SEE APPENDIX D

Section 5 – Staffing

5.1 OVERVIEW

Sub-section **2.4 TRAINING AND STAFF DEVELOPMENT** and **SECTION 4 - PROJECT GOVERNANCE AND MANAGEMENT PLAN** addressed much of the information about staffing the UDA project and the UDADS. The application's Budget Information Non-Construction Programs (ED 524) – Section C lists all of the positions each partner agency needs along with a counts, FTEs and costs. The table below in Section 5.3 contains an abbreviated version of that section C while the remainder of the section provides more detailed descriptions of those positions.

5.2 PROJECT MANAGEMENT TEAM AND QUALIFICATIONS

Key members of the committee that wrote the grant application will become members of the UDA management team. They will assume this responsibility as part of their existing positions within their partner agencies. Each of these individuals has years of experience working with education or workforce data and computer systems.

Appendix B contains the resumes of the management team members listed in the following table. The table identifies each team member's organizational affiliations and position. These individuals are selected based on the range of experience they bring to the team as indicated by their current positions. They were also the primary authors of this application.

Their first order of business will be the hiring of a fulltime grant manager/UDA research coordinator followed by a fulltime project manager/UDA technical coordinator. With the addition of these two individuals to the management team, work will begin. The table below lists the members of this team.

Projected Management Team		
Name	Agency	Position/Role
John Brandt	USOE	Director of Information Technology
Joseph Curtin	USHE	Director of Institutional Research
Richard Kendell	USBR	Utah State Board of Regents Professor
Bryan Peterson	UEN	Operations Manager
Stephen Maas	DWS	Director of Workforce Development and Information
Andrea Rorrer	UEPC	UEPC Director
Farah Thompson	UCAT	Institutional Research Director
TBD	UDA/UEPC	Grant Manager/UDA Research Coordinator
TBD	UDA/UEN	Project Manager/UDA Technical Coordinator

5.3 ROLES, RESPONSIBILITIES, AND TIME COMMITMENTS

The following tables provide information about the responsibilities, time commitments and staffing levels of the UDA. While all of the project management team members, with the exception of the grant and project managers are fulltime employees of their agency, all others are paid employees working solely for the outcomes of the UDA. Only these paid employees are included. Information analysts in each agency will help provide technical training and support. In practice, the UDA project will probably designate one fulltime trainer for the second and third year of the project. This individual can assist the research coordinator at the UEPC and the technical coordinator at UEN help the researchers and data analysts/statisticians understand and use the UDADS data, both in meaning and structure.

Staffing Needs by Partner and Overall

Role	Grant Manager UDA Research Coordinator			Research Director			Data Analyst - Statistician			Information Analyst - Trainer			Research: Executive Assist, Associate, Graduate Assist			IT Analyst - Warehouse Population ETL		
	FTE	Yrs	FTE Yrs	FTE	Yrs	FTE Yrs	FTE	Yrs	FTE Yrs	FTE	Yrs	FTE Yrs	FTE	Yrs	FTE Yrs	FTE	Yrs	FTE Yrs
Partner																		
USOE			0.00			0.00	1.00	2.00	2.00	1.00	2.00	2.00	1.00	2.00	2.00	1.00	2.00	2.00
UCAT			0.00			0.00	1.00	2.00	2.00	0.50	1.00	0.50	0.50	2.00	1.00	1.00	2.50	2.50
USHE			0.00			0.00	1.00	2.00	2.00	0.50	1.00	0.50			0.00	1.00	2.50	2.50
DWS			0.00			0.00	1.00	2.00	2.00	0.50	1.00	0.50			0.00	0.50	2.50	1.25
UEN			0.00			0.00			0.00			0.00			0.00	2.00	3.00	6.00
UEPC	1.00	3.00	3.00	0.25	3.00	0.75	2.00	3.00	6.00			0.00	2.50	3.00	7.50			0.00
Totals	1.00	3.00	3.00	0.25	3.00	0.75	6.00	11.00	14.00	2.50	5.00	3.50	4.00	7.00	10.50	5.50	12.50	14.25

Role	Project Mgr, UDA Technical Coordinator			Data Quality Auditor			Data Architect			System Admin			Totals		
	FTE	Yrs	FTE Yrs	FTE	Yrs	FTE Yrs	FTE	Yrs	FTE Yrs	FTE	Yrs	FTE Yrs	Yrs	FTE Yrs	FTE Years
Partner															
USOE			0.00			0.00			0.00			0.00	4.00	8.00	8.00
UCAT			0.00			0.00			0.00			0.00	3.00	7.50	6.00
USHE			0.00			0.00			0.00			0.00	2.50	5.50	5.00
DWS			0.00			0.00			0.00			0.00	2.00	5.50	3.75
UEN	1.00	3.00	3.00	1.00	3.00	3.00	2.00	3.00	6.00	1.00	3.00	3.00	7.00	15.00	21.00
UEPC			0.00			0.00			0.00			0.00	5.75	12.00	17.25
Totals	1.00	3.00	3.00	1.00	3.00	3.00	2.00	3.00	6.00	1.00	3.00	3.00	24.25	53.50	61.00

Position Descriptions

Position	Description
UEPC Director (currently on a 9 month contract, SLDS grant will extend work to	The UEPC Director will serve as the project administrator and provide, project oversight, manage quality assurance, and supervise staff to support the implementation of the UDA for research and evaluation purposes, provide guidance on the data request and coordination procedures, research studies, and preparation of all reports and publications. The UEPC Director will also play a primary role in the

12 months with .25 FTE devoted to the UDA, current job and UDA role overlap)	delivery of outreach efforts to disseminate the findings of research associated with the use of the data collected by the UDA, and to maintain relationships/partnerships with educational stakeholders to improve the research capacity and use of the UDA generated research for informed decision-making by educational leaders and policymakers.
UDA/UEPC Research Coordinator (will also fulfill role of grant manager)	The research coordinator will work directly with the UEPC staff and representatives from the UDA team. In consultation with the UEPC director, research associate, and analysts/statisticians, the research coordinator will be responsible for coordination, management, and oversight of UDA partner research. Throughout the project, this individual will also monitor the progress of the UDA as described in the grant application. They will do so in collaboration with the UEN technical coordinator/project manager.
UDA/UEN Technical Coordinator (will also fulfill role of project manager)	As project manager, this individual will define detailed UDA project plans, monitor resources, and provide management support to the project team. He or she will collaborate with the UEPC's research coordinator/grant manager. During the second year of the project, this person's role will become that of a technical service coordinator to ensure UDA partners are receiving the support they need for understanding and accessing the UDADS.
Data/research analysts and statisticians	The research analysts/statisticians will be primarily responsible for conducting research on data available through the UDA. The research analysts/statistician will identify and design analytical studies, analyze data, interpret findings, organize conclusions, and prepare of reports on UDA research. The research analysts/statisticians will work closely with the UEPC staff, including the current staff and the research coordinator and research executive assistant to ensure timely delivery and presentation of findings.
Business Intelligence (BI) tools Trainers	Business intelligence tool contractors will provide training resources for the agencies, and function by delivering training, facilitating group processes, identifying individual and organizational training needs as determined by the business analysis tool(s) chosen for use and the type of question to be answered.
Information Analyst/Trainer (DHRM – Business Analyst)	They use analysis, statistical and BI tools to retrieve stored data, analyze and arrange results in a format that effectively supports the organization's production activities; coordinate the use of information analysis software, and data with the organization's employees; help and train internal customers to identify better ways to utilize the system's capabilities; negotiate common standards for data formats; assess needs for data analysis related hardware, software, and data
IT Analyst (DHRM – IT Analyst II)	IT analysts analyze, design, and implement software that support the agencies' and project's mission. They document systems and perform programming actions from initial design through ongoing maintenance and ultimately to problem resolution as needed. Throughout the UDA project, but especially in the first year, they must work closely with agency subject matter experts and the UEN staff to ensure the UDADS is correctly populated with useful, quality and secure data.
Database Administrator (DHRM – DBA)	Performs working level duties including analysis and implementation of logical and physical database designs, design and implementation of data dictionary structures, data base performance tuning, and participates in the development of standards, evaluation testing and installation of database software. Within the UDA project, such an individual will need to work closely with subject matter experts from the participating agencies.

Network Administrator (DHRM – Technical Support Specialist III)	Someone in this position acts as a high-level consultant in the LAN /WAN technical environment either by providing on-going technical guidance to other staff or by supervising staff or a project team on a continuous or project team basis. Incumbents are involved in either the planning, implementation or administration of local area networks or in providing technical support for users of agency systems.
Research Analyst Intern or Assistant	These individuals provide assistance in a variety of research projects and studies, especially in the analysis of data and completion of reports for management use. These individuals must have subject matter expertise as well as technical skills in the use of data retrieval software, statistical tools and electronic reporting.
UDA data auditor	The data auditor helps ensure the quality, accessibility and timeliness of the UDA data; sponsors data governance processes; develops reviews and often approves data policies and helps make data-related decisions including those concerning new data collections, data elements, and technology standards. He or she will provide data quality direction and knowledge to UDA staff at the partner/agency level.

5.4 INTERNSHIPS and ASSISTANCESHIPS

One of the major outcomes of the proposed UDA is the creation of multiple research opportunities. Full-time employees at the partner organizations and fulltime employees added with grant funds will complete much of the data analysis and research projects described in this application. In addition, the UDA will create several graduate assistant or internship positions that will allow students at the area colleges and universities to obtain research experience through the UDA. The advantages of an internship program are:

- Cost savings – Interns are less expensive to employ and provide a willing workforce.
- Collaboration – Interns help build a collaborative environment between the agencies providing the data and higher education.
- Access to additional Talent - An intern will often have a faculty advisor who will oversee, and provide guidance in the research project. This provides additional resources applied to the research project as well as insuring a sound, peer reviewed research design.
- Knowledge transfer – It builds a talent pool of experienced graduates who will take their knowledge and experience working for the UDA and with SLDS data into the workforce, ideally with the sponsoring organization.

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:

Title: **Appendix A** Pages: **86** Uploaded File: **Appendix A.pdf**

Appendix A – Table of Contents

Attachment	Description	Appendix A Page	Narrative Page
1	Project flow diagram	2	1
2	RttT vs. SLDS table	3	6
3	HB 82-2007 SSID	5	7
4	Data Provided and Needed	7	9
5	USOE Data Dictionary	9	9
6	Non-cognitive	40	11
7	UCAT/USHE data elements	42	11
8	Postsecondary survey	44	12
9	NSC Data Elements	48	13
10	DWS Data Elements	51	14
11	UtahFutures Overview	52	14
12	Cognos Contract	54	18
13	Utah’s RttT training and professional development	57	20
14	WEEDA Overview	60	23
15	UDA organizational chart	61	23
16	USOE and UEPC MOU plus the USOE Researcher Packet	62	24
17	Other MOUs between partners	69	24

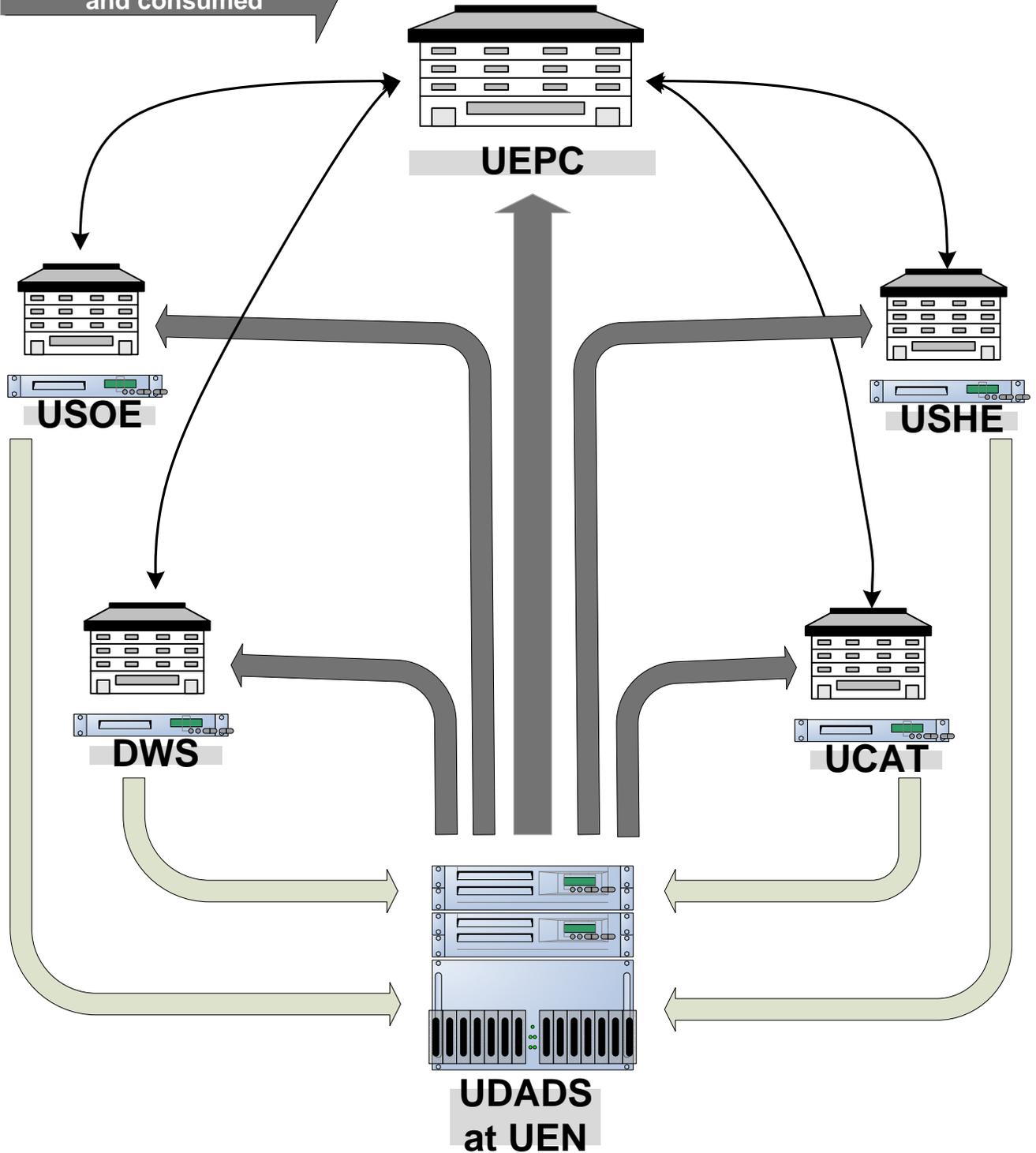
Appendix A, Attachment 1 UDA DATA FLOW and GOVERNANCE OVERVIEW

Key:

← Lines of governance →

Data provided by partners

De-identified data needed and consumed



Attachment #2 - Utah SLDS vs. Utah RttT

SLDS Requirement	SLDS - Utah Outcome	Aligns With	RttT Utah Outcome	RttT Requirement(s)
<p>Capability #3 -The system must link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects.</p>	<<----->>		<p>Utah's SLDS can already link teachers and students by course/class and assessment. In conjunction with its RttT proposal and ARRA assurances, the USOE needs to introduce new data elements to allow connections between instructional methods, teacher practice, strategies, teacher performance and student achievement. After statewide instructional improvement goals are identified, measures of how those goals are being met or not met have to be identified and data collected; such data will need to be collected at the classroom level and combined with like data at the school, LEA and state levels.</p>	<p>Data Systems to address: Teachers & Instruction</p>
<p>Capability #5 - The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students.</p>	<<----->>		<p>Utah is proposing the integration of Utah SIS2000+ system's grade book with its Utah Test Item Pool (UTIPS) formative assessment delivery system. This integration would include automated updating of each student's list of Utah state standards and objectives achieved based on their performance on UTIPS items aligned with those standards and objectives.</p>	<p>Data Systems to address: Assessments & Accountability</p>

SLDS Requirement	SLDS - Utah Outcome	Aligns With	RttT Utah Outcome	RttT Requirement(s)
<p>Capability #5 - The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students.</p>	<p>The UDA's scope of training and professional development will not extend into the LEA. Utah's Race to the Top (RTTT) grant application addresses P-12 training. USOE's data mentoring program already provides some training through its Cognos and DigitalSAMS users groups at the local level. The RTTT training and professional development outcomes are found in Appendix A, Attachment 13.</p>	<p><<----->></p>	<p>Utah's RttT proposal also includes plans for more comprehensive professional development at the school and classroom levels so data can be used more seamlessly for making data driven decisions to improve student achievement.</p>	<p>Data Systems to address: Teachers & Instruction, Accountability</p>
<p>Element # 11 - Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.</p>	<p>The UDA will be able to answer questions about the preparation of students for higher education and the workforce such as which education experiences eventually lead to more success in the workforce.</p>	<p><<----->></p>		<p>Data Systems to address: Assessments & Accountability</p>
<p>Element #12 - Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.</p>	<p>Postsecondary institutions need better access to electronic records of high school transcripts so the effects of high school preparation disaggregated by courses taken on college success can be measured. All of these data will be in the UDADS by course, student, school, and LEA for Utah students.</p>	<p><<----->></p>		<p>Data Systems to address: Assessments & Accountability</p>

Attachment 3 - HB82 -2007 Utah State Legislature

Enrolled Copy H.B. 82

1 EDUCATION INFORMATION TECHNOLOGY

2 SYSTEMS

3 2006 GENERAL SESSION

4 STATE OF UTAH

5 **Chief Sponsor: Kory M. Holdaway**

6 Senate Sponsor: Howard A. Stephenson

7

8 LONG TITLE

9 **General Description:**

10 This bill requires coordination between public and higher education information
11 technology systems, including the use of a unique student identifier.

12 **Highlighted Provisions:**

13 This bill:

14 < provides definitions;

15 < requires coordination between public and higher education information technology
16 systems;

17 < requires the State Board of Education to assign a unique student identifier to each
18 public education student; and

19 < requires the higher education system to utilize the unique student identifier assigned
20 to public education students.

21 **Monies Appropriated in this Bill:**

22 None

23 **Other Special Clauses:**

24 This bill takes effect on January 1, 2007.

25 **Utah Code Sections Affected:**

26 ENACTS:

27 **53A-1-603.5**, Utah Code Annotated 1953

28 **53B-1-109**, Utah Code Annotated 1953

30 *Be it enacted by the Legislature of the state of Utah:*

31 Section 1. Section **53A-1-603.5** is enacted to read:

32 **53A-1-603.5. Unique student identifier -- Coordination of higher education and
33 public education information technology systems.**

34 (1) As used in this section, "unique student identifier" means an alphanumeric code
35 assigned to each public education student for identification purposes, which:

36 (a) is not assigned to any former or current student; and

37 (b) does not incorporate personal information, including a birth date or Social Security
38 number.

39 (2) The State Board of Education, through the superintendent of public instruction,
40 shall assign each public education student a unique student identifier, which shall be
used to

41 track individual student performance on achievement tests administered under this
part.

42 (3) The State Board of Education and the State Board of Regents shall coordinate
43 public education and higher education information technology systems to allow
individual

44 student academic achievement to be tracked through both education systems in
accordance

45 with this section and Section 53B-1-109.

46 (4) The State Board of Education and State Board of Regents shall coordinate access to
47 the unique student identifier of a public education student who later attends an
institution

48 within the state system of higher education.

49 Section 2. Section **53B-1-109** is enacted to read:

50 **53B-1-109. Coordination of higher education and public education information**
51 **technology systems -- Use of unique student identifier.**

52 (1) As used in this section, "unique student identifier" has the same meaning as
53 provided in Section 53A-1-603.5.

54 (2) The State Board of Regents and State Board of Education shall coordinate public
55 education and higher education information technology systems to allow individual
student

56 academic achievement to be tracked through both education systems in accordance
with this

57 section and Section 53A-1-603.5.

58 (3) Information technology systems utilized at an institution within the state system of
59 higher education shall utilize the unique student identifier of all students who have
previously

60 been assigned a unique student identifier.

61 Section 3. **Effective date.**

62 This bill takes effect on January 1, 2007.

Attachment 4 - Data Provided vs. Data Needed/Consumed

Data Category	Data Provided			Data Needed/Consumed			
	I: Individual data A: Aggregate Data			I: Individual data A: Aggregate Data			
	USOE	USHE, UCAT & NSC	DWS	USOE	USHE UCAT	DWS	UEPC
Demographic birth date, gender, race/ ethnicity, full legal name, marital status, number of dependents, military status, parent’s contact information, home address, distance to school, primary (1st) language, residential address, email address	I	I			I	A	I
Socioeconomic personal income level, occupation, employment status, house hold income, living arrangements(e.g. rent, own, living with others), dependency status		I			I	A	I
K-12 Institution data Location, size, accreditations, sector (public, private, charter, proprietary, religious), tuition, grade levels, programs, fees		I			I		I
P-12 Academic Enrollments, transcript data, diploma type, class size, rank, special education, state achievement assessments, guidance information, CTE participation, CTE completion, grade level completed, diploma/certificate status, transfers, absences, retention, credits earned, dropout reasons, disciplinary incidents, neglected & delinquent, instructional settings & methods	I				I		I
K-12 Entrance/Placement assessments (ACT, PSAT, SAT, PLAN, Accuplacer)	I	I			I	I	I
K-12 Concurrent enrollments participation, outcome, program/course type		I			I		I
K-12 Extracurricular Sports, dramatic arts, or club participation, work	I						I
K-12 UtahFutures (Career Information) and SEOPs Objectives, work history, career plans, attitudes/affective		I			I		I
k-12 Non-cognitive educational commitment, academic engagement and conscientiousness, social comfort and social integration, academic self-	I				I		I
K-12 Costs Summary of total student cost by program – including tuition, fees, books, supplies, and equipment. Other direct costs include transportation and living expenses	A						I
K-12 Employment while in school Work release, internship, wages			I			I	I
Postsecondary Institution data Location, size, accreditations, sector (public, private, charter, proprietary, religious), tuition, fees, ar risk identification		I			I		I
Postsecondary academic Transcript data, completions (degrees/ certificates awarded), areas of emphasis/study, educational intent/purpose, educational goals and interest, course/credit types, remedial courses, credits earned, retention		I			I	I	I
Postsecondary extracurricular Sports, dramatic arts, or club participation, work (on-campus, off campus, and hours)		I			A		I

Data Category	Data Provided I: Individual data A: Aggregate Data			Data Needed/Consumed I: Individual data A: Aggregate Data			
	USOE	USHE, UCAT & NSC	DWS	USOE	USHE UCAT	DWS	UEPC
Postsecondary financial aid Pell grants, Student loans, scholarships, fee waivers, GI Bill, BIA – Tribal funding. Types of aid and where to locate information on financial aid (i.e. availability, qualifications,		I			I	I	I
Postsecondary Employment (survey only) Job code, industry code, wages, hours worked, hourly (equivalent) wage. Status (full,		I			I		I
Postsecondary costs Summary of total student cost by program – including tuition, fees, books, supplies, and equipment. Other direct costs include transportation and living expenses		A			I		I
Postsecondary withdrawal follow-up - throughout all of postsecondary to determine why student left.		I			I		I
Postsecondary financial – including direct and indirect costs for education, family income, federal financial aid, State financial aid, Institutional financial aid, Other financial aid, merit-based financial aid, need-based financial aid		I					I
Adult Basic Education (ABE) participation, completion			I			A	I
State of Utah Wage Data wages, wage quarter, Industry classification, program category, program month			I			I	I
Federal Employment Data Exchange System (FEDES) Branch of federal government employed, position, grade/step			I			I	I
The Wage Record Interchange System (WRIS) Aggregate data only			A			A	A
Public Assistance Programs Participation (such as Temporary Assistance for Needy Families (TANF) and Food Stamps)			I			I	I

Attachment 5 - USOE Data Dictionary

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
ACT	school_act_data. act_graduating_students	% percentage of 11th and 12th grade students taking the ACT Assessment (at this school)	ACT - Calculated - # of ACT test takers / Sum 11th & 12th graders	John Jesse - Assessment	Numeric(3,2)	25%		Mar-2003	ACT	30-Jun	School Performance Report
ACT	school_act_data. act_avg_score_complete_battery	mean scale score on complete battery of ACT Assessment (at this school)	ACT - Calculated - Sum scores on complete battery / # of ACT test takers (for this school)	John Jesse - Assessment	Numeric(4)	21		Mar-2003	ACT	30-Jun	School Performance Report
ACT	school_act_data.act_total_students	total number of students taking ACT Assessment (at this school)	ACT - Calculated - # of ACT test takers (for this school)	John Jesse - Assessment	Numeric(4)	175		Mar-2003	ACT	30-Jun	School Performance Report
ACT	school_act_data. Warehouse_entry_Date	The date the row was entered in the warehouse.	Server - Calculated Get the current date time		datetime						
Advanced Placement	school_ap_data. ap_total_tests_perc	Percentage of students that took AP courses that also took an AP test	AP - Calculated ap_total_tests/ap_total_students	John Jesse - Assessment	Numeric(4,1)	90%		Mar-2003	College Board	30-Jun	School Performance Report
Advanced Placement	school_ap_data. ap_tests_college_cr	total number of Advanced Placement tests for which college credit was earned	AP - Calculated Count tests where grade > 3	John Jesse - Assessment	Numeric(4)	75		Mar-2003	College Board	30-Jun	School Performance Report
Advanced Placement - (CH)	school_ap_data. ap_total_students	Unduplicated total number of students taking Advanced Placement courses for 10th, 11th, and 12th grade	CH - Calculated The distinct # of students taking AP courses 10th, 11th, 12th grades	John Jesse - Assessment	Numeric(4,1)	10		Mar-2003	College Board	30-Jun	School Performance Report
Advanced Placement	school_ap_data.ap_total_tests	Unduplicated total number of Advanced Placement tests taken for 10th, 11th, and 12th grade	AP - Calculated The distinct # of AP test taken where EdLevel_text in('10','11','12')	John Jesse - Assessment	Numeric(4)	45		Mar-2003	College Board	30-Jun	School Performance Report
Advanced Placement - (Server)	school_ap_data. Warehouse_entry_Date	The date the row was entered in the warehouse.	Server - Calculated Get the current date time		datetime			Mar-2003			
CACTUS	v_be_school. district_id	District ID - not to be confused with district number!	CACTUS be_school. district_id	Shaunna Ford - School Finance & Statistics	Numeric(9)	1107	District_id is a database generated number that is created when the district is created in CACTUS For a district, the district_id and school_id are the same. Each school has a unique school_id. However, a school_id may have several school numbers associated with it. Ex. Lake Powell is a K-12 school with a school_id 777 and has school number 130 for the K-6 grades and school number 714 for grades 7-12.	Mar-2003	CACTUS	30-Jun	AYP U-PASS AMAO
CACTUS	v_be_school. school_id or v_be_institution. Institution_id	unique institution identifier	CACTUS be_school. school_id	Shaunna Ford - School Finance & Statistics	Numeric(9)	1075		Mar-2003	CACTUS	30-Jun	AYP U-PASS AMAO
CACTUS	be_school_year. upass_report_type	U-Pass report type by year This also used in determining if a school should have an AYP report	CACTUS	Randy Raphael - School Finance & Statistics	Char(1)	H	H - High school report	Mar-2003	School Finance & Statistics	30-Jun	AYP U-PASS
CACTUS	be_school_year. rural	Locale of school is determined by the Census Bureau based on the size and density of the population of the place in which the school is located and the economic relationship of that place to other places in the vicinity. Codes "7" and "8" indicate "rural" schools.	CACTUS	Randy Raphael - School Finance & Statistics	Char(1)	8	The source of locale data is the NCES data file <i>Public Elementary/Secondary School Universe Survey Data</i> , which is available together with documentation at the following site: http://nces.ed.gov/ipeds/data/pschs/univ.asp .	Mar-2003	School Finance & Statistics	30-Jun	NCLB

PR/Award # R384A100056

68

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
CACTUS	be_school_year_poverty	Quartile of school on students eligible for free or reduced price school lunch (as of last operational day in October) as a percentage of enrollment (as of October 1) in 2002-03.	CACTUS	Randy Raphael - School Finance & Statistics	Char(1)	3	The primary source of lunch and enrollment data on which the quartile analysis is based is the NCES data file <i>Public Elementary/Secondary School Universe Survey Data</i> , which is available together with documentation at the following site: http://nces.ed.gov/ipeds/data/secondary/ipeds2003/iv.asp . For 2003, the cut point between the first and second quartiles is 20.96%; between the second and third, 35.41%; and between the third and the fourth, 51.25%.	Mar-2003	School Finance & Statistics	30-Jun	NCLB
Clearing-house	student_master.student_id	Student id created at USOE Created for unique students (last name, first name, birth date, gender) 2006 - Now created when a new SSID comes in through the clearinghouse (end of year or Fall enrollment)		Jerry Winkler - Computer Services	numeric(6)	10000		Mar-2003			COGNOS
	student_master.last_name	Student's last name	Clearinghouse - Student S1.last_name	Bruce Hudgens - Computer Services	varchar(20)	Smith		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_master.first_name	Student's first name	Clearinghouse - Student S1.first_name	Bruce Hudgens - Computer Services	varchar(16)	John		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_master.birth_date	Student's birth date	Clearinghouse - Student S1.birth_date	Bruce Hudgens - Computer Services	datetime	1/1/1992		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_master.ethnicity	http://www.usoe.k12.ut.us/data/ethnicity.htm	Clearinghouse - Student S1.ethnicity	Randy Raphael - School Finance & Statistics	char (1)	C		Mar-2003	Clearinghouse	15-Jul	School Performance Report, COGNOS
Clearing-house	student_master.gender	F = female; M = male	Clearinghouse - Student S1.gender	Randy Raphael - School Finance & Statistics	char (1)	F		Mar-2003	Clearinghouse	15-Jul	School Performance Report, COGNOS
Clearing-house	student_master.warehouse_entry_date	Server date when the record was created	Server Date	Jerry Winkler - Computer Services	datetime	6/30/2010		Mar-2003			
Clearing-house	student_master.first_entered_US	year of student's entry into United States	Clearinghouse - Student S1.LEP_year_in_US	Rita Brock / Jennifer Lambert - Curriculum	datetime	1999		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_master.expected_graduation_date	Date student will graduate under normal circumstances	Clearinghouse - Calculated previous school year (2002) + (12 - grade)	Randy Raphael - School Finance & Statistics	datetime	6/30/2010		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_master.loaded_from_district	The district from which the record was created. This is not necessarily the first district the student entered...	Clearinghouse - district	Andrew Jones - Computer Services	char (2)	02		Mar-2003	Clearinghouse	15-Jul	
Clearing-house	student_master.truncated_last_name			Andrew Jones - Computer Services	char (14)			Jun-2006			
Clearing-house	student_master.truncated_first_name			Andrew Jones - Computer Services	char (9)			Jun-2006			
Clearing-house	student_master.hs_completion_status			Andrew Jones - Computer Services	char (2)			Jun-2006			
Clearing-house	student_master.middle_name	Student's middle name	Clearinghouse - Student S1.middle_name	Bruce Hudgens - Computer Services	varchar(16)	Jared		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_master.ssid	SSID from the SSID system		Bruce Hudgens - Computer Services	numeric(9)	1234567	This column is populated from the clearinghouse load. At some point we will be validating this column either inside the warehouse or in the clearinghouse prior to the warehouse load.	Jun-2006			

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
Clearing-house	student_master.hs_completion_sch_ool_year			Andrew Jones - Computer Services	char (4)			Jun-2006			
Clearing-house	student_master.hs_completion_dist_ict_id			Andrew Jones - Computer Services	numeric(5)			Jun-2006			
Clearing-house	student_master.hs_completion_sch_ool_id			Andrew Jones - Computer Services	numeric(5)			Jun-2006			
Clearing-house	student_master.hs_completion_sch_ool_number			Andrew Jones - Computer Services	char (3)			Jun-2006			
Clearing-house	student_master.grade_level			Andrew Jones - Computer Services	char (2)			Jun-2006			
	student_master.ssid_match_type			Robert N - Computer Services							
	student_master.current_student_record			Andrew Jones - Computer Services							
	student_master.active_ind			Andrew Jones - Computer Services							

student_lep											
Clearing-house	student_lep.lep_code	student's limited English proficient (LEP) status : A = no proficiency in any modality (speaking, reading, writing); B = no better than limited proficiency in any modality; C = fluent in at least one modality but limited in at least one other; D = monitored for proficiency for ? years; E = former LEP student now proficient in all modalities OR assessed for qualification as LEP student and found proficient	Clearinghouse - Student S1. Limited_english	Rita Brock / Jennifer Lambert - Curriculum	Char(1)			Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_lep.lep_native_language	native or first language of student expressed in ISO639-2/B code	Clearinghouse - Student S1.lep_native_language	Rita Brock / Jennifer Lambert - Curriculum	Char(3)			Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_lep.lep_oral_grade	student's numeric score on Oral scale of IPT English Proficiency Test	Clearinghouse - Student S1.lep_oral_grade	Rita Brock / Jennifer Lambert - Curriculum	Char(1)			Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_lep.lep_parent_language	language which parents of student prefer in communication with school expressed in ISO639-2/B code	Clearinghouse - Student S1.lep_parent_language	Rita Brock / Jennifer Lambert - Curriculum	Char(3)			Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_lep.lep_read_grade	student's numeric score on Reading scale of IPT English Proficiency Test	Clearinghouse - Student S1.lep_read_grade	Rita Brock / Jennifer Lambert - Curriculum	Char(1)			Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_lep.lep_write_grade	student's numeric score on Writing scale of IPT English Proficiency Test	Clearinghouse - Student S1.lep_write_grade	Rita Brock / Jennifer Lambert - Curriculum	Char(1)			Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_lep.warehouse_entry_date	The date the row was entered in the warehouse.	Server - Calculated Get the current date time	Andrew Jones - Computer Services	datetime			Mar-2003	College Board	30-Jun	School Performance Report
Clearing-house	student_lep.lep_inst_type	Type of lep instruction the student receives	Clearinghouse - Student S1.lep_inst_type	Rita Brock / Jennifer Lambert - Curriculum				Mar-2003			
Clearing-house	student_lep.lep_exit_date	Date the LEP student was advanced to limited english code E	Clearinghouse - Student S1.lep_exitdt	Rita Brock / Jennifer Lambert - Curriculum				Mar-2003			
Clearing-house	student_lep.ualpa_ell	The UALPA equivalent of the lep_code column	Assessment - UALPA	John Jesse - Assessment	Char(1)			Spring 2007	Assessment DB		
student_enrollment											
Clearing-house	student_enrollment.entry_date	Entry date for the school	Clearinghouse - Student S1.entry_date	Bruce Hudgens - Computer Services	Datetime	8/27/2002		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_enrollment.exit_date	exit date for school	Clearinghouse - Student S1.exit_date	Bruce Hudgens - Computer Services	Datetime	10/17/2002		Mar-2003	Clearinghouse	15-Jul	COGNOS

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
Clearing-house	student_enrollment.school_student_number	District student number	Clearinghouse - Student S1.student_number	Bruce Hudgens - Computer Services	Char(10)	123456789		Mar-2003	Clearinghouse	15-Jul	
Clearing-house	student_enrollment.grade_level	Grade in which student enrolled : PK (Prekindergarten), 00 (Kindergarten) through 12	Clearinghouse - Student S1.grade_level	Randy Raphael - School Finance & Statistics	char(2)	05	See Clearinghouse File Layout documentation to determine grade level of ungraded ("self contained" special education) students.	Mar-2003	Clearinghouse	15-Jul	School Performance Report, COGNOS
Clearing-house	student_enrollment.membership_days	Total number of days student was enrolled in a particular school	Clearinghouse - Student S1.school_membership	Randy Raphael - School Finance & Statistics	Numeric(3)	180	> 180 days + (10 * # of schools attended) is an error	Mar-2003	Clearinghouse	15-Jul	AYP (input to Attendance Rate algorithm), COGNOS
Clearing-house	student_enrollment.special_ed_membership	Total number of days in membership on the S2 record in the clearinghouse where time in ('C','D','E','F')	Clearinghouse - Student S2.Scam_membership	Wendy Carver - Special Ed	Numeric(3)	110		Mar-2003	Clearinghouse	15-Jul	AYP/NCLB - Full Academic Year
Clearing-house	student_enrollment.attendance	Total number of days student attended a specific school. A student is counted as "in attendance" on a school day if the student was counted on a class role by a teacher as being "present": in Grade 1-6, at any time during the day; and in Grades 7-12, in at least one period of the day.	Clearinghouse - Student S1.Days_Attended	Randy Raphael - School Finance & Statistics	Numeric(3)	172	The sum of ATTENDANCE cannot be greater than that of all MEMBERSHIP (membership_days + Special_ed_membership + yic_membership_days)	Mar-2003	Clearinghouse	15-Jul	AYP (input to Attendance Rate algorithm), Chronically Absent, COGNOS
Clearing-house	student_enrollment.days_absent		Clearinghouse - Calculated - Student_membership_days - student_attendance	Bruce Hudgens - Computer Services	Numeric(3)	1/5/1900		Jun-2006	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_enrollment.chronically_absent	whether student was absent from school 10 or more days	Clearinghouse - Calculated True when membership (school+spec ed+yic) - s1.days_attended > 9	Andrew Jones - Computer Services	Numeric(1)	1		Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	student_enrollment.mobile	Indicates whether student was not enrolled in a particular school for the entire school year: 1 = Yes, 0/NULL = No	Clearinghouse - Calculated - IF S1.school_membership + yic_membership_days + S2.membership < 180 THEN .mobile = 1 ELSE .mobile = 0 SY2009 - change 180 to 160	Randy Raphael - School Finance & Statistics	Numeric(1)	1		Mar-2003	Clearinghouse	15-Jul	School Performance Report, input to Mobility Rate algorithm
Clearing-house	student_enrollment.part_time	This is for indicating the status of a student who is enrolled for only part of the school day.	Clearinghouse	Bruce Hudgens - Computer Services	char (1)	H, P, S		Mar-2003			
Clearing-house	student_enrollment.dropout	Not currently used			numeric(2)	1		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_enrollment.exit_code	http://www.usoe.k12.ut.us/data/exit.htm	Clearinghouse - Student S1.exit_code	Randy Raphael - School Finance & Statistics	char(1)			Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_enrollment.disabled	Not currently used - use student_enrollment.special_ed			numeric(2)			Mar-2003			
Clearing-house	student_enrollment.limited_english	student's limited English proficient (LEP) status : A = no proficiency in any modality (speaking, reading, writing); B = no better than limited proficiency in any modality; C = fluent in at least one modality but limited in at least one other; D = monitored for proficiency for ? years; E = former LEP student now proficient in all modalities OR assessed for qualification as LEP student and found proficient	Clearinghouse - Student S1.Limited_english	Rita Brock / Jennifer Lambert - Curriculum	Char(1)			Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_enrollment.low_income	whether student qualifies for National School Lunch Program ('free' or 'reduced price') or is considered "economically disadvantaged on another measure (in the relatively few	Clearinghouse - Student S1.free_lunch	Leslie - CNP	Numeric(1)	1		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_enrollment.Migrant	student's migratory status 0/NULL - No 1 - Yes	Clearinghouse - Student S1.migrant	Max Lang -	Numeric(1)	1		Mar-2003	Clearinghouse	15-Jul	School Performance Report, COGNOS

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
Clearing-house	student_enrollment.zip_code	first five digits of zip code of student's residence	Clearinghouse - Student S1.student_zip_code	Randy Raphael - School Finance & Statistics	Numeric(5)	84111		Mar-2003	Clearinghouse	15-Jul	used to link small area aggregates across data sets maintained by different state agencies
Clearing-house	student_enrollment.special_ed	whether student participated in special education (had an IEP)	Clearinghouse - Calculated True if exists in S2	Cal Newbold - SARS	char(1)	Y		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_enrollment.concentrator	whether student emphasized applied technology (vocational) education (1=yes)	Clearinghouse - Student S1.concentrator	Jeff McDonald - CTE	Numeric(1)	1		Mar-2003	Clearinghouse	15-Jul	COGNOS
	student_enrollment.yic_membership_days		YICISIS -	Travis Cook - YIC	numeric(3)			Jun-2006			
Clearing-house	student_enrollment.home_status	0 = NOT homeless 1 = with another family because of a loss of housing or economic hardship 2 = In a motel or hotel 3 = In a shelter (emergency, transitional, or domestic violence) 4 = In a car, park, campground, or public place 5 = Somewhere without adequate facilities (running water, heat, electricity) 6 = Student seeks enrollment without accompanying parent (not to include youths in foster care)	Clearinghouse - Student S1.home_status	Bruce Hudgens - Computer Services	char(1)			Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_enrollment.full_academic_year	Calculated for AYP, U-PASS & AMAO reports - See business rules for calculation by school year		Judy Park - Assessment & Accountability	char (1)	Y		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_enrollment.lep_exit_date	LEP exit date turned in from the clearinghouse		Bruce Hudgens - Computer Services	Date	6/30/2008			Clearinghouse	15-Jul	
Clearing-house	student_enrollment.mesa	Identifies the student's involvement in the MESA (Math, Engineering, and Science Achievement) program during the year.		Bruce Hudgens - Computer Services	char (1)			Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_enrollment.loaded_from_source	Loaded from Clearinghouse 'C' or YICISIS 'Y'		Andrew Jones - Computer Services	char (1)	C		Jun-2006			
Clearing-house	student_enrollment.warehouse_entry_date	The date the row was entered in the warehouse.	Server - Calculated Get the current date time	Andrew Jones - Computer Services	datetime			Mar-2003	College Board	30-Jun	School Performance Report
YICISIS	student_enrollment.yic_attendance			Travis Cook - YIC	numeric(3)			Jun-2006			
Clearing-house	student_enrollment.full_academic_year_dist			Judy Park - Assessment & Accountability	char (1)			Jun-2006			
Clearing-house	student_enrollment.district_of_residence	The district id of the regular district that student lives in based on the student's physical address.		Bruce Hudgens - Computer Services	numeric(5)			Jun-2006			
Clearing-house	student_enrollment.school_of_record	The school number for the school of record		Bruce Hudgens - Computer Services	char (3)			Jun-2006			
Clearing-house	student_enrollment.gifted			Bruce Hudgens - Computer Services	char (1)			Jun-2006			
Clearing-house	student_enrollment.Truant	Student was absent 15 or more days	Clearinghouse - Calculated True when membership (school+spec ed+yic) - s1.days_attended > 14	Andrew Jones - Computer Services	char(1)	Y	This is set in the Warehouse load program	Mar-2003	Clearinghouse	15-Jul	U-PASS Designator, COGNOS
Clearing-house	student_enrollment.math_crt_secondary	Not currently used			char (1)			Jun-2006			
Clearing-house	student_enrollment.full_academic_year_state			Judy Park - Assessment & Accountability	char (1)			Jun-2006			
Clearing-house	student_enrollment.hs_completion_status			Bruce Hudgens - Computer Services	char (2)			Jun-2006			
Clearing-house	student_enrollment.total_membership	Sum of membership_days + special_ed_membership + yic_membership_days		Andrew Jones - Computer Services	numeric(3)			Jun-2006			

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
Clearing-house	student_enrollment.tribal_affiliation			Jennifer Lambert - Curriculum	char (1)			Jun-2006			
Clearing-house	student_enrollment.stud_504_services			Jennifer Lambert - Curriculum	char (1)			Jun-2006			
Clearing-house	student_course.student_course_core_code	content of class expressed in CACTUS Core Code	Clearinghouse - Course Master AC.core_code	Jennifer Lambert - Curriculum	Char(11)	02-00-00-00-001		Mar-2003	Clearinghouse	15-Jul	COGNOS HQ Teachers
Clearing-house	student_course.course_section	course and section number of class	Clearinghouse - Course Membership AM.course_number	Bruce Hudgens - Computer Services	Char(12)			Mar-2003	Clearinghouse	15-Jul	COGNOS HQ Teachers
Clearing-house	student_course.course_entry_date	Date student entered the course	Clearinghouse - Course Master AM.course_entry_date	Bruce Hudgens - Computer Services	datetime	8/27/2002		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_course.special_course_indicator				char(1)			Jun-2006			
Clearing-house	student_course.teacher_ssn	Teacher CACTUS id unless a match is not found. Then we will use the ssn in the clearinghouse 2006 - The clearinghouse no longer accepts ssn's	Clearinghouse - Course Master AC.teacher_ssn	Bruce Hudgens - Computer Services	Char(9)	92010	A search will be performed for the CACTUS id. If none is found, the ssn will be used	Mar-2003	Clearinghouse	15-Jul	COGNOS HQ Teachers
Clearing-house	student_course.grade	mean grade (grade point average) student received across all terms (quarters or trimesters) for class on scale from 0.0 to 4.0.	Clearinghouse - Course Membership AM.grade_earned	Bruce Hudgens - Computer Services	Char(3)	3		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_course.days_attended	total number of days student attended a class	Clearinghouse - Course Membership AM.days_Attended	Bruce Hudgens - Computer Services	Numeric(3)	90		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_course.credits_attempted	Attempted credit hours for the course	Clearinghouse - Course Membership AM.credits_attempted	Bruce Hudgens - Computer Services	Numeric(4,3)	1.0		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	student_course.warehouse_entry_date	The date the row was entered in the warehouse.	Server - Calculated Get the current date time	Andrew Jones - Computer Services	datetime			Mar-2003	College Board	30-Jun	School Performance Report
Clearing-house	student_course.loaded_from_source	Loaded from Clearinghouse 'C' or YICISIS 'Y'	Clearinghouse -	Andrew Jones - Computer Services	char(1)	C		Jun-2006			
Clearing-house	student_course.class_period	Period the class was taught	Clearinghouse -	Bruce Hudgens - Computer Services	char(2)	01		Jun-2006			COGNOS HQ Teachers
Clearing-house	student_course.course_membership	number of days the student was in membership in the course	Clearinghouse -	Bruce Hudgens - Computer Services	numeric(4)	45		Jun-2006			
Clearing-house	student_course.course_exit_date	Date student exited the course	Clearinghouse -	Bruce Hudgens - Computer Services	datetime	8/27/2002		Jun-2006			
Clearing-house	student_course.concurr_enrolled	Flag indicating wheter or not the student is taking this class for college and high school credit.	Clearinghouse - Course Membership AM concurr enrollment	Bruce Hudgens - Computer Services	char(1)	Y		Mar-2003	Clearinghouse		
Clearing-house	student_course.college_credits_attempted	The number or college credits attempted for the concurrent enrollment course.	Clearinghouse - Course Membership AM college credit att	Bruce Hudgens - Computer Services	numeric(5,3)	1.0		Mar-2003	Clearinghouse		
Clearing-house	student_course.course_hours_membership	Currently optional	Clearinghouse - a	Bruce Hudgens - Computer Services	numeric(3)			Jun-2006			
Clearing-house	student_course.course_hours_attendance	Currently optional	Clearinghouse - a	Bruce Hudgens - Computer Services	numeric(3)			Jun-2006			
Clearing-house	student_course.college_granting_credit	The two character "district" number of the college that is granting credit for the concurrent enrollment course	Clearinghouse - Course Master AC.college_granting_cr	Bruce Hudgens - Computer Services	char(2)	50		Mar-2003	Clearinghouse		
Clearing-house	student_course.school_course_title	The name assigned by the school for this course	Clearinghouse - Course Master AC.course_title	Bruce Hudgens - Computer Services	char(20)	Math		Mar-2003	Clearinghouse		
Clearing-house	student_course.where_taught_campus	The locaiton where the concurrent enrollment course was taught	Clearinghouse - Course Master AC.where_taught_campus	Bruce Hudgens - Computer Services	char(1)	C		Mar-2003	Clearinghouse		
Clearing-house	student_course.teacher_2	Place for CACTUS ID of 2nd teacher - job sharing, mid-year change of teacher, etc	Clearinghouse -	Bruce Hudgens - Computer Services	char(9)			Jun-2006	Clearinghouse		

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
Clearing-house	student_course.teacher_3	Place for CACTUS ID of 3rd teacher - job sharing, etc	Clearinghouse -	Bruce Hudgens - Computer Services	char(9)			Jun-2006	Clearinghouse		
Clearing-house	student_course.institutional_setting	The primary setting or medium of delivery for the course	Clearinghouse -	Bruce Hudgens - Computer Services	char(2)		On-line, independent study, etc. These courses are removed from the HQ Teachers report	Jun-2006	Clearinghouse		COGNOS HQ Teachers
Clearing-house	student_course.credits_earned		Clearinghouse -	Bruce Hudgens - Computer Services	numeric(4)			Jun-2006	Clearinghouse		
Clearing-house	student_course.semester_length		Clearinghouse -	Bruce Hudgens - Computer Services	char(1)			Jun-2006	Clearinghouse		
Clearing-house	student_course.cip_code		Clearinghouse -	Bruce Hudgens - Computer Services	char(6)			Jun-2006	Clearinghouse		
Clearing-house	student_course.where_taught_district_id		Clearinghouse -	Andrew Jones - Computer Services	numeric(5)			Jun-2006	Clearinghouse		
Clearing-house	student_course.where_taught_school_number		Clearinghouse -	Bruce Hudgens - Computer Services	char(3)			Jun-2006	Clearinghouse		
Clearing-house	student_course.instruction_hours_scheduled		Clearinghouse -	Bruce Hudgens - Computer Services	numeric(3)			Jun-2006	Clearinghouse		
Clearing-house	student_course.instruction_hours_membership		Clearinghouse -	Bruce Hudgens - Computer Services	numeric(3)			Jun-2006	Clearinghouse		
Clearing-house	student_course.instruction_hours_attendance		Clearinghouse -	Bruce Hudgens - Computer Services	numeric(3)			Jun-2006	Clearinghouse		
								Mar-2003			
clearing-house	school_course_elem_grade_level	Grade level to aggregate course information	Clearinghouse - Student S1.grade_level	Andrew Jones - Computer Services	char(2)			Mar-2003	Clearinghouse	15-Jul	COGNOS
clearing-house	school_course_elem_students_enrolled	Number of students by grade level	Clearinghouse - Calculated - count(course_membership > 0)	Andrew Jones - Computer Services	int			Mar-2003	Clearinghouse	15-Jul	School Performance Report
clearing-house	school_course_elem_percent_enrolled	percent of students in grade level	Clearinghouse - Calculated - school_course_elem.students_enrolled / school_annual.enrolled_all	Andrew Jones - Computer Services	numeric(3,2)	22%		Mar-2003	Clearinghouse	15-Jul	School Performance Report
clearing-house	school_course_elem_warehouse_entry_date	The date the row was entered in the warehouse.	Server - Calculated Get the current date time	Andrew Jones - Computer Services	datetime			Mar-2003	College Board	30-Jun	School Performance Report
								Mar-2003			
clearing-house	school_course_sec_core_code	Core code to aggregate class size by course	Clearinghouse - Course Master AC.core_code	Jerry Winkler - Computer Services	Char(11)	02-00-00-00-001		Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	school_course_sec_students_enrolled	Aggregate students by core code	Clearinghouse - Calculated - count(course_membership > 0)	Jerry Winkler - Computer Services	Numeric(4)			Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	school_course_sec_percent_enrolled	percent of students enrolled in this course	Clearinghouse - Calculated - school_course_sec.students_enrollend / school_annual.enrolled_all	Jerry Winkler - Computer Services	Numeric(3,2)			Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	school_course_sec_teacher_id	Teacher CACTUS id unless a match is not found. Then we will use the ssn in the clearinghouse	Clearinghouse - Course Master AC.teacher_ssn	Jerry Winkler - Computer Services	Char(9)	92010		Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	school_course_sec_cipcode	content of applied technology (vocational) education course expressed in Classification of Instructional Programs (CIP) code	Clearinghouse - Course Membership AC.cipcode	Bruce Hudgens - Computer Services	Numeric(7)			Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	school_course_sec_warehouse_entry_date	The date the row was entered in the warehouse.	Server - Calculated Get the current date time	Jerry Winkler - Computer Services	datetime			Mar-2003	College Board	30-Jun	School Performance Report
								Mar-2003			

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
Clearing-house	School_class_size_elem. grade_level	grade_level of class size info	Clearinghouse - Student S1.grade_level	Andrew Jones - Computer Services	char(2)		2005 School_class_size_elem was not used after 2004 for class-size calculations	Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	School_class_size_elem. students_enrolled	students enrolled in grade_level	Warehouse - Calculated Count (days_attended > 0) by grade_level / number_of_classes	Andrew Jones - Computer Services	Numeric(4)			Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	School_class_size_elem. percent_enrolled	percent of students enrolled in this grade	Warehouse - Calculated count(students) by grade_level / school_annual.enrolled_all	Andrew Jones - Computer Services	Numeric(3,2)			Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	School_class_size_elem. number_of_classes	Number of classes for this grade	Warehouse - Calculated count(teachers) by grade	Andrew Jones - Computer Services	Numeric(2)			Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	school_class_size_elem. Warehouse_entry_date	The date the row was entered in the warehouse.	Server - Calculated Get the current date time	Andrew Jones - Computer Services	datetime			Mar-2003 Mar-2003	College Board	30-Jun	School Performance Report
Clearing-house	School_class_size_sec. core_code	Core code to aggregate class size be course	Clearinghouse - Course Master AC.core_code	Andrew Jones - Computer Services	Char(11)		2005 School_class_size_sec was used after 2004 for both secondary and elementary class-size calculations	Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	School_class_size_sec. Students_enrolled	mean class size	Warehouse - Calculated Count (days_attended > 0) by core code / number_of_classes	Andrew Jones - Computer Services	Numeric(4)			Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	School_class_size_sec. percent_enrolled	percent of students enrolled in this code	Warehouse - Calculated count(students) by core code / school_annual.enrolled_all	Andrew Jones - Computer Services	Numeric(3,2)			Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	School_class_size_sec. number_of_classes	Number of classes for this code	Warehouse - Calculated count(course_sec) by core_code	Andrew Jones - Computer Services	Numeric(2)			Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	School_class_size_sec. warehouse_entry_date	The date the row was entered in the warehouse.	Server - Calculated Get the current date time	Andrew Jones - Computer Services	datetime			Mar-2003	College Board	30-Jun	School Performance Report
school_concurrent_enrollment											
Concurrent Enrollment	school_concurrent_enrollment. ce_students	unduplicated total number of students taking Concurrent Enrollment classes	Concurrnet Enrollment - Calculated Unique count of ssn in the conenrol table	Brenda Hedden - Curriculum	Numeric(4)	200			Clearinghouse	31-Jul	School Performance Report
Concurrent Enrollment	school_concurrent_enrollment. ce_students_perc	% percentage of students taking Concurrent Enrollment classes	Concurrnet Enrollment - Calculated Concurrent Enrollment students (ce_students) / Count of 11th & 12th graders (count(student_enrollment where grade 11 or 12)	Brenda Hedden - Curriculum	Numeric(4,1)	15%			Clearinghouse	31-Jul	School Performance Report
Concurrent Enrollment	school_concurrent_enrollment. ce_college_cr	total number of Concurrent Enrollment classes for which college credit was earned	Concurrnet Enrollment - Calculated Count (where college_credit > 0)	Brenda Hedden - Curriculum	Numeric(4)	24			Clearinghouse	31-Jul	School Performance Report
Concurrent Enrollment	school_concurrent_enrollment. ce_college_cr_perc	% percentage of Concurrent Enrollment classes for which college credit was earned	Concurrent Enrollment - count all college_credit > 0 in the conenrol table of the concurrent_enrollment database / total concurrent classes taken by students from this school (ODBC to Access)	Brenda Hedden - Curriculum	Numeric(4,1)	25.20%			Clearinghouse	31-Jul	School Performance Report
Concurrent Enrollment	school_concurrent_enrollment. ce_classes_total	total number of Concurrent Enrollment classes taken	Concurrent Enrollment - Total concurrent courses taken at each school	Brenda Hedden - Curriculum	Numeric(4)	19			Clearinghouse	31-Jul	School Performance Report
Concurrent Enrollment	school_concurrent_enrollment. warehouse_entry_date	The date the row was entered in the warehouse.	Server - Calculated Get the current date time	Andrew Jones - Computer Services	datetime				College Board	30-Jun	School Performance Report
concurrent_enrollment_raw_data											
Concurrent Enrollment	concurrent_enrollment_raw_data. filename	Filename data loaded from	Concurrnet Enrollment -	Andrew Jones - Computer Services	varchar(20)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data. line_number	Line in file that the data was loaded from	Concurrnet Enrollment -	Andrew Jones - Computer Services	numeric(10)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data. school_year	Data for school year ending	Concurrnet Enrollment -	Farah Thompson - USBR	char(4)			May-2006			

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
Concurrent Enrollment	concurrent_enrollment_raw_data.s_inst	Institution ID	Concurrnet Enrollment -	Farah Thompson - USBR	numeric(10)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.s_last	Last Name of student	Concurrnet Enrollment -	Farah Thompson - USBR	varchar(50)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.s_first	First Name of student	Concurrnet Enrollment -	Farah Thompson - USBR	varchar(50)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.s_gender	Gender of student (M/F)	Concurrnet Enrollment -	Farah Thompson - USBR	char(1)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.s_birth_dt	Student's Birthdate	Concurrnet Enrollment -	Farah Thompson - USBR	smalldatetim e			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.hs_core_code	HS course core code	Concurrnet Enrollment -	Farah Thompson - USBR	varchar(50)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.c_crs_subject	college course subject	Concurrnet Enrollment -	Farah Thompson - USBR	varchar(50)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.c_crs_number	college course number	Concurrnet Enrollment -	Farah Thompson - USBR	varchar(50)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.c_crs_section		Concurrnet Enrollment -	Farah Thompson - USBR	varchar(50)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.sc_grade	Student's grade in the course	Concurrnet Enrollment -	Farah Thompson - USBR	varchar(50)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.s_term	School term course taken	Concurrnet Enrollment -	Farah Thompson - USBR	numeric(4)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.s_extract		Concurrnet Enrollment -	Farah Thompson - USBR	varchar(50)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.c_delivery_method		Concurrnet Enrollment -	Farah Thompson - USBR	varchar(50)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.c_site_type		Concurrnet Enrollment -	Farah Thompson - USBR	varchar(50)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.distsch	concatenated district/school	Concurrnet Enrollment -	Farah Thompson - USBR	char(5)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.s_high_school	AP HS code	Concurrnet Enrollment -	Farah Thompson - USBR	char(6)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.district_id	district id	Concurrnet Enrollment - split from distsch or recovered from s_high_school	Andrew Jones - Computer Services	numeric(9)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.school_id	school id	Concurrnet Enrollment - split from distsch or recovered from s_high_school	Andrew Jones - Computer Services	numeric(9)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.school_number	school number	Concurrnet Enrollment -	Andrew Jones - Computer Services	char(3)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.record_status	Record Status - see ct_record_status. If no district and/or school number is provided in the data load, this field will be left as raw (R). If no matching enrollment record can be located by firstname, lastname, birthday, gender, and distsch, the record is left as raw (R).	Concurrnet Enrollment - Load process	Andrew Jones - Computer Services	char(2)			May-2006			

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
Concurrent Enrollment	concurrent_enrollment_raw_data.	The sum of all error codes that have occurred on this record. 1-File Import error 2-HS lookup error 4-Student lookup error 8-No matching course found	Concurrnet Enrollment - Load process	Andrew Jones - Computer Services	smallint			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.	CSV-formatted string of all error descriptions concatenated together	Concurrnet Enrollment - Load process	Andrew Jones - Computer Services	varchar(100)			May-2006			
Concurrent Enrollment	concurrent_enrollment_raw_data.	Student_id matched from student_master by first_name, last_name, birth_date, and gender.	UPDATE concurrent_enrollment_raw_data SET student_id = stud.student_id FROM concurrent_enrollment_raw_data concur, student_master stud, student_enrollment enr WHERE concur.s_last = stud.last_name AND concur.s_first = stud.first_name AND concur.s_birth_dt = stud.birth_date AND concur.s_gender = stud.gender AND stud.student_id = enr.student_id AND concur.district_id = enr.district_id AND concur.school_id = enr.school_id AND concur.school_nbr = enr.school_number AND concur.school_year = enr.school_year AND concur.school_year = '2006'	Andrew Jones - Computer Services	numeric(10)			May-2006			
CRT	upass_crt_report_scores. test_program_id	The program code identifying the test	Research Disk - Test Program	John Jesse - Assessment	Char(12)				Research Disk	30-Aug	COGNOS
CRT	upass_crt_report_scores. school_proficiency_perc	percent of students in the school that achieved near mastery or better on each test program id	Research Disk - Calculated - count(student_proficiency >= near mastery) / count(students) for school	John Jesse - Assessment	Numeric(5)	85			Research Disk	30-Aug	School Performance Report
CRT	upass_crt_report_scores. school_male_perc	percent of male students in the school that achieved near mastery or better on each test program id	Research Disk - Calculated - count(student_proficiency >= near mastery) for males / count(students) for males in school	John Jesse - Assessment	Numeric(5)	89			Research Disk	30-Aug	School Performance Report
CRT	upass_crt_report_scores. school_female_perc	percent of female students in the school that achieved near mastery or better on each test program id	Research Disk - Calculated - count(student_proficiency >= near mastery) for females / count(students) for females in school	John Jesse - Assessment	Numeric(5)	92			Research Disk	30-Aug	School Performance Report
CRT	upass_crt_report_scores. school_free_lunch_perc	percent of low_income students in the school that achieved near mastery or better on each test program id	Research Disk - Calculated - count(student_proficiency >= near mastery) for low_income = 1 / count(students) for school	John Jesse - Assessment	Numeric(5)	12			Research Disk	30-Aug	School Performance Report
CRT	upass_crt_report_scores. school_regular_lunch_perc	percent of non-low_income students in the school that achieved near mastery or better on each test program id	Research Disk - Calculated - count(student_proficiency >= near mastery) for low_income <> 1 / count(students) for school	John Jesse - Assessment	Numeric(5)	88			Research Disk	30-Aug	School Performance Report
CRT	upass_crt_report_scores. district_proficiency_perc	percent of students in the district that achieved near mastery or better on the test program id	Research Disk - Calculated - count(student_proficiency >= near mastery / count(students) for dist	John Jesse - Assessment	Numeric(5)	85			Research Disk	30-Aug	School Performance Report
CRT	upass_crt_report_scores. district_male	percent of male students in the district that achieved near mastery or better on the test	Research Disk - Calculated - count(student_proficiency >= near mastery) for males / count(students) for males in dist	John Jesse - Assessment	Numeric(5)	85			Research Disk	30-Aug	School Performance Report
CRT	upass_crt_report_scores. district_female	percent of female students in the district that achieved near mastery or better on the test	Research Disk - Calculated - count(student_proficiency >= near mastery) for females / count(students) for females in dist	John Jesse - Assessment	Numeric(5)	90			Research Disk	30-Aug	School Performance Report
CRT	upass_crt_report_scores. district_free_lunch_perc	percent of low_income students in the district that achieved near mastery or better on the test	Research Disk - Calculated - count(student_proficiency >= near mastery) for low_income = 1 / count(students) for dist	John Jesse - Assessment	Numeric(5)	15			Research Disk	30-Aug	School Performance Report
CRT	upass_crt_report_scores. district_regular_lunch_perc	percent of non-low_income students in the district that achieved near mastery or better on the test	Research Disk - Calculated - count(student_proficiency >= near mastery) for low_income <> 1 / count(students) for dist	John Jesse - Assessment	Numeric(5)	85			Research Disk	30-Aug	School Performance Report

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
CRT	upass_crt_report_scores.state_proficiency_perc	percent of students in the state that achieved near mastery or better on the test_program_id	Research Disk - Calculated - count(student_proficiency >= near_mastery / count(students) for state	Assessment & Accountability	Numeric(5)	76			Research Disk	30-Aug	School Performance Report
student_test											
CRT	student_test.student_test_id	The primary Key of the table. Simply a unique identifier for this instance of this student taking this test		Robert N - Computer Services	int(4)						
CRT	student_test.test_prog_id	Foreign keyed to the test_program table		Robert N - Computer Services	int(4)						
CRT	student_test.student_id	The USOE internal student_id foreign keyed to the student master table		Jerry Winkler - Computer Services	numeric(6)						
CRT	student_test.district_id	The CACTUS district_id		Shaunna Ford - School Finance & Statistics	numeric(5)						
CRT	student_test.school_id	The CACTUS school_id		Shaunna Ford - School Finance & Statistics	numeric(5)						
CRT	student_test.entry_date	The entry_date from student_enrollment		Robert N - Computer Services	datetime						
CRT	student_test.school_number	The CACTUS school_number		Shaunna Ford - School Finance & Statistics	char (3)						
CRT	student_test.school_year	The current school_year		Shaunna Ford - School Finance & Statistics	char (4)						
CRT	student_test.test_language			John Jesse - Assessment	char (1)				Research Disk	30-Aug	N/A
CRT	student_test.test_participation	A code that indicates the manner in which this student participated in this test	Research Disk	John Jesse - Assessment	char (2)				Research Disk	30-Aug	N/A
CRT	student_test.test_non_participation	A code that indicates the reason the student did not participate in the test	Research Disk	John Jesse - Assessment	char (2)				Research Disk	30-Aug	N/A
CRT	student_test.test_overall_score	Percentage of questions correct - NOT the actual score	Research Disk	John Jesse - Assessment	numeric(3)				Research Disk	30-Aug	N/A
CRT	student_test.proficiency		Warehouse - Calculated - Based on factor from Evaluation & Assessment	John Jesse - Assessment	int(4)	1,2,3,4			Warehouse		School Performance Report (NCLB)
CRT	student_test.scaled_score		Warehouse - Calculated - Based on factor from Evaluation & Assessment	John Jesse - Assessment	int(4)				Warehouse	??	School Performance Report (NCLB)
CRT	student_test.test_medium	Online, paper, District scored, dist online, etc		John Jesse - Assessment	char (2)				Research Disk	30-Aug	N/A
CRT	student_test.warehouse_entry_date	The date that this test was put into the warehouse database		Robert N - Computer Services	smalldatetime						
CRT	student_test.validated_proficiency	Normally this value reflects the same value as proficiency, but could be different in the case of an out-of-level test.		Robert N - Computer Services	int(4)	1,2,3,4					
CRT	student_test.validated_test_overall_score			Robert N - Computer Services	numeric(3)						
CRT	student_test.include_in_ayp	A Flag that indicates if a test should be included in the AYP calculation		Robert N - Computer Services	char (1)	Y / N					
CRT	student_test.include_in_upass_summary	A Flag that indicates if a test should be included in the U-Pass summary calculations		Robert N - Computer Services	char (1)	Y / N					
CRT	student_test.include_in_profile_summary	A Flag that indicates if a test should be included in the student profile summary		Robert N - Computer Services	char (1)	Y / N					
CRT	student_test.filename	The filename of the flat file from Sharon		Sharon Marsh - Computer Services	char (20)						

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
CRT	student_test.line_number	The line number in the flat file from Sharon		Sharon Marsh - Computer Services	numeric(6)						
CRT	student_test.class_identifier			Sharon Marsh - Computer Services	char (7)						
CRT	student_test.test_year			Sharon Marsh - Computer Services	char (4)						
CRT	student_test.upass_proficiency	The proficiency used in U-Pass calculations		Robert N - Computer Services	char (2)	1a, 1b, 2a, 2b, 3,4					
CRT	student_test.value_table_score			Robert N - Computer Services	numeric(3)						
CRT	student_test.incl_in_upass_progress	A flag that indicates if this test is included in the u-pass progress calculation		Robert N - Computer Services	char (1)	Y / N					
student_test_concept											
CRT	student_test_concept.test_prog_id			Jerry Winkler - Computer Services	int						
CRT	student_test_concept.student_test_id			Jerry Winkler - Computer Services	int						
CRT	student_test_concept.concept_id			Jerry Winkler - Computer Services	int						
CRT	student_test_concept.pct_of_questions_correct			Jerry Winkler - Computer Services	numeric(3,2)						
CRT	student_test_concept.no_of_questions_correct		Research Disk	John Jesse - Assessment	int						
CRT	student_test_concept.warehouse_entry_date			Jerry Winkler - Computer Services	smalldatetime						
student_test_objective											
CRT	student_test_objective.test_prog_id			Jerry Winkler - Computer Services	int						
CRT	student_test_objective.student_test_id			Jerry Winkler - Computer Services	int						
CRT	student_test_objective.concept_id			Jerry Winkler - Computer Services	int						
CRT	student_test_objective.objective_id			Jerry Winkler - Computer Services	int						
	student_test_objective.test_metric				char(18)						
CRT	student_test_objective.pct_of_questions_correct			Jerry Winkler - Computer Services	numeric(3,2)						
CRT	student_test_objective.no_of_questions_correct		Research Disk	John Jesse - Assessment	int						
CRT	student_test_objective.Warehouse_entry_date			Jerry Winkler - Computer Services	smalldatetime						
CRT	student_test_objective.no_of_questions_answered			John Jesse - Assessment	int						
ct_participation											
CRT	ct_participation.participation_code	Test participation code		John Jesse - Assessment	char(2)						
CRT	ct_participation.school_year	Data for school year ending		John Jesse - Assessment	char(4)						
CRT	ct_participation.description	Meaning of participation code		John Jesse - Assessment	varchar(50)						
ct_non_participation											

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
CRT	ct_non_participation. non_participation_code	Test non-participation code		John Jesse - Assessment	char(2)						
CRT	ct_non_participation. school_year	Data for school year ending		John Jesse - Assessment	char(4)						
CRT	ct_non_participation. description	Meaning of non participation code		John Jesse - Assessment	varchar(50)						
test_program											
Computer Services - Alan's Database	test_program. test_prog_id			Jerry Winkler - Computer Services	int						
Computer Services - Alan's Database	test_program. school_year			Jerry Winkler - Computer Services	char(4)						
Computer Services - Alan's Database	test_program. test_program_id			John Jesse - Assessment	char(12)						
Computer Services - Alan's Database	test_program. test_program_desc			John Jesse - Assessment	varchar(100)						
Computer Services - Alan's Database	test_program. no_of_concepts			Sharon Marsh - Computer Services	int						
Computer Services - Alan's Database	test_program. no_of_objectives			Sharon Marsh - Computer Services	int						
Computer Services - Alan's Database	test_program. no_of_questions			Sharon Marsh - Computer Services	int						
Computer Services - Alan's Database	test_program. ayp_test_area			Sharon Marsh - Computer Services	char(4)						
Computer Services - Alan's Database	test_program. test_program_id_reporting			Sharon Marsh - Computer Services	char(12)						
Computer Services - Alan's Database	test_program. test_program_id_summarizing			Sharon Marsh - Computer Services	char(12)						
test_concept											
Computer Services - Alan's Database	test_concept. test_id			Jerry Winkler - Computer Services	int						
Computer Services - Alan's Database	test_concept. concept_id			Jerry Winkler - Computer Services	int						
Computer Services - Alan's Database	test_concept. concept_desc			Sharon Marsh - Computer Services	varchar(100)						
Computer Services - Alan's Database	test_concept. no_of_objectives			Sharon Marsh - Computer Services	int						
Computer Services - Alan's Database	test_concept. no_of_questions			Sharon Marsh - Computer Services	int						

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
Computer Services - Alan's Database	test_concept.active_yn			Sharon Marsh - Computer Services	tinyint						
test objective											
Computer Services - Alan's Database	test_objective.test_prog_id			Jerry Winkler - Computer Services	int						
Computer Services - Alan's Database	test_concept.concept_id			Jerry Winkler - Computer Services	int						
Computer Services - Alan's Database	test_concept.objective_id			Jerry Winkler - Computer Services	int						
Computer Services - Alan's Database	test_concept.objective_desc			Sharon Marsh - Computer Services	varchar(100)						
Computer Services - Alan's Database	test_concept.no_of_questions			Sharon Marsh - Computer Services	int						
Supplemental Reading/Direct Writing				John Jesse - Assessment							
SAT - College Board	school_sat_data.sat_11th_12th_grade_perc	% percentage of grade 11 and grade 12 students who took the Scholastic Assessment Test	College Board/Warehouse - Calculated Count of ACT tests / Count (student_enrollment.grade_level)	John Jesse - Assessment	Numeric(4,1)	45%			College Board	30-Jun	School Performance Report
SAT - College Board	school_sat_data.sat_avg_score_complete_battery	mean scale score on the complete battery of the Scholastic Assessment Test	College Board - SAT	John Jesse - Assessment	Numeric(4)				College Board	30-Jun	School Performance Report
SAT - College Board	school_sat_data.sat_total_students	total number of students who took the Scholastic Assessment Test	College Board - SAT count(students)	John Jesse - Assessment	Numeric(4)				College Board	30-Jun	School Performance Report
SAT - College Board	school_sat_data.warehouse_entry_date			Jerry Winkler - Computer Services							
Stanford Achievement Test	school_stanford_report_scores.grade_level	Grade level of test	Research Disk - SAT9 grade_level	John Jesse - Assessment	Char(2)				Research Disk	30-Aug	School Performance Report
Stanford Achievement Test	school_stanford_report_scores.sat_version	version	Research Disk -	John Jesse - Assessment	Char(2)				Research Disk	30-Aug	School Performance Report
Stanford Achievement Test	school_stanford_report_scores.sat_level	level	Research Disk	John Jesse - Assessment	Char(2)				Research Disk	30-Aug	School Performance Report
Stanford Achievement Test	school_stanford_report_scores.norm_crv_equiv_total_math		Research Disk	John Jesse - Assessment	numeric(5,2)				Research Disk	30-Aug	School Performance Report
Stanford Achievement Test	school_stanford_report_scores.norm_crv_equiv_total_reading		Research Disk	John Jesse - Assessment	numeric(5,2)				Research Disk	30-Aug	School Performance Report

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
Stanford Achievement Test	school_stanford_report_scores_norm_crv_equiv_total_language		Research Disk	John Jesse - Assessment	numeric(5,2)				Research Disk	30-Aug	School Performance Report
Stanford Achievement Test	school_stanford_report_scores_norm_crv_equiv_total_science		Research Disk	John Jesse - Assessment	numeric(5,2)				Research Disk	30-Aug	School Performance Report
Stanford Achievement Test	school_stanford_report_scores_norm_crv_equiv_total_complete_batt		Research Disk	John Jesse - Assessment	numeric(5,2)				Research Disk	30-Aug	School Performance Report
Stanford Achievement Test	school_stanford_report_scores_metric		Research Disk	John Jesse - Assessment	numeric(5,2)				Research Disk	30-Aug	School Performance Report
Stanford Achievement Test	school_stanford_report_scores_sat_top_range	for Stanford Achievement Test, indicates top of range of expected scores		John Jesse - Assessment	Numeric(3)						
Stanford Achievement Test	school_stanford_report_scores_sat_bottom_range	for Stanford Achievement Test, indicates bottom of range of expected scores		John Jesse - Assessment	Numeric(3)						
Stanford Achievement Test	school_stanford_report_scores_sat_top_range_free_lunch_perc	school's "top expected range percentile on the Stanford's complete battery for the previous year"; this figure is the upper limit of a 95% confidence interval calculated by regressing all school level scores within a grade level on the percentage of students receiving qualifying for the "free lunch" program		John Jesse - Assessment	Numeric(3)						
Stanford Achievement Test	school_stanford_report_scores_warehouse_entry_date			Jerry Winkler - Computer Services							
Measured Progress Expected Ranges	school_stanford_report_scores_math_expected_range		Measured Progress	John Jesse - Assessment	Char(10)				Measured Progress	30-Aug	School Performance Report
Measured Progress Expected Ranges	school_stanford_report_scores_reading_expected_range		Measured Progress	John Jesse - Assessment	Char(10)				Measured Progress	30-Aug	School Performance Report
Measured Progress Expected Ranges	school_stanford_report_scores_language_expected_range		Measured Progress	John Jesse - Assessment	Char(10)				Measured Progress	30-Aug	School Performance Report
Measured Progress Expected Ranges	school_stanford_report_scores_science_expected_range		Measured Progress	John Jesse - Assessment	Char(10)				Measured Progress	30-Aug	School Performance Report
Measured Progress Expected Ranges	school_stanford_report_scores_comp_battery_expected_range		Measured Progress	John Jesse - Assessment	Char(10)				Measured Progress	30-Aug	School Performance Report
YICISIS	student_enrollment.yic_membership_days		YICISIS - sch_memb	Travis Cook - YIC	Numeric(3)				YICISIS	??	COGNOS
YICISIS	student_master.last_name	Student's first name	YICISIS - tbl_students.stu_last	Travis Cook - YIC	varchar(16)	John			YICISIS	30-Jun	School Performance
YICISIS	student_master.first_name	Student's last name	YICISIS - tbl_students.stu_first	Travis Cook - YIC	varchar(20)	Smith			YICISIS	30-Jun	School Performance
YICISIS	student_master.birth_date	Student's birth date	YICISIS - tbl_students.stu_birth	Travis Cook - YIC	datetime	1/1/1992			YICISIS	30-Jun	School Performance
YICISIS	student_master.ethnicity	http://www.usoe.k12.ut.us/data/ethnicity.htm	YICISIS - tbl_demographics.dem_race	Travis Cook - YIC	char(1)	C			YICISIS	30-Jun	School Performance
YICISIS	student_master.gender	F = female; M = male	YICISIS - tbl_demographics.dem_sex	Travis Cook - YIC	char(1)	F			YICISIS	30-Jun	School Performance
YICISIS	student_enrollment.school_number	School number from CACTUS	YICISIS - tbl_enrollment.sch_location	Travis Cook - YIC	char(3)	104			YICISIS	30-Jun	School Performance
YICISIS	student_enrollment.entry_date	Entry date for the school	YICISIS - tbl_enrollment.enr_enter	Travis Cook - YIC	Datetime	8/27/2002			YICISIS	30-Jun	School Performance
YICISIS	student_enrollment.exit_date	Exit date for school	YICISIS - tbl_enrollment.enr_exit	Travis Cook - YIC	Datetime	10/17/2002			YICISIS	30-Jun	School Performance

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
YICISIS	student_enrollment.school_student_number	District student number	YICISIS - tbl_enrollment.stu_uniq	Travis Cook - YIC	Char(10)	123456789			YICISIS	30-Jun	School Performance
YICISIS	student_enrollment.grade_level	Grade in which student enrolled : PK (Prekindergarten), 00 (Kindergarten) through 12	YICISIS - tbl_enrollment.enr_grade	Travis Cook - YIC	char(2)	05	See Clearinghouse File Layout documentation to determine grade level of ungraded ("self contained" special education) students.		YICISIS	30-Jun	School Performance Report
YICISIS	student_enrollment.yic_membership_days	Total number of days student was enrolled in a particular school	YICISIS - tbl_enrollment.enr_mem	Travis Cook - YIC	Numeric(3)	180			YICISIS	30-Jun	School Performance
YICISIS	student_enrollment.attendance	Total number of days student attended a specific school. A student is counted as "in attendance" on a school day if the student was counted on a class role by a teacher as being "present": in Grade 1-6, at any time during the day; and in Grades 7-12, in at least one period of the day.	YICISIS - tbl_enrollment.enr_att	Travis Cook - YIC	Numeric(3)	172			YICISIS	30-Jun	School Performance Report
YICISIS	student_enrollment.days_absent	Not Defined	YICISIS - CALCULATED - tbl_enrollment.enr_mem - tbl_enrollment.enr_att	Travis Cook - YIC	Numeric(3)	1/5/1900			YICISIS	30-Jun	School Performance Report
YICISIS	student_enrollment.limited_english	student's limited English proficient (LEP) status : A = no proficiency in any modality (speaking, reading, writing); B = no better than limited proficiency in any modality; C = fluent in at least one modality but limited in at least one other; D = monitored for proficiency for ? years; E = former LEP student now proficient in all modalities OR assessed for qualification as LEP student and found proficient	YICISIS - tbl_demographics.dem_esl	Travis Cook - YIC	Char(1)				YICISIS	30-Jun	School Performance Report
YICISIS	student_enrollment.zip_code	first five digits of zip code of student's residence	YICISIS - tbl_demographics.dem_zip	Travis Cook - YIC	Numeric(5)	84111			YICISIS	30-Jun	School Performance
YICISIS	student_enrollment.special_ed	whether student participated in special education (had an IEP)	YICISIS - tbl_demographics.dem_special_ed	Travis Cook - YIC	char(1)	Y			YICISIS	30-Jun	School Performance Report
YICISIS	student_enrollment.home_status	0 = Not homeless 1 = With another family because of a loss of housing or economic hardship 2 = In a motel or hotel 3 = In a shelter (emergency, transitional, or domestic violence) 4 = In a car, park, campground, or public place 5 = Somewhere without adequate facilities (running water, heat, electricity) 6 = Student seeks enrollment without accompanying parent (not to include youths in foster care)	YICISIS - tbl_demographics.dem_address_1	Travis Cook - YIC	char(1)	0			YICISIS	30-Jun	School Performance Report
YICISIS	student_course.entry_date	Entry date for the school	YICISIS - tbl_enrollment.enr_enter	Travis Cook - YIC	datetime	1/5/1900			YICISIS	30-Jun	School Performance
YICISIS	student_course.core_code	content of class expressed in CACTUS Core Code	YICISIS - tbl_stucrs.core_code	Travis Cook - YIC	char(11)	02-00-00-00-001			YICISIS	30-Jun	School Performance
YICISIS	student_course.course_section	course and section number of class	YICISIS - tbl_stucrs.course_section	Travis Cook - YIC	varchar(8)				YICISIS	30-Jun	School Performance
YICISIS	student_course.school_number	School number for the school	YICISIS - tbl_enrollment.sch_location	Travis Cook - YIC	char(3)	4/13/1900			YICISIS	30-Jun	School Performance
YICISIS	student_course.course_entry_date	Date student entered the course	YICISIS - tbl_enrollment.enr_enter	Travis Cook - YIC	datetime	1/5/2001			YICISIS	30-Jun	School Performance
YICISIS	student_course.grade	mean grade (grade point average) student received across all terms (quarters or trimesters) for class on scale from 0.0 to 4.0.	YICISIS - tbl_stucrs.stc_grade	Travis Cook - YIC	char(3)	1/4/1900			YICISIS	30-Jun	School Performance Report
YICISIS	student_course.days_attended	total number of days student attended a class	YICISIS - ?	Travis Cook - YIC	numeric(3)		They go by hours?		YICISIS	30-Jun	School Performance

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
YIC SIS	student_lep.lep_code	student's limited English proficient (LEP) status : A = no proficiency in any modality (speaking, reading, writing); B = no better than limited proficiency in any modality; C = fluent in at least one modality but limited in at least one other; D = monitored for proficiency for ? years; E = former LEP student now proficient in all modalities OR assessed for qualification as LEP student and found proficient	YIC SIS - tbl_demographics.dem_esl	Travis Cook - YIC	char(1)	D			YIC SIS	30-Jun	School Performance Report
iowa_summary_tests											
IOWA	iowa_summary_tests.filename	Filename data loaded from	IOWA summary files	Sharon Marsh	varchar(20)			May-2006		5-May	
IOWA	iowa_summary_tests.line_number	Line in file that the data was loaded from		Sharon Marsh	numeric(10)			May-2006		5-May	
IOWA	iowa_summary_tests.school_year	School Year		Sharon Marsh	char(4)			May-2006		5-May	
IOWA	iowa_summary_tests.test_date	Test Date		Sharon Marsh	smalldatetime			May-2006		5-May	
IOWA	iowa_summary_tests.test_level	ITBS = 05-14, ITED = 15-17. All other levels are errors		Sharon Marsh	numeric(2)			May-2006		5-May	
IOWA	iowa_summary_tests.semester	1=Fall, 2=Midyear, 3=Spring, 4=QM		Sharon Marsh	numeric(1)			May-2006		5-May	
IOWA	iowa_summary_tests.students_tested	Total number of students tested		Sharon Marsh	numeric(7)			May-2006		5-May	
IOWA	iowa_summary_tests.grade_level			Sharon Marsh	char(2)			May-2006		5-May	
IOWA	iowa_summary_tests.error_code	0-No error. All other codes indicate an error.		Sharon Marsh	tinyint			May-2006		5-May	
IOWA	iowa_summary_tests.error_description	Text describing what is wrong with the data		Sharon Marsh	varchar(20)			May-2006		5-May	
iowa_summary_items											
IOWA	iowa_summary_items.filename	Filename data loaded from	IOWA summary files	Sharon Marsh	varchar(20)			May-2006		5-May	
IOWA	iowa_summary_items.line_number	Line in file that the data was loaded from		Sharon Marsh	numeric(10)			May-2006		5-May	
IOWA	iowa_summary_items.school_year	School Year		Sharon Marsh	char(4)			May-2006		5-May	
IOWA	iowa_summary_items.slot	Slot number (1-30)		Sharon Marsh	tinyint			May-2006		5-May	
IOWA	iowa_summary_items.students_included	Number of students included in this result		Sharon Marsh	numeric(7)			May-2006		5-May	
IOWA	iowa_summary_items.score_avg	Average standard score		Sharon Marsh	numeric(4,1)			May-2006		5-May	
IOWA	iowa_summary_items.score_stdev	Standard deviation of average score		Sharon Marsh	numeric(4,1)			May-2006		5-May	
IOWA	iowa_summary_items.score_grade_equiv	Grade Equivalent		Sharon Marsh	char(4)			May-2006		5-May	
IOWA	iowa_summary_items.natl_percentile	National Percentile Rank of average score		Sharon Marsh	numeric(2)			May-2006		5-May	
IOWA	iowa_summary_items.nce	Normal curve equivalent of average score		Sharon Marsh	numeric(2)			May-2006		5-May	
IOWA	iowa_summary_items.natl_stanine	National stanine of average score		Sharon Marsh	numeric(1)			May-2006		5-May	
IOWA	iowa_summary_items.first_quartile_percent	Percent of students in 1st quartile		Sharon Marsh	numeric(4,1)			May-2006		5-May	
IOWA	iowa_summary_items.second_quartile_percent	Percent of students in 2nd Quartile		Sharon Marsh	numeric(4,1)			May-2006		5-May	
IOWA	iowa_summary_items.third_quartile_percent	Percent of students in 3rd Quartile		Sharon Marsh	numeric(4,1)			May-2006		5-May	
IOWA	iowa_summary_items.fourth_quartile_percent	Percent of students in 4th Quartile		Sharon Marsh	numeric(4,1)			May-2006		5-May	
IOWA	iowa_summary_items.first_quartile_number	Number of students in 1st Quartile		Sharon Marsh	numeric(7)			May-2006		5-May	
IOWA	iowa_summary_items.second_quartile_number	Number of students in 2nd Quartile		Sharon Marsh	numeric(7)			May-2006		5-May	
IOWA	iowa_summary_items.third_quartile_number	Number of students in 3rd Quartile		Sharon Marsh	numeric(7)			May-2006		5-May	
IOWA	iowa_summary_items.fourth_quartile_number	Number of students in 4th Quartile		Sharon Marsh	numeric(7)			May-2006		5-May	
iowa_tests_raw_data											

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
IOWA	iowa_tests_raw_data.filename	Filename data loaded from		Sharon Marsh	varchar(20)			May-2005		5-May	
IOWA	iowa_tests_raw_data.line_number	Line in file that the data was loaded from		Sharon Marsh	numeric(10)			May-2005		5-May	
IOWA	iowa_tests_raw_data.school_year	School Year		Sharon Marsh	char(4)			May-2005		5-May	
IOWA	iowa_tests_raw_data.district_id				numeric(9)			May-2005		5-May	
IOWA	iowa_tests_raw_data.school_id				numeric(9)			May-2005		5-May	
IOWA	iowa_tests_raw_data.school_number				char(3)			May-2005		5-May	
IOWA	iowa_tests_raw_data.student_id			Jerry Winkler - Computer Services	numeric(11)			May-2005		5-May	
IOWA	iowa_tests_raw_data.last_name	Student Last Name		Sharon Marsh	char(20)			May-2005		5-May	
IOWA	iowa_tests_raw_data.first_name	Student First name		Sharon Marsh	char(20)			May-2005		5-May	
IOWA	iowa_tests_raw_data.gender			Sharon Marsh	char(1)			May-2005		5-May	
IOWA	iowa_tests_raw_data.birth_date			Sharon Marsh	smalldatetime			May-2005		5-May	
IOWA	iowa_tests_raw_data.test			Sharon Marsh	char(8)			May-2005		5-May	
IOWA	iowa_tests_raw_data.date_tested	Date of the test		Sharon Marsh	smalldatetime			May-2005		5-May	
IOWA	iowa_tests_raw_data.battery			Sharon Marsh	char(1)			May-2005		5-May	
IOWA	iowa_tests_raw_data.test_level			Sharon Marsh	char(2)			May-2005		5-May	
IOWA	iowa_tests_raw_data.form			Sharon Marsh	char(1)			May-2005		5-May	
IOWA	iowa_tests_raw_data.norm_year			Sharon Marsh	char(2)			May-2005		5-May	
IOWA	iowa_tests_raw_data.semester			Sharon Marsh	char(1)			May-2005		5-May	
IOWA	iowa_tests_raw_data.number_attempted	Number of questions attempted in each group		Sharon Marsh	char(60)			May-2005		5-May	
IOWA	iowa_tests_raw_data.raw_score	Raw score for each group		Sharon Marsh	char(60)			May-2005		5-May	
IOWA	iowa_tests_raw_data.standard_score	Standardized score		Sharon Marsh	char(90)			May-2005		5-May	
IOWA	iowa_tests_raw_data.national_percentile_rank	National percentile rank in each group		Sharon Marsh	char(60)			May-2005		5-May	
IOWA	iowa_tests_raw_data.nce	Normal curve equivalent of student score		Sharon Marsh	char(60)			May-2005		5-May	
IOWA	iowa_tests_raw_data.national_stanine	National stanine of student score		Sharon Marsh	char(30)			May-2005		5-May	
IOWA	iowa_tests_raw_data.local_percentile_rank	Local percentile rank in each group		Sharon Marsh	char(60)			May-2005		5-May	
IOWA	iowa_tests_raw_data.record_status_code				char(2)			May-2005		15-Jul	
IOWA	iowa_tests_raw_data.error_code	00 - no error 01 - 02 - district_id or school_id not found			char(2)			May-2005		15-Jul	
IOWA	iowa_tests_raw_data.error_description	Description of the error			varchar(100)			May-2005		15-Jul	
IOWA	iowa_tests_raw_data.warehouse_entry_date	Date the record was loaded		Jerry Winkler - Computer Services	smalldatetime			May-2005		15-Jul	
iowa_tests_field_data											
IOWA	iowa_tests_field_data.filename	Filename data loaded from		Sharon Marsh	varchar(20)			May-2005		15-Jul	
IOWA	iowa_tests_field_data.line_number	Line in file that the data was loaded from		Sharon Marsh	numeric(10)			May-2005		15-Jul	
IOWA	iowa_tests_field_data.school_year	School Year		Sharon Marsh	char(4)			May-2005		15-Jul	
IOWA	iowa_tests_field_data.field_position			Sharon Marsh	smallint			May-2005		15-Jul	
IOWA	iowa_tests_field_data.slot			Sharon Marsh	smallint			May-2005		15-Jul	
IOWA	iowa_tests_field_data.slot_value	Value of the item indicated		Sharon Marsh	smallint			May-2005		15-Jul	
iowa_tests_field_definition											
IOWA	iowa_tests_field_definition.school_year	School Year		Sharon Marsh	char(4)			May-2005		15-Jul	
IOWA	iowa_tests_field_definition.field_position			Sharon Marsh	smallint			May-2005		15-Jul	
IOWA	iowa_tests_field_definition.field_name	Name of the field as given in the file spec		Sharon Marsh	varchar(50)			May-2005		15-Jul	
IOWA	iowa_tests_field_definition.field_definition	Definition of the field		Sharon Marsh	varchar(100)			May-2005		15-Jul	

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
IOWA	iowa_tests_field_definition. field_slot_length	Length in bytes of the field		Sharon Marsh	smallint			May-2005		15-Jul	
iowa_tests_slot_definition											
IOWA	iowa_tests_slot_definition. school_year	School Year		Sharon Marsh	char(4)			May-2005		15-Jul	
IOWA	iowa_tests_slot_definition. slot	Slot number (1-30)		Sharon Marsh	smallint			May-2005		15-Jul	
IOWA	iowa_tests_slot_definition. slot_key			Sharon Marsh	char(10)			May-2005		15-Jul	
IOWA	iowa_tests_slot_definition. itbs_definition	Definition of this slot for the ITBS test		Sharon Marsh	varchar(100)			May-2005		15-Jul	
IOWA	iowa_tests_slot_definition. ited_definition	Definition of this slot for the ITED test		Sharon Marsh	varchar(100)			May-2005		15-Jul	
scram											
Clearing-house	scram.student_id			Cal Newbold - Special Ed	numeric(6)					15-Jul	
Clearing-house	scram.school_year			Cal Newbold - Special Ed	char(4)					15-Jul	
Clearing-house	scram.district_id			Cal Newbold - Special Ed	numeric(5)					15-Jul	
Clearing-house	scram.school_id			Cal Newbold - Special Ed	numeric(5)					15-Jul	
Clearing-house	scram.school_number			Cal Newbold - Special Ed	char(3)					15-Jul	
Clearing-house	scram.entry_date			Cal Newbold - Special Ed	datetime					15-Jul	
Clearing-house	scram.scram_entry_date			Cal Newbold - Special Ed	datetime					15-Jul	
Clearing-house	scram.resource			Cal Newbold - Special Ed	char(2)					15-Jul	
Clearing-house	scram.time			Cal Newbold - Special Ed	char(1)					15-Jul	
Clearing-house	scram.scram_exit_date			Cal Newbold - Special Ed	datetime					15-Jul	
Clearing-house	scram.exit_code			Cal Newbold - Special Ed	char(1)					15-Jul	
Clearing-house	scram.membership			Cal Newbold - Special Ed	int					15-Jul	
school_annual											
Clearing-house	School_annual. Enrolled_all	cumulative total number of students enrolled during year 2004 - Changed to Fall Enrollment only - Enrolled prior to Oct 1 2006 - Changed back to the number of students enrolled during year	Clearinghouse - Student S1.sch_memb (distinct)	Jerry Winkler - Computer Services	Numeric(4)	500		Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	School_annual. Enrolled_fall_count	Count of students enrolled prior to Oct 1 (AKA Oct 1 count)	Clearinghouse -	Andrew Jones - Computer Services	Numeric(4)						
Clearing-house	School_annual. Enrolled_disabled		Clearinghouse -	Andrew Jones - Computer Services	Numeric(4)						
Clearing-house	School_annual. Enrolled_disabled_perc		Clearinghouse -	Andrew Jones - Computer Services	Numeric(3)						
Clearing-house	school_annual. enrolled_ethnic_minority	student's ethnic minority status : 0 = White; 1 = ethnic minority	Warehouse - Calculated count(student_master.ethnicity <> "C")	Andrew Jones - Computer Services	Numeric(4)	345		Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	school_annual. enrolled_limited_english		Warehouse - Calculated count(student_lep.lep_code)	Andrew Jones - Computer Services	Numeric(4)	20		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	School_annual. enrolled_low_income	Aggregate of student_enrollment.low_income	Warehouse - Calculated Count (student_enrollment. low_income = 1)	Andrew Jones - Computer Services	Numeric(4)	55		Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	school_annual. enrolled_migrant	Aggregate of student_enrollment.migrant	Warehouse - Calculated Count (student_enrollment. migrant = 1)	Andrew Jones - Computer Services	Numeric(4)	15		Mar-2003	Clearinghouse	15-Jul	COGNOS
Clearing-house	school_annual. enrolled_mobile	Aggregate of student_enrollment Mobile students	Warehouse - Calculated count(student_enrollment.mobile)	Andrew Jones - Computer Services	Numeric(3)	22		Mar-2003	Clearinghouse	15-Jul	School Performance Report

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
Clearing-house	school_annual.ethnic_minority1	largest minority in school	Clearinghouse - calculated - select ethnicity where max(count(ethnicity <> White)) group by student_master.ethnicity	Andrew Jones - Computer Services	char(1)	H		Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	school_annual.ethnic_minority2	2nd largest minority	Clearinghouse - calculated - select ethnicity where max(count(ethnicity <> White and ethnicity <> school_annual.ethnic_minority1)) group by student_master.ethnicity	Jerry Winkler - Computer Services	char(1)	A		Mar-2003	Clearinghouse	15-Jul	School Performance Report
Clearing-house	school_annual.ada	Attendance rate	Clearinghouse - Calculated - (SUM(student_enrollment.attendance) / SUM(student_enrollment.membership))	Randy Raphael - School Finance & Statistics	Numeric(4,1)	98.5	This is not a true measure of "average daily attendance" (ADA) but rather an attendance rate, which generates a percentage (as opposed to an ADA count) that reflects actual student behavior in the aggregate, on the one hand, and the school's differential responsibility for each student, on the other: a student enrolled for a shorter period with perfect attendance appropriately enhances the school's performance, but a student enrolled for a longer period with poor attendance is appropriately given more weight by virtue of having more days in membership, so the school has an incentive to improve that student's attendance.	Mar-2003	Clearinghouse	15-Jul	AYP (additional indicator for elementary and middle schools); School Performance Report
Clearing-house	School_annual.Student_membership		Clearinghouse -	Jerry Winkler - Computer Services	Numeric(4)						
CACTUS	school_annual.staff_grad_degree	Count of ALL educators assigned to this school whose degree summary code is >= 06	CACTUS - Select all educators at the school where degree summary is > 05	Syd Dickson - Educator Licensing	Numeric(4)		Includes principals, asst principals, counselors, etc.	Mar-2003	CACTUS	30-Jun	School Performance Report
CACTUS	school_annual.staff_grad_degree_perc	Count of ALL educators assigned to this school whose degree summary code is >= 06 / # of educators assigned to this school.	CACTUS	Syd Dickson - Educator Licensing	Numeric(4,1)		Includes principals, asst principals, counselors, etc.	Mar-2003	CACTUS	30-Jun	School Performance Report
CACTUS	school_annual.staff_qualified	Count of ALL UPASS or state qualified educators assigned in CACTUS to this school.	CACTUS	Syd Dickson - Educator Licensing	Numeric(4)		Includes principals, asst principals, counselors, etc.	Mar-2003	CACTUS	30-Jun	School Performance Report
CACTUS	school_annual.staff_qualified_perc	Count of ALL UPASS or state qualified educators assigned in CACTUS to this school. / total educators assigned to this school	CACTUS	Syd Dickson - Educator Licensing	Numeric(4,1)		Includes principals, asst principals, counselors, etc.	Mar-2003	CACTUS	30-Jun	School Performance Report
CACTUS	school_annual.staff_qualified_nclb_perc	Count of all educators assigned to this school with 'Y' in their NCLB qualified flag for ANY assignment they're teaching	CACTUS	Syd Dickson - Educator Licensing	Numeric(4,1)			Mar-2003	CACTUS	30-Jun	NCLB
CACTUS	school_annual.staff_avg_years_exp	total yrs of >= 0.5 FTE for all educators at the school divided by # of educators	CACTUS	Syd Dickson - Educator Licensing	Numeric(2)		Includes principals, asst principals, counselors, etc.	Mar-2003	CACTUS	30-Jun	School Performance Report
S3	school_annual.fee_waiver_students	total number of students qualifying for fee waiver	S3 - s3_fee_waivers.fee_waivers	Shaunna Ford - School Finance & Statistics	Numeric(3)	22			S3 Report	15-Jul	COGNOS; School Performance Report
S3	school_annual.Fee_waiver_worked_in_lieu	total number of students who worked in lieu of a waiver	S3 - s3_fee_waivers.work_in_lieu	Shaunna Ford - School Finance & Statistics	Numeric(3)	5			S3 Report	15-Jul	COGNOS; School Performance Report
S3	school_annual.fee_waiver_dollars	total amount of fees waived in dollars	S3 - s3_fee_waivers.fees_waived	Randy Raphael - School Finance & Statistics	Numeric(6)	\$1,000			S3 Report	15-Jul	COGNOS; School Performance Report

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
RISEP - Utah Safe School info	school_annual.disciplinary_all	total number of disciplinary incidents (prohibited behavior) of all types	RISEP -	Verne Larsen/ Margaret Lubke	Numeric(4)	15			RISEP - Utah State University	15-Jun	COGNOS
RISEP - Utah Safe School info	school_annual.disciplinary_suspensions	total number of suspensions as outcome of disciplinary incidents	RISEP -	Verne Larsen/ Margaret Lubke	Numeric(3)	0			RISEP - Utah State University	15-Jun	COGNOS
RISEP - Utah Safe School info	school_annual.disciplinary_expulsions	total number of expulsions as outcome of disciplinary incidents	RISEP -	Verne Larsen/ Margaret Lubke	Numeric(3)	2			RISEP - Utah State University	15-Jun	COGNOS
RISEP - Utah Safe School info	school_annual.disciplinary_court_referrals	total number of court referrals as outcome of disciplinary incidents	RISEP -	Verne Larsen/ Margaret Lubke	Numeric(3)	1			RISEP - Utah State University	15-Jun	COGNOS
Clearing-house	school_annual.locale				Numeric(2)						
Clearing-house	school_annual.mobility_rate	The unduplicated number of students enrolled for less than 180 days a full academic year in a school divided by the unduplicated number of students who enrolled for at least one day during the academic year in the same school.	Warehouse - Calculated - school_annual.enrolled_mobile / school_annual.enrolled_all	Randy Raphael - School Finance & Statistics	numeric(3,2)		This is the definition of "mobility" currently used in the Highly Impacted Schools program. It is not equivalent to the measure of "full academic year" used in the calculation of "adequate yearly progress."	Mar-2003	Clearinghouse	15-Jul	input to Highly Impacted Schools Program eligibility and allocation algorithms
CACTUS	school_annual.title_1_program_type	SW - School Wide TA - Targeted Assistance Not currently used	CACTUS	Cathleen Hutchings?	Char(2)	SW		Mar-2003	CACTUS	30-Jun	School Performance Report
CACTUS	school_annual.title_1_students	Not currently used		Karl Wilson / Michelle Davis	Numeric(4)						
CACTUS	school_annual.total_teachers	distinct number of teachers at this school excluding admin, counseling & mentors	CACTUS	Syd Dickson - Educator Licensing	Numeric(3, 2)			Mar-2003	CACTUS	30-Jun	School Performance Report
CACTUS	school_annual.total_principals	distinct number of principals at this school	CACTUS - core_code = '21030000010' or core_code = '21030000030' or core_code = '21030000040' or core_code = '21030000050' or core_code = '21030000070' or core_code = '21030000090'	Syd Dickson - Educator Licensing	Numeric(2, 2)			Mar-2003	CACTUS	30-Jun	School Performance Report
CACTUS	school_annual.total_asst_principals	distinct number of assistant principals at this school	CACTUS - core_code = '21030000020' or core_code = '21030000060' or core_code = '21030000080'	Syd Dickson - Educator Licensing	Numeric(2, 2)			Mar-2003	CACTUS	30-Jun	School Performance Report
CACTUS	school_annual.total_aides	distinct number of aides at this school	CACTUS	Syd Dickson - Educator Licensing	Numeric(3)		Not collecting this for the School Performance Report at this time. Should we change this to total_paraprofessionals?	Mar-2003	CACTUS	30-Jun	
CACTUS	school_annual.total_counselors	distinct number of counselors at this school	CACTUS - core_code = '24050000020' or core_code = '24050000060' or core_code = '24050000070'	Syd Dickson - Educator Licensing	Numeric(2,2)			Mar-2003	CACTUS	30-Jun	School Performance Report

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
CACTUS	school_annual. nclb_not_qualified_hi_poverty	Percent of classes not taught by highly qualified teachers in high poverty schools	CACTUS /Clearinghouse	Syd Dickson - Educator Licensing / Bruce Hudgens Computer Services	Numeric(3)		We need to determine schools in the the top & bottom quartile of poverty	Mar-2003	CACTUS	30-Jun	NCLB
CACTUS	school_annual. nclb_not_qualified_lo_poverty	Percent of classes not taught by highly qualified teachers in low poverty schools	CACTUS /Clearinghouse	Syd Dickson - Educator Licensing / Bruce Hudgens Computer Services	Numeric(3)		We need to determine schools in the the top & bottom quartile of poverty	Mar-2003	CACTUS	30-Jun	NCLB
CACTUS	school_annual. provisional_educators_perc	Count of ALL educators assigned to this school who are teaching on an authorization for ANY reason / # of educators assigned to this school.	CACTUS	Syd Dickson - Educator Licensing	Numeric(3)		Includes principals, asst principals, counselors, etc.	Mar-2003	CACTUS	30-Jun	NCLB
CACTUS	school_annual. classes_not_nclb_qualified_perc	Percent of classes not taught by highly qualified teachers -	CACTUS /Clearinghouse	Syd Dickson - Educator Licensing / Bruce Hudgens Computer Services	Numeric(3)		We will use the distinct course, section, period and teacher and compare it to the nclb qualified flag in CACTUS for that teacher in order to come up with a 1 or a 0 for nclb qualified for the class. Then we will divide the number of classes with a 0 by the total number of classes in the school.	Mar-2003			
RISEP - Utah Safe School info	school_annual. persistently_dangerous_school	yes = 1, no = 0	RISEP -	Verne Larsen	Numeric(1)	1			RISEP - Utah State University	15-Jun	COGNOS
	school_annual. Sufficient_magnitude_of_gain				char(1)						
	school_annual. Reading_on_grade_lvl_perc				numeric(3)						
	school_annual. Graduation_rate				numeric(3)						
	school_annual. Dropout_rate				numeric(3)						
	school_annual. Update_date				datetime						
	school_annual. Update_status				char(5)						
Clearing-house	school_annual. warehouse_entry_date	Server date when the record was created or modified	Server Date	Jerry Winkler - Computer Services	datetime	6/30/2010		Mar-2003	Clearinghouse	15-Jul	
Clearing-house	school_annual. Chronically_absent	Number of students flagged as chronically absent	Clearinghouse Computed - COUNT(chronically_absent)	Jerry Winkler - Computer Services	numeric(4)						
	school_annual. math_ayp			Andrew Jones - Computer Services	char(1)						
	school_annual. Lang_art_ayp			Andrew Jones - Computer Services	char(1)						
	school_annual. Ayp_status			Andrew Jones - Computer Services	char(1)						
	school_annual. Ayp_attendance_status			Andrew Jones - Computer Services	char(1)						
	school_annual. Graduation_rate_ayp_status			Andrew Jones - Computer Services	char(1)						
	school_annual. Current_through				smalldatetime						

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
	school_annual. Ayp_reversed			Andrew Jones - Computer Services	char(1)						
Clearing-house	school_annual. Truant_total	Number of students flagged as truant	Clearinghouse Computed - COUNT(truant)	Jerry Winkler - Computer Services	numeric(4)						
	school_annual. Ayp_official_status			Andrew Jones - Computer Services	char(1)						
	school_annual. Upass_official_level	The u-pass level of the school that is calculated by looking at the upass_appealed flag. When upass_appealed flag = 'Y' this should be too. Otherwise this should be the same as upass_status	Calculated	Robert N - Computer Services	char(1)	Y,Z,P,Q,N,X ,A,S					
	school_annual. upass_whole_school_level	The u-pass level of the whole school	Calculated	Robert N - Computer Services	char(1)	Y,Z,P,Q,N,X ,A,S					
	school_annual. upass_minority_group_level	The u-pass level of the subgroup that contains all students who are not caucasian, or who are low income, or who have difficulty with english, or who have special educational needs.	Calculated	Robert N - Computer Services	char(1)	Y,Z,P,Q,N,X ,A,S					
	school_annual. upass_appealed	A flag that indicates 'Y' if the district / school appealed the upass level calculation.		Robert N - Computer Services	char(1)	Y, N, null					
	school_annual. title_III_status			Robert N - Computer Services	char(1)						
	school_annual. title_III_appealed			Robert N - Computer Services	char(1)						
	school_annual. title_III_official_status			Robert N - Computer Services	char(1)						
	school_annual. school_improvement_year_la			Andrew Jones - Computer Services	numeric(2)						
	school_annual. school_improvement_year_ma			Andrew Jones - Computer Services	numeric(2)						
	school_annual. Upass_status	The u-pass level of the school that is calculated using the upass_whole_school_level and upass_minority_group_level columns.	Calculated	Robert N - Computer Services	char(1)	Y,Z,P,Q,N,X ,A,S					
district_school_ayp											
Primary Key	district_school_ayp. school_year			Andrew Jones - Computer Services	char(4)						
	district_school_ayp. district_id			Andrew Jones - Computer Services	numeric(9,0)						
	district_school_ayp. school_id			Andrew Jones - Computer Services	numeric(9,0)						
	district_school_ayp. school_number			Andrew Jones - Computer Services	char(3)						
	district_school_ayp. sub_group_code	FK to ct_sub_group		Andrew Jones - Computer Services	char(1)						NCLB / AYP
	district_school_ayp. record_type	D = District S = Secondary School E = Elementary School		Andrew Jones - Computer Services	char(1)						NCLB / AYP
	district_school_ayp. la_participants	Total tests taken at the school	student_test	Andrew Jones - Computer Services	numeric(4)	100					NCLB / AYP
district_school_ayp. la_non_participants	Count of students with non_participation code of 1,2	student_test	Andrew Jones - Computer Services	numeric(4)	10					NCLB / AYP	
district_school_ayp. la_participation_perc	(la_participants - la_non_participants) / la_participants		Andrew Jones - Computer Services	numeric(4,1)	95	Rounded				NCLB / AYP	
district_school_ayp. la_participation_status	Yes/No/NA		Andrew Jones - Computer Services	char(1)						NCLB / AYP	
district_school_ayp. la_student_count	Count of FAY students	student_test	Andrew Jones - Computer Services	numeric(4)			We automatically subtract FAY students that did not participate			NCLB / AYP	

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
	district_school_ayp_la_proficient_perc	% of FAY students proficient (3&4) at the school in this subgroup	student_test	Andrew Jones - Computer Services	numeric(4,1)						NCLB / AYP
	district_school_ayp_la_proficient_status	Yes/Yes*/No/NA/shaded		Andrew Jones - Computer Services	char(1)						NCLB / AYP
	district_school_ayp_la_conf_interval	$2.33 * \sqrt{((la_3_8_amo * (100 - la_3_8_amo)) / (la_student_count))}$		Andrew Jones - Computer Services	numeric(4,1)		2.33 will be hardcoded				NCLB / AYP
	district_school_ayp_la_amo_perc_ci	ct_z_amo_ci/la_3_8_amo - la_conf_interval la_proficient_perc must be greater than this perc to pass status for the current year using the confidence interval		Andrew Jones - Computer Services	numeric(4,1)		Yes* if the proficient % is higher				NCLB / AYP
	district_school_ayp_la_safe_harbor_perc	$(100 - previous_school_year.la_proficient_perc) * 0.90$		Andrew Jones - Computer Services	numeric(4,1)		Total not proficient students for this year must be 10% less than not total students not proficient last year				NCLB / AYP
	district_school_ayp_la_conf_interval_prev_year	$round(1.645 * \sqrt{((ll_safe_harbor_pct * (100 - ll_safe_harbor_pct)) / ll_fay_students + & ll_la_prev_yr_proficient_pct * (100 - ll_la_prev_yr_proficient_pct)) / ll_la_prev_yr_student_count}, 0)$		Andrew Jones - Computer Services	numeric(4,1)		1.645 will be hardcoded using current year student count (N)				NCLB / AYP
	district_school_ayp_la_safe_harbor_perc_ci	la_safe_harbor_perc + la_conf_interval_prev_year		Andrew Jones - Computer Services	numeric(4,1)						NCLB / AYP
	district_school_ayp_la_safe_harbor_10_perc_status	Yes/Yes*/No/NA/shaded		Andrew Jones - Computer Services	char(1)		if (100 - la_proficient_perc) <= la_safe_harbor_perc then Yes if (100 - la_proficient_perc) <= la_safe_harbor_perc_ci then Yes* else No				NCLB / AYP
	district_school_ayp_la_safe_harbor_attend_perc	Sum(attendance) / (Sum(school_membership) + Sum(scam_membership) + Sum(YIC_membership)) For rows where attendance <= sum membership and sum membership > 10		Andrew Jones - Computer Services	numeric(4,1)						NCLB / AYP
	district_school_ayp_la_safe_harbor_grad_perc	S3 quasi-cohort graduation rate		Andrew Jones - Computer Services	numeric(4,1)		From Finance and Statistics spreadsheet				NCLB / AYP
	district_school_ayp_la_safe_harbor_additional_stat	Yes/Yes*/No/NA/shaded		Andrew Jones - Computer Services	char(1)						NCLB / AYP
	district_school_ayp_la_sub_group_ok	Yes/Yes*/No		Andrew Jones - Computer Services	char(1)						NCLB / AYP
	district_school_ayp_ma_participants	Total tests taken at the school		Andrew Jones - Computer Services	numeric(4)						NCLB / AYP
	district_school_ayp_ma_non_participants	count of students with non_participation code of 1,2		Andrew Jones - Computer Services	numeric(4)						NCLB / AYP
	district_school_ayp_ma_participation_perc	$(la_participants - la_non_participants) / la_participants$		Andrew Jones - Computer Services	numeric(4,1)						NCLB / AYP
	district_school_ayp_ma_participation_status	Yes/No/NA		Andrew Jones - Computer Services	char(1)						NCLB / AYP
	district_school_ayp_ma_student_count	Count of FAY students		Andrew Jones - Computer Services	numeric(4)						NCLB / AYP
	district_school_ayp_ma_proficient_perc	% of FAY students proficient (3&4) at the school in this subgroup		Andrew Jones - Computer Services	numeric(4,1)						NCLB / AYP
	district_school_ayp_ma_proficient_status	Yes/Yes*/No/NA/shaded		Andrew Jones - Computer Services	char(1)						NCLB / AYP
	district_school_ayp_ma_conf_interval	$2.33 * \sqrt{((ma_3_8_amo * (100 - ma_3_8_amo)) / (ma_student_count))}$		Andrew Jones - Computer Services	numeric(4,1)		2.33 will be hardcoded				NCLB / AYP
	district_school_ayp_ma_amo_ci_perc	ct_z_amo_ci/ma_3_8_amo - ma_conf_interval ma_proficient_perc must be greater than this perc to pass status for the current year using the confidence interval		Andrew Jones - Computer Services	numeric(4,1)						NCLB / AYP
	district_school_ayp_ma_safe_harbor_perc	$(100 - previous_school_year.ma_proficient_perc) * 0.90$		Andrew Jones - Computer Services	numeric(4,1)						NCLB / AYP
	district_school_ayp_ma_conf_interval_prev_year	$round(1.645 * \sqrt{((ll_safe_harbor_pct * (100 - ll_safe_harbor_pct)) / ll_fay_students + & ll_ma_prev_yr_proficient_pct * (100 - ll_ma_prev_yr_proficient_pct)) / ll_ma_prev_yr_student_count}, 0)$		Andrew Jones - Computer Services	numeric(4,1)		1.645 will be hardcoded using current year student count (N)				NCLB / AYP
	district_school_ayp_ma_safe_harbor_perc_ci	ma_safe_harbor_perc + ma_conf_interval_prev_year		Andrew Jones - Computer Services	numeric(4,1)						NCLB / AYP
	district_school_ayp_ma_safe_harbor_10_perc_status	Yes/Yes*/No/NA/shaded		Andrew Jones - Computer Services	char(1)		if (100 - ma_proficient_perc) <= ma_safe_harbor_perc then Yes if (100 - ma_proficient_perc) <= ma_safe_harbor_perc_ci then Yes* else No				NCLB / AYP

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
	district_school_ayp. ma_safe_harbor_attend_perc	Sum(attendance) / (Sum(school_membership) + Sum(scrum_membership) + Sum(YIC_membership)) For rows where attendance <= sum membership and sum membership > 10		Andrew Jones - Computer Services	numeric(4,1)		Need to do this for both la and ma in case the N for this subgroup is different (different # of students took the ma test versus the la test)??				NCLB / AYP
	district_school_ayp. ma_safe_harbor_grad_perc	S3 quasi-cohort graduation rate ---Same as la		Andrew Jones - Computer Services	numeric(4,1)						NCLB / AYP
	district_school_ayp. ma_safe_harbor_additional_status	Yes/Yes*/No/NA/shaded		Andrew Jones - Computer Services	char(1)						NCLB / AYP
	district_school_ayp. ma_sub_group_ok	Yes/Yes*/No		Andrew Jones - Computer Services	char(1)						NCLB / AYP
	la_ma_attend_participants	Contains the number of participants for which attendance was summed. Also the determining factor for the N<40 business rule in AYP's safe harbor additional indicator. If a student participated in either the lang arts test OR the math test, they are included in this count.	student_test	Andrew Jones - Computer Services	numeric(6)	100		Aug-2006		July	NCLB / AYP
	la_ma_safe_harbor_grad_perc	School's Graduation Rate		Andrew Jones - Computer Services							
	la_ma_safe_harbor_attend_perc	SUM(attendance) / SUM(membership)		Andrew Jones - Computer Services							
ct_sub_group											
	ct_sub_group. school_year	2003, 2004, etc		Jerry Winkler - Computer Services	char(4)						
	ct_sub_group. sub_group_code	A - Asian, C - Caucasian, H - Hispanic, B - African American, etc...		Jerry Winkler - Computer Services	char(1)						NCLB / AYP
	ct_sub_group. sub_group_description	Asian, African American, Caucasian, Economically Disadvantaged, Students with Disabilities		Jerry Winkler - Computer Services	char(100)						NCLB / AYP
ct_school_type											
	school_year	The last year in the school year (i.e. 2004-05 = 2005)		Assesment & Accountability							
	school_type	the type of school		Assesment & Accountability	char(1)		D District E Elementary S High school				
	school_type_description	Describes the school type		Assesment & Accountability							
	grad_weight	The weight of the graduation calculation on the u-pass score	See business rules	Assesment & Accountability							
	lang_art_weight	The weight of the language arts test(s) on the u-pass score	See business rules	Assesment & Accountability							
	sci_weight	The weight of the science test(s) on the u-pass score	See business rules	Assesment & Accountability							
	math_weight	The weight of the math test(s) on the u-pass score	See business rules	Assesment & Accountability							
	attend_weight	The weight of the attendance calculation on the u-pass score	See business rules	Assesment & Accountability							
	Math_ubscst_status_weight	The weight of the math ubscst in the MA composite score	See business rules	Assesment & Accountability							
	Math_crt_status_weight	The weight of the math CRT in thee MA composite score	See business rules	Assesment & Accountability							
	Math_engagement_weight	The weight of the additional math indicator in the MA	See business rules	Assesment & Accountability							
	Ubsct_reading_status_weight	The weight of the ubscst reading test in the LA	See business rules	Assesment & Accountability							
	Ubsct_writing_status_weight	The weight of the ubscst writing test in the LA	See business rules	Assesment & Accountability							
	Ela_crt_status_weight	The weight of the LA CRT in the LA composite score	See business rules	Assesment & Accountability							
	Dwa_status_weight	The weight of the DWA in the LA composite score	See business rules	Assesment & Accountability							
	Dwa_partic_weight	The weight of the DWA in the participation percent	See business rules	Assesment & Accountability							
ct_status											
	ct_status. school_year	2003, 2004, etc		Jerry Winkler - Computer Services	char(4)						
	ct_status. status	Y, Z, N, A, S		Jerry Winkler - Computer Services	char(1)						NCLB / AYP
	ct_status. description	Yes/Yes*/No/NA/shaded		Jerry Winkler - Computer Services	char(100)						NCLB / AYP
ct_z_amo_ci											
	ct_z_amo_ci. school_year				char(4)	2002, 2003, 2004, etc					
	ct_z_amo_ci. la_3_8_amo	65%			numeric(4,1)						NCLB / AYP
	ct_z_amo_ci. la_high_school_amo	64%			numeric(4,1)						NCLB / AYP
	ct_z_amo_ci. ma_3_8_amo	57%			numeric(4,1)						NCLB / AYP

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
	ct_z_amo_ct. ma_high_school_amo	35%			numeric(4,1)						NCLB / AYP
ualpa_raw_data											
	ualpa_raw_data.file_id			Jerry Winkler - Computer Services	numeric(10)					15-Jul	
	ualpa_raw_data.line_number			Jerry Winkler - Computer Services	integer					15-Jul	
	ualpa_raw_data.school_year	Reporting school year - uses the standard warehouse definition for school year.		John Jesse - Assessment	char(4)					15-Jul	
	ualpa_raw_data.session_cd			John Jesse - Assessment	char(6)					15-Jul	
	ualpa_raw_data.test_family_id			John Jesse - Assessment	integer					15-Jul	
	ualpa_raw_data.lea_number	CACTUS district_nbr of the reporting school		John Jesse - Assessment	char(4)						
	ualpa_raw_data.school_number	CACTUS school_nbr of the reporting school		John Jesse - Assessment	char(4)						
	ualpa_raw_data.test_cd			John Jesse - Assessment	char(12)						
	ualpa_raw_data.test_school_year			John Jesse - Assessment	char(4)						
	ualpa_raw_data.teacher_number			John Jesse - Assessment	char(12)						
	ualpa_raw_data.section_number			John Jesse - Assessment	char(2)						
	ualpa_raw_data.grade_level	Reported grade_level of the student at the time the test was taken		John Jesse - Assessment	char(2)						
	ualpa_raw_data.lea_student_number	LEA student number of the student taking the test as reported on the test		John Jesse - Assessment	char(10)						
	ualpa_raw_data.ssid	SSID of the student - matched by assessment based on LEA student number and lea number		John Jesse - Assessment	numeric(10)						
	ualpa_raw_data.booklet_number			John Jesse - Assessment	varchar(20)						
	ualpa_raw_data.last_name	Last name of the student		John Jesse - Assessment	varchar(30)						
	ualpa_raw_data.first_name	First name of the student		John Jesse - Assessment	varchar(30)						
	ualpa_raw_data.middle_name	Middle name of the student		John Jesse - Assessment	varchar(30)						
	ualpa_raw_data.gender			John Jesse - Assessment	char(1)					15-Jul	
	ualpa_raw_data.birthdate			John Jesse - Assessment	date					15-Jul	
	ualpa_raw_data.ethnicity	Same format as recorded in ct_sub_group		John Jesse - Assessment	char(1)					15-Jul	
	ualpa_raw_data.participation_cd			John Jesse - Assessment	char(2)					15-Jul	
	ualpa_raw_data.non_participation_cd			John Jesse - Assessment	char(2)					15-Jul	
	ualpa_raw_data.accomodations			John Jesse - Assessment	varchar(60)					15-Jul	
	ualpa_raw_data.ell_b4_apr15_ind			John Jesse - Assessment	char(1)						
	ualpa_raw_data.form_id			John Jesse - Assessment	char(4)						
	ualpa_raw_data.form_id_letter			John Jesse - Assessment	char(1)						
	ualpa_raw_data.responses	Individual responses of the student		John Jesse - Assessment	varchar(150)						
	ualpa_raw_data.number_of_responses			John Jesse - Assessment	integer						
	ualpa_raw_data.raw_score			John Jesse - Assessment	integer						
	ualpa_raw_data.scaled_score			John Jesse - Assessment	integer						
	ualpa_raw_data.proficiency	The proficiency of the student - 1=P, 2=E, 3=I, 4=A		John Jesse - Assessment	integer						
	ualpa_raw_data.record_status	D=Duplicate, R=Raw, V=Validated		John Jesse - Assessment	char(1)						

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
	ualpa_raw_data.district_id	CACTUS district_id of the reporting school		John Jesse - Assessment	numeric(9)						
	ualpa_raw_data.school_id	CACTUS school_id of the reporting school		John Jesse - Assessment	numeric(9)						
	ualpa_raw_data.student_id	Warehouse Student_id as matched based on SSID or LEA student number		John Jesse - Assessment	numeric(10)					15-Jul	
biennial_dist_ayp											
	biennial_dist_ayp.district_id			Andrew Jones - Computer Services	numeric(9)						
	biennial_dist_ayp.school_year			Andrew Jones - Computer Services	char(4)	2002, 2003, 2004, etc					
	biennial_dist_ayp.cohort_code			Andrew Jones - Computer Services							
	biennial_dist_ayp.test_area_code			Andrew Jones - Computer Services							
	biennial_dist_ayp.projected_perc			Andrew Jones - Computer Services							
	biennial_dist_ayp.proficiency			Andrew Jones - Computer Services							
	biennial_dist_ayp.proficiency_perc			Andrew Jones - Computer Services							
biennial_dist_eng_amao											
	biennial_dist_eng_amao.district_id			Robert N - Computer Services	numeric(9)						
	biennial_dist_eng_amao.school_year			Robert N - Computer Services	char(4)	2002, 2003, 2004, etc					
	biennial_dist_eng_amao.cohort_code			Robert N - Computer Services							
	biennial_dist_eng_amao.test_area_code			Robert N - Computer Services							
	biennial_dist_eng_amao.base_line_code			Robert N - Computer Services							
	biennial_dist_eng_amao.amao_proficiency			Robert N - Computer Services							
	biennial_dist_eng_amao.amao_proficiency_perc			Robert N - Computer Services							
	biennial_dist_eng_amao.performance_data			Robert N - Computer Services							
	biennial_dist_eng_amao.performance_data_perc			Robert N - Computer Services							
biennial_dist_fluent_ayp											
	biennial_dist_fluent_ayp.district_id			Andrew Jones - Computer Services	numeric(9)						
	biennial_dist_fluent_ayp.school_year			Andrew Jones - Computer Services	char(4)	2002, 2003, 2004, etc					
	biennial_dist_fluent_ayp.cohort_code			Andrew Jones - Computer Services							
	biennial_dist_fluent_ayp.test_area_code			Andrew Jones - Computer Services							
	biennial_dist_fluent_ayp.proficient_advanced			Andrew Jones - Computer Services							
	biennial_dist_fluent_ayp.proficient_advanced_perc			Andrew Jones - Computer Services							
biennial_dist_lep_fluent											
	biennial_dist_lep_fluent.district_id			Robert N - Computer Services	numeric(9)						
	biennial_dist_lep_fluent.school_year			Robert N - Computer Services	char(4)	2002, 2003, 2004, etc					
	biennial_dist_lep_fluent.transitioned			Robert N - Computer Services							
	biennial_dist_lep_fluent.transitioned_perc			Robert N - Computer Services							
upass_progress											
	upass_progress.school_year	The curent school year		Robert N - Computer Services	char(4)						
	upass_progress.district_id	The CACTUS district id		Robert N - Computer Services	numeric(9)						
	upass_progress.school_id	The CACTUS school Id		Robert N - Computer Services	numeric(9)						
	upass_progress.school_number	The CACTUS school_number		Robert N - Computer Services	char(3)						
	upass_progress.sub_group_code	The subgroup code. For a list of subgroups see the ct_sub_group table		Robert N - Computer Services	char(2)						
	upass_progress.overall_progress	The overall progress status. (H)igh, (M)edium, or (L)ow		Robert N - Computer Services	char(1)	H,M,L					
	upass_progress.overall_progress_score	The overall score after applying the various weighted values.		Robert N - Computer Services	numeric(4,1)						

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
	upass_progress.la_score	2006 - The school's score for LA CRT	Calculated by taking the average of all the student's CRT scores in Language Arts	Robert N - Computer Services	numeric(10)		For 2006 this value seems to be the same as the value below it				
	upass_progress.la_crt_student_score	2006 - The average of all student's scores for CRT language arts	The total of all student's progress scores for CRT language arts / number of students who took a CRT language arts test	Robert N - Computer Services	numeric(10)		For 2006 this value seems to be the same as the value above it				
	upass_progress.la_dwa_score	2006 - This value is not used in the progress calculation		Robert N - Computer Services	numeric(10)	0	This is not used				
	upass_progress.la_ubsct_writing_score	2006 - Not used	2006 - Not used	Robert N - Computer Services	numeric(10)						
	upass_progress.la_ubsct_reading_score	2006 - Not used	2006 - Not used	Robert N - Computer Services	numeric(10)						
	upass_progress.ma_score	2006 - The school's score for MA CRT	Calculated by taking the average of all the student's CRT scores in Math	Robert N - Computer Services	numeric(10)		For 2006 this value seems to be the same as the value below it				
	upass_progress.ma_crt_student_score	2006 - The average of all student's scores for CRT math	The total of all student's progress scores for CRT math / number of students who took a CRT math test	Robert N - Computer Services	numeric(10)		For 2006 this value seems to be the same as the value above it				
	upass_progress.ma_crt_course_score			Robert N - Computer Services	numeric(10)						
	upass_progress.ma_noncrt_course_score	2007 - the score obtained for the school by those students taking a math course that does not have a CRT test. Used in the High school reports only 2006 - Not used	2007 - Calculated using only 10th and 11th grade students earning one or more credits in approved math courses. 2006 - not used	Robert N - Computer Services	numeric(10)						
	upass_progress.ma_ubsct_score	2006 - Not used	2006 - Not used	Robert N - Computer Services	numeric(10)						
	upass_progress.sc_score	The school's score for SC CRT	Calculated by taking the average of all the student's CRT scores in Science	Robert N - Computer Services	numeric(10)		For 2006 this value seems to be the same as the value below it				
	upass_progress.sc_crt_course_score	2006 - The average of all student's scores for CRT Science	The total of all student's progress scores for CRT Science / number of students who took a CRT science test	Robert N - Computer Services	numeric(10)		For 2006 this value seems to be the same as the value above it				
	upass_progress.attendance_score	2006 - The school's score for Attendance	Calculated by taking the average of all the student's scores for attendance.	Robert N - Computer Services	numeric(10)						
	upass_progress.graduation_score	2006 - Not used		Robert N - Computer Services	numeric(10)						
	upass_progress.la_participants	2006-- The number of students used to calculate U-pass progress		Robert N - Computer Services	numeric(5)						
	upass_progress.ma_participants	2006-- The number of students used to calculate U-pass progress		Robert N - Computer Services	numeric(5)						
	upass_progress.sc_participants	2006-- The number of students used to calculate U-pass progress		Robert N - Computer Services	numeric(5)						
	upass_progress.progress_conf_interval			Robert N - Computer Services	numeric(8,1)						
	upass_progress.progress_amo_ci_perc			Robert N - Computer Services	numeric(5,1)						
	upass_progress.sub_group_ok	The final U-Pass progress status		Robert N - Computer Services	char(1)	A,N,S,Y,Z					
	upass_progress.school_mean_vt_score	The average of the individual student's progress scores		Robert N - Computer Services	numeric(4,1)						
	upass_progress.school_variance		The average of the sum of the square of the differences between the student's progress scores and the schools mean value table score.	Robert N - Computer Services	numeric(8,1)						
	upass_progress.variance_average			Robert N - Computer Services	numeric(8,1)						
	upass_progress.school_se			Robert N - Computer Services	numeric(8,1)						
	upass_progress.warehouse_entry_date	The date this row was input into the warehouse		Robert N - Computer Services	smalldatetime						
ubsct_summary											
	school_year	Data for school year ending		Robert N - Computer Services							
	district_id	CACTUS district_id		Robert N - Computer Services							
	school_id	CACTUS school_id		Robert N - Computer Services							
	school_number	CACTUS school_number		Robert N - Computer Services							
	log_id			Robert N - Computer Services							
	first_math_number	Number of enrolled students who took the math test for the first time.		Robert N - Computer Services							
	first_reading_number	Number of enrolled students who took the reading test for the first time.		Robert N - Computer Services							
	first_writing_number	Number of enrolled students who took the writing test for the first time.		Robert N - Computer Services							
	first_all_section_number	Number of enrolled students who took all three sections of the test for the first time.		Robert N - Computer Services							
	first_math_pass_perc	The percentage of enrolled students who took the math test and passed		Robert N - Computer Services							

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page	
	first_reading_pass_perc	The percentage of enrolled students who took the reading test and passed	Calculated by using the number of enrolled students who passed the test divided by the number of students who attempted the test	Robert N - Computer Services								
	first_writing_pass_perc	The percentage of enrolled students who took the writing test and passed		Robert N - Computer Services								
	first_all_section_pass_perc	The percentage of enrolled students who took the all sections of the test and passed		Robert N - Computer Services								
	first_math_retest_perc	The percentage of first time math testers who need to retest		Robert N - Computer Services								
	first_reading_retest_perc	The percentage of first time reading testers who need to retest		Robert N - Computer Services								
	first_writing_retest_perc	The percentage of first time writing testers who need to retest		Robert N - Computer Services								
	first_math_10th_grade_perc	The percentage of first time testers who were in the 10th grade	Calculated by using the number of enrolled 10th grade testers divided by the total number of enrolled testers	Robert N - Computer Services								
	first_reading_10th_grade_perc	The percentage of first time testers who were in the 10th grade		Robert N - Computer Services								
	first_writing_10th_grade_perc	The percentage of first time testers who were in the 10th grade		Robert N - Computer Services								
	repeat_math_number	Number of enrolled students who have already taken the math test		Robert N - Computer Services								
	repeat_reading_number	Number of enrolled students who have already taken the reading test		Robert N - Computer Services								
	repeat_writing_number	Number of enrolled students who have already taken the writing test		Robert N - Computer Services								
	repeat_math_pass_perc	Percentage of repeat testers who took the math test and passed	Calculated by using the number of enrolled repeat testers who passed divided by the number of repeat testers.	Robert N - Computer Services								
	repeat_reading_pass_perc	Percentage of repeat testers who took the reading test and passed		Robert N - Computer Services								
	repeat_writing_pass_perc	Percentage of repeat testers who took the reading test and passed		Robert N - Computer Services								
	repeat_math_retest_perc			Robert N - Computer Services								
	repeat_reading_retest_perc	The percentage of repeat testers who need to retest		Robert N - Computer Services								
	repeat_writing_retest_perc			Robert N - Computer Services								
	repeat_math_11th_grade_perc			Robert N - Computer Services								
	repeat_reading_11th_grade_perc	The percentage of repeat testers who are in the 11th grade		Robert N - Computer Services								
	repeat_writing_11th_grade_perc			Robert N - Computer Services								
	repeat_math_12th_grade_perc			Robert N - Computer Services								
	repeat_reading_12th_grade_perc	The percentage of repeat testers who are in the 12th grade		Robert N - Computer Services								
	repeat_writing_12th_grade_perc			Robert N - Computer Services								
	all3_10th_students	The number of 10th grade students who passed ubscst while in the 10th grade.		Robert N - Computer Services								
	all3_12th_students	The number of 12th grade students who have passed all sections of UBSCST regardless of grade.		Robert N - Computer Services								
	num_10th_grade_students	The number of 10th grade FAY students who should have taken the UBSCST and may have done so.		Robert N - Computer Services								
	num_12th_grade_students	The number of 12th grade FAY students who should have taken the UBSCST and may have done so.		Robert N - Computer Services								
ayp_upass_denominator												
	school_year	The School Year		Robert N - Computer Services								
	district_id	The CACTUS district id		Robert N - Computer Services								
	school_id	The CACTUS school_id		Robert N - Computer Services								
	school_number	The CACTUS school_number		Robert N - Computer Services								
	sub_group_code	The subgroup code. For a list of subgroups see the ct_sub_group table		Robert N - Computer Services								
	fay_students	The number of students attending 160 days or more in the school year		Robert N - Computer Services								
	fay_non_uaa_students_grade_10	The number of full academic year (160 days membership) 10th grade students who did not take a UAA test		Robert N - Computer Services								
	fay_students_grade_12	The number of 12th grade FAY students		Robert N - Computer Services								
	fay_students_early_graduates	The number of students who graduated early		Robert N - Computer Services								
	grade_10_enrollment	The number of students enrolled who are in the 10th grade		Robert N - Computer Services								
	fay_students_grade_11	The number of 11th grade FAY students		Robert N - Computer Services								
	fay_students_grade_10	The number of 10th grade FAY students		Robert N - Computer Services								

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
	fay_students_grade_9	The number of 9th grade FAY students		Robert N - Computer Services							
	fay_students_grade_8	The number of 8th grade FAY students		Robert N - Computer Services							
	fay_students_grade_7	The number of 7th grade FAY students		Robert N - Computer Services							
	fay_students_grade_6	The number of 6th grade FAY students		Robert N - Computer Services							
	fay_students_grade_5	The number of 5th grade FAY students		Robert N - Computer Services							
	fay_students_grade_4	The number of 4th grade FAY students		Robert N - Computer Services							
	fay_students_grade_3	The number of 3rd grade FAY students		Robert N - Computer Services							
	fay_students_grade_2	The number of 2nd grade FAY students		Robert N - Computer Services							
	fay_students_grade_1	The number of 1st grade FAY students		Robert N - Computer Services							

ct_accommodations

school_year	The school year		Wendy Carver - Special Ed								
position	The field number location in the accommodations column in crt8 raw data		Wendy Carver - Special Ed								
Long desc	A description of the use for the field		Wendy Carver - Special Ed								

crt8_raw_data

filename	The name of the file extracted from the mainframe or assessment system		Robert N	char(50)							
line_number	The line number in the file listed above		Robert N	numeric(10)							
school_year	The school year in which the test was given		Sharon Marsh	char(4)	2006, 2007						
data_source_code			Sharon Marsh	char(2)							
record_status_code	Indicates the status of the record. See ct_record_status table		Sharon Marsh	char(2)							
test_id	The unique identifier for a test.		Sharon Marsh	char(12)							
process_type			Sharon Marsh	char(10)							
process_date			Sharon Marsh	datetime							
district_id	The CACTUS district id (USOE assigned)		Sharon Marsh	numeric(9)							
district_number	The CACTUS district number (i.e. '01' for Alpine)		Sharon Marsh	char(2)							
school_id	The CACTUS school Id (USOE assigned)		Sharon Marsh	numeric(9)							
school_number	The CACTUS school number		Sharon Marsh	char(3)							
class_identifier			Sharon Marsh	char(7)							
record_type			Sharon Marsh	char(2)							
student_nbr	The LEA student identifier		Sharon Marsh	char(10)							
last_name	The student's last name as it appeared on the answer document		Sharon Marsh	char(20)							
first_name	The student's first name as it appeared on the answer document or pre-print file		Sharon Marsh	char(16)							
birth_date	The student's birth date as it appeared in the pre-print file		Sharon Marsh	datetime							
grade_level	The student's grade level as it appeared on the answer document or pre-print file		Sharon Marsh	char(2)							
gender	The student's gender from the pre-print file		Sharon Marsh	char(1)							
ethnicity	The student's ethnicity from the pre-print file		Sharon Marsh	char(1)							
lep_code	The student's LEP status from the pre-print file.		Sharon Marsh	char(1)							
migrant	the student's migrant status from the pre-print file		Sharon Marsh	numeric(1)							
special_ed	The student's special ed status from the pre-print file		Sharon Marsh	char(1)							
low_income	The student's low income status from the pre-print file.		Aaron Brough	numeric(1)							
total_overall_test_score	The student's total score for the entire test.		Aaron Brough	numeric(5,2)							
total_overall_possible	The total score possible for the entire test.		Aaron Brough	numeric(3)							
overall_concept_score_perc	Percent correct for the entire test.		Aaron Brough	numeric(5,2)							
overall_response_count	Total number of questions that were responded to for the overall test		Aaron Brough	numeric(3)							
concept_count			Aaron Brough	numeric(3)							
concept_scores			Aaron Brough	varchar(100)							
concept_count_responses			Aaron Brough	varchar(100)							
concept_percent_scores			Aaron Brough	varchar(100)							
objective_count			Aaron Brough	numeric(3)							
objective_concept_id			Aaron Brough	varchar(100)							
objective_objective_id			Aaron Brough	varchar(100)							
objective_scores			Aaron Brough	varchar(160)							
objective_count_responses			Aaron Brough	varchar(160)							
objective_percent_scores			Aaron Brough	varchar(160)							
proficiency	The mastery level of the test. 1,2,3, or 4. 4 being the highest		Aaron Brough	numeric(3)							
participation_code	the non-standard participation value from the answer document		Aaron Brough	char(2)							
nonparticipation_code	the non-participation value from the answer document		Aaron Brough	char(2)							

Source	Warehouse	Description	Source Table/Column name or Calculation	Contact / Owner of Data	Column Description	Sample Data	Comments	Date Column Added	Information Source	Date completed information is available for import into the Warehouse	Used in report/web page
		error_code	If there was an error loading this row, the error code will be here	Sharon Marsh	char(2)						
		error_description	If there was an error loading this row, a description of the error will be here	Sharon Marsh	varchar(100)						
		warehouse_entry_date	The date this row was added to the warehouse	Robert N	smalldatetime						
		validated_correct_score_perc		Aaron Brough	numeric(5,2)						
		validated_proficiency		Aaron Brough	int						
		student_id	USOE unique student identifier	Aaron Brough	numeric(10)						
		scaled_score		Aaron Brough	numeric(7,2)						
		enrollment_grade_level	the grade level found in the student's enrollment record from the clearinghouse only populated for matched students	Aaron Brough	char(2)						
		entry_date	The entry_date found in the student's enrollment record from the clearinghouse only populated for matched students	Sharon Marsh	datetime						
		ssid	The student's statewide student identifier	Sharon Marsh	numeric(10)						
		responses		Sharon Marsh	varchar(150)						
		form_id		Sharon Marsh	char(3)						
		ell_b4_apr15_ind	an indicator used in 2006 only. Indicates that a student entered the US before April 15	Aaron Brough	char(1)						
		scan_file_id		Robert N	numeric(10)						
		scan_file_line_number		Sharon Marsh	int						
		accomodations	A string representing all the accommodations that were listed on the answer document.	Wendy Carver	varchar(60)						
		teacher_number		Travis Rawlings	char(12)						
		section_number		Bruce Hudgens	char(4)						
		upass_proficiency	The u-pass proficiency	Aaron Brough	char(4)	1a, 1b, 2a, 2b, 3, 4					
		test_school_year	The year in which the test was first written.	Sharon Marsh	char(4)						
crt8_raw_data_dw											
		school_year	Identifies which school year	Aaron Brough	char(4)						
		filename	The original file that was loaded	Aaron Brough	char(50)						
		line_number	The line number in the original file that was loaded	Aaron Brough	numeric(10)						
		test_id	The identifier for the test	Aaron Brough	char(12)	raw data					
		process_type		Aaron Brough	char(10)						
		process_date		Aaron Brough	datetime						
		district_id	The CACTUS district id	Aaron Brough	numeric(9)	CACTUS_be_school table					
		district_number	The district number	Aaron Brough	char(2)	raw data					
		school_id	The CACTUS school id	Aaron Brough	numeric(9)	CACTUS_be_school table					
		school_number	The school number	Aaron Brough	char(3)	raw data					
		record_type	A = student row. Anything else is invalid	Aaron Brough	char(2)	raw data					
		student_nbr	The school / LEA student number	Aaron Brough	char(10)	raw data					
		last_name	As indicated on the answer document	Aaron Brough	char(20)	raw data					
		first_name	As indicated on the answer document	Aaron Brough	char(16)	raw data					
		birth_date	From the pre-print file	Aaron Brough	datetime	raw data					
		grade_level	As indicated on the answer document	Aaron Brough	char(2)	raw data					
		gender	From the pre-print file	Aaron Brough	char(1)	raw data					
		ethnicity	From the pre-print file	Aaron Brough	char(1)	raw data					
		lep_code	From the pre-print file	Aaron Brough	char(1)	raw data					
		migrant	From the pre-print file	Aaron Brough	numeric	raw data					
		special_ed	From the pre-print file	Aaron Brough	char(1)	raw data					
		low_income	From the pre-print file	Aaron Brough	numeric(1)	raw data					
		participation_code	As indicated on the answer document	Aaron Brough	char(1)	raw data					
		nonparticipation_code	As indicated on the answer document	Aaron Brough	char(1)	raw data					
		student_count		Aaron Brough	numeric(10)	raw data					
		item_possible		Aaron Brough	numeric(5)	raw data					
		item_total_points		Aaron Brough	numeric(5)	raw data					
		item_percent		Aaron Brough	numeric(5)	raw data					
		scaled_score		Aaron Brough	numeric(5)	raw data					
		item_score_code		Aaron Brough	char(2)	raw data					
		trait_score_data		Aaron Brough	char(165)	raw data					
		score_code_counts		Aaron Brough	char(30)	raw data					
		condition_code_counts		Aaron Brough	char(50)	raw data					
		error_code	Indicates if there was an error loading the data into the warehouse	Aaron Brough	char(2)	only exists if there was an error loading the					
		error_description	The description of the error (if exists)	Aaron Brough	varchar(100)	only exists if there was an error loading the					
		record_status	R' for raw, 'V' for validated (matched with an enrollment row) anything else is invalid	Aaron Brough	char(1)						
		warehouse_entry_date	The date the data was put into the warehouse	Aaron Brough	datetime						
		student_id	The Warehouse student id. Unique for each student	Aaron Brough	numeric(10)	Only populated for matched (validated) stud					
		proficiency	The original proficiency 1, 2, 3, or 4 in the raw data	Aaron Brough	numeric(3)	raw data					
		validated_proficiency		Aaron Brough	int						
		ssid	The statewide student identifier that was used for the student when the tests was given.	Aaron Brough	numeric(10)	raw data					
		entry_date		Aaron Brough	smalldatetime						
		accommodations	Indicates by position the specific accommodation(s) that were used during test administration.	Aaron Brough	varchar(60)						
		teacher_number		Aaron Brough	char(12)						
		section_number		Aaron Brough	char(4)						

Attachment 6 – Non-Cognitive Data

The costs associated with secondary and post-secondary attrition are profound and experienced by institutions, individuals, and society as a whole. It is a commonly held belief outside of academic circles that motivation, tenacity, trustworthiness, and perseverance are important traits for career and academic success. There is growing awareness among educators, researchers, and policy makers, that these psychosocial or noncognitive factors are strong predictors of high school, college, and workplace success. These factors include, but are not limited to educational commitment, academic engagement and conscientiousness, social comfort and social integration, academic self-efficacy, resiliency, and (Robbins et al. 2004). These factors appear to be as important as past achievement in predicting student and workplace outcomes.

Until recently, institutions had to rely on standardized cognitive measures to identify student needs. Today, it is possible to measure students' noncognitive/motivational strengths and weaknesses – factors that are strongly predictive of student outcomes – and to use those data to (a) improve the accuracy of predicting student academic milestones (persistence and graduation), and (b) more accurately and efficiently direct student support services and guide the development of personal student success plans (e.g., SEOPs) based on both cognitive *and* noncognitive strengths and weaknesses. We propose to census test all current student in grades 11 and 12 and then test students in grade 11 in subsequent years using the Student Strengths Inventory (SSI) – a measure of noncognitive attitudes and behaviors. We also propose to provide training in the use of data at the aggregate, district, school, and individual student level that result from scoring of the SSI. Further, data prediction models will be conducted to assess the degree to which SSI scores alone, and in combination with other college readiness markers, predict college attendance rates and college and work outcomes in the state.

The Student Strengths Inventory

The SSI was developed using both rational and factor analytic methods, to create a homogeneous and objective measure of six factors that have been repeatedly shown to predict student success and retention: (a) Educational Commitment, (b) Resiliency, (c) Social Comfort, (d) Campus Engagement, (e) Academic Engagement, and (f) Academic Self-Efficacy. A rationally developed initial item pool of almost 200 items was reduced to 81 items relevant to, and representative of, each of these factors. This item pool was reduced to 48 items after conducted psychometric analysis of responses to these items by almost 800 students during the first few weeks of their freshman year in college. Subsequently, this version of the SSI was administered to approximately 8000 students in high school and two and four-year colleges and universities across the country. The SSI development team is currently revising the instrument to yield an additional version suitable for early high school students (grades 8 – 10). The SSI yields student, advisor, and roster reports as well as flat files that can be easily imported into student data management systems or data warehouses. Demographic information including SSID can easily be captured during administration on the existing answer documents. Customization of score reports is provided to schools or districts at no additional cost.

Grant personnel (a postdoctoral fellow under the direction of Dr. Paul Gore from the University of Utah) will provide training and use-case model examples and consultation to districts as part of this grant to help districts and schools develop locally viable solutions for using the data at the district, school, classroom, or individual student level. Additional training will be provided to School Counselors through district level training and through existing state counseling conferences.

Attachment 7 - USHE/UCAT Data Elements

Category	Data Elements (single element, single element with attributes, or a collection of related elements)	School/Agency Needs									
		UofU	USU	WSU	SUU	Snow	DSC	CEU	UVU	SLCC	UCAT
Academic	Academic progress review			X	X					X	
Academic	Academic standing/GPA	X	X	X	X					X	
Academic	Credit loads – variety (0-3, 3-6, 6-8, 8-10, 10-12, 12-15, etc.)									X	
Academic	Degree Level		X		X						
Academic	Enrollment status (e.g. New freshmen, transfer, cont.)					X					
Academic	Extra-curricular Activities			X							
Academic	Graduation (Major / Degree/Dates)				X					X	
Academic	Major									X	
Academic	Matriculation status (provisional Admit)		X							X	
Academic	Participation in concurrent enrollment – Credit hours earned			X						X	
Academic	Rate of class withdrawal after third week (grade)									X	
Academic	Rate of withdrawal from institution				X					X	
Academic	State Student Identifier			X							
Academic	Time to degree		X	X	X						X
Academic	Transfer									X	X
Advising	College major interest in high school (SEOP? Mentor?)		X							X	X
Advising	Expressed Intent		X		X					X	
Advising	Outreach participation (e.g. Gear Up, ETS, etc.)	X	X							X	
Advising	Post-secondary recruitment - How are students identified for programs?										X
Advising	Secondary emphasis placed on non-credit granting programs										X
Aid	Applied / Completed FAFSA / Awarded	X		X	X					X	X
Aid	EFC – Meaningful groupings	X		X						X	
Aid	Scholarship awards (performance, new Century, acad)					X					
Aid	Tribal Funding		X	X							
Aid	Unmet need (before and after loans)	X		X	X					X	X
Demographic	Disability			X							
Demographic	Full Legal Name		X	X	X						X
Demographic	General Demographics (e.g.: age, race/ethnicity, gender, residency)	X		X						X	
Demographic	High school of graduation		X							X	
Demographic	Marital Status			X							
Demographic	Military Status			X							X
Demographic	Nine-digit zip code – Home address									X	X
Demographic	Number of Children			X							X
Demographic	Parents Names & Contact Info		X								
Employment	Employer Name		X	X	X	X					X
Employment	Employment projections	X	X	X	X	X				X	
Employment	Employment/program-related employment	X	X	X	X	X				X	

Attachment 8 – Postsecondary Survey

USHE/UCAT (Post-Secondary – Higher Education)

The following summarize responses to six strategic questions that were submitted to post-secondary institutions through their Institutional Research and Student Services Offices. Taken collectively; the responses begin to define what shared data elements and information institutions would like to obtain from an integrated P-20 data warehouse.

The six strategic questions:

1. Access – What are the barriers to post-secondary education?

“For access, we need to be able to unravel the separate but probably interacting, effects of culture (family background), location (geographic), school, income, and schooling.”

“What is the cost for an individual to forgo wages during the time it took them to complete instruction and gain another job? This opportunity costs still exists for part-time students who reduce working hours to attend school.”

2. Recruitment - How are potential students identified for the institution and degree programs?

“There is currently not an easy way to access in-state students. A comprehensive list that includes name, address, email, CUM GPA, AP scores, ACT/SAT score, rank graduation year, phone number.”

“In an ideal world, it would be interesting to see if high school CTE courses translate into post-secondary training in the same or similar field.”

3. Preparation - How are preparation levels of students measured?

“For preparation, it would be helpful if we had high school transcripts in electronic, manipulatable form so that we could more readily examine the effects on success in college of high school preparation disaggregated by courses taken.”

“At the DATC, we measure with some basic math and reading tests. This data is stored, but not in a n easily accessible format. We do assign students with low scores to an Academic Development class. We could track these as a percentage of the population. It might be interesting (if we had the funding) to do a study correlating Academic Development enrollment with income.”

4. Retention - What factors affect student retention? How are “at-risk” students identified?

“Dr. George Kuh has done extensive research on variables that place students “at-risk.” Research on these variables along with a system-wide study on how they affect retention can potentially identify those variables of significant impact for K-20 students (correlation study) to the extent of providing predictability modeling (regression analysis/survival analysis). Such modeling may further introduce opportunities for prevention and/or intervention initiatives in both the secondary and post-secondary arenas.”

“We also spoke about how we measure intent relative to retention- If we don't have a good sense of what student intent is at the outset, knowing our true success rate is difficult.”

“Students are not always willing to disclose their reasons for leaving and what they do give for leaving are highly variable. A post-withdrawal follow-up study (across all of higher education) would probably go a long way toward identifying the things which lead to student’s dropping out. Armed with that data, we could see what risk factors correlate with the “drop out” factors and build a predictive model.”

5. Completion - What constitutes completion? How is time-to-degree computed?

“We cannot account for transfer students - they literally get "lost in the shuffle" from one school to another with neither school getting credit for the graduation. A student ID that followed them wherever they ended up would be nice so that UTAH, as a state, could legitimately claim a more accurate and better graduation rate.”

“Counsel on Occupational Education (COE) defines completion as finishing a certificate or completing enough instruction to gain related employment. Time to completion should be measured by the number of enrolled hours to a positive outcome.”

6. Post-graduation success, (e.g., transfer, job, graduate school, employment, wages).

“The term post-graduation success illustrates the antiquated system of accountability we work with. Few students end their education at graduation. This illustrates the need for such a system of data exchange. Individuals will move in and out of the workforce and educational systems as their needs change. Education is not to be restricted to a one-time event. **Information on wage changes** that result from education is critical as we demonstrate the return on investment of educational dollars. “

“For post-graduation success, we now have pretty good mechanisms for following up on students if they continue their education somewhere in the U.S. (through the National

Student Clearinghouse). We struggle, though, to get good data on employment and wages.”

“An evaluation of **workforce recruitment** could also be conducted to evaluate the effectiveness of business and industry recruitment among prepared graduates. “

“Department of Workforce Services data on employment wages, including any increase in wages as a result of instruction.”

“USHE data on UCAT student transfers and success rate on degree completion, GPA, additional employment.”

Category	Sample Elements
Personal /Demographic	birth date, gender, race/ ethnicity, full legal name, marital status, number of dependents, military status, parent’s contact information, home address, distance to school, living arrangements, primary (1 st) language, residential address, email address, and cell phone number.
Family Demographics	Parents/ siblings educational levels, Parents Marital Status, family size, annual household income
Socio – economic	Family size, personal income level, house hold income, living arrangements(e.g. rent, own, living with others), family size, dependency status, financial aid (by type), transportation availability (by type), and child-care requirements.
Financial Aid	Student Lunch/ breakfast, Pell grants, Student loans, scholarships, fee waivers, GI Bill, BIA – Tribal funding. Types of aid and where to locate information on financial aid (i.e. availability, qualifications, eligibility, deadlines, etc.)
Academic Pre-K through 12	Academic history, transcript data, diploma type e.g. regular, GED, other, class size, rank, special education, discipline. Ability to track the student from district to district, high school of graduation. How are levels of academic preparation for students measured? Do graduation requirements meet the preparation need for post-secondary training? How to high school graduation requirements align with skills needed in the current and future workplace? What assessments or guidance is given to secondary students to prepare them for post-secondary technical education?
Academic – Post Secondary	Transcript data, completions (degrees/ certificates awarded), areas of emphasis/study, educational intent/purpose. Educational goals and interest.
Assessment/ Evaluation Data	Test scores (e.g. ACT, PSAT, SAT, State Tests, national achievement tests), AP, IB, <i>Accuplacer</i>
Extracurricular	Sport , dramatic arts, or club participation, work (on-campus, off campus, and hours)
Employment	Job code, industry code, wages, hours worked, hourly (equivalent) wage. Status (full, part-time), job title, time in position
Post	Location, size, accreditations, sector (public, private, charter, proprietary,

Secondary data	religious), tuition, fees
Recruitment into Post Secondary	<p>How are students identified for an institution/program?</p> <p>How is post secondary education presented to secondary students by staff, counselors, and administration?</p> <p>What emphasis is placed on pst secondary technical education by secondary education, policy makers, community and civic organizations, and parents?</p> <p>Summary of total student cost by program – including tuition, fees, books, supplies, and equipment. Other direct costs include transportation and living expenses.</p>
Retention – Post Secondary	<p>How are at-risk students identified?</p> <p>Learning environment (i.e. instructor involvement, hands-on vs lecture, applied or theoretical).</p> <p>Financial – including direct and indirect costs for education.</p> <p>Post-withdrawal follow-up throughout all of Post Secondary to determine why student left.</p>



National Student Clearinghouse®
2300 Dulles Station Boulevard, Suite 300
Herndon, Virginia 20171

703-742-4200
www.studentclearinghouse.org

© 2009 National Student Clearinghouse. All rights reserved.

Reading the StudentTracker Detail Report

This guide will help you read the detail report that you will receive from the Clearinghouse whenever you make a StudentTracker inquiry. **The detail report is always returned to you as a .CSV file.** For reference purposes, the sample report in this guide contains annotations, formatting and a lettered header row that is not part of the report that you will receive. If you have any questions or need assistance, contact studenttracker@studentclearinghouse.org.

STUDENT DETAIL REPORT LAYOUT

Column Position	Field Name	Max. Length	Type*	Description
A	Your Unique Identifier	16	AN	The Social Security number as provided in your request file. In order to preserve number formatting, each SSN ends in an underscore (e.g., 123456789_). <i>Note: this field is used only for the Pending Admission (PA) inquiry.</i>
B	First Name	20	AN	Student's first name as provided in your request file.
C	Middle Initial	1	AN	Student's middle initial as provided in your request file.
D	Last Name	20	AN	Student's last name as provided in your request file.
E	Name Suffix	5	AN	Name suffix as provided in your request file (e.g., III, Jr, Sr).
F	Requestor Return Field	50	AN	Data provided by you in the Requestor Return Field of your request file that you wanted returned unaltered to help you process the detail report (e.g., cohort identification, unique student ID, etc.). If no data was provided, the field is blank.
G	Record Found Y/N	1	AN	Y = Detail report contains student's college record N = Detail report does NOT contain student's college record
H	Search Date	8	N	Search date that you provided in your request file.
I	College Code/ Branch	9	AN	OPE/FICE code of the college that the student attended.
J	College Name	40	AN	Name of the college that the student attended.
K	College State	2	AN	State in which the college that the student attended is located.

This data is returned to you exactly as you provided it to the Clearinghouse.

*The type codes in this document are "A" alpha, "N" numeric, and "AN" alpha numeric.

If you need assistance, contact studenttracker@studentclearinghouse.org.

Copyright 1997-2006 National Student Clearinghouse. All Rights Reserved

STUDENT DETAIL REPORT LAYOUT (cont'd)

Column Position	Field Name	Max. Length	Type*	Description
L	2-year/ 4-year	1	AN	Type of college that the student attended: 4 = 4-year or higher institution 2 = 2-year institution L = less than 2-year institution
M	Public/ Private	7	AN	Indicates whether the college that the student attended is a "Public" or "Private" institution.
N	Enrollment Begin	8	AN	Begin date for the student's period of attendance.
O	Enrollment End	8	AN	End date for the student's period of attendance.
P	Enrollment Status	1	AN	The last enrollment status reported for the student: F = Full-time H = Half-time L = Less than half-time A = Leave of absence W = Withdrawn D = Deceased This field will be blank if the reporting college has not defined the student's enrollment status as directory information.
Q	Graduated?	1	A	Graduation status information available from the reporting college. Y = College reported the student as graduated N = College did NOT report the student as graduated
R	Graduation Date	8	AN	Date of student's graduation or degree achievement as provided by reporting college.
S	Degree Title	80	AN	If available, the title of the degree the student received as provided by the reporting college.
T	Major	80	AN	If available, the major associated with the student's degree as provided by the reporting college.
U	College Sequence	2	AN	The sequential order of each school that the student attended. The first record from the first school that the student attended will have a "1" in this field, the first record from the second school that the student attended will have a "2" in this field, and so on.

Active DegreeVerify schools also receive this detailed degree information.

*The type codes in this document are "A" alpha, "N" numeric, and "AN" alpha numeric.

If you need assistance, contact studenttracker@studentclearinghouse.org.

Copyright 1997-2006 National Student Clearinghouse. All Rights Reserved

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	
Your Unique Identifier	First Name	Middle Initial	Last Name	Name Suffix	Requester Return Field	Record Found Y/N	Search Date	College Code/ Branch	College Name	College State	2-year/ 4-year	Public/ Private	Enrollment Begin	Enrollment End	Enrollment Status	Graduated?	Graduation Date	Degree Title	Major	College Sequence	
JANE	T	DOE	881-97037_	Y	20000703	000134-00	NORTH POLE UNIVERSITY	CO	4	Public	20000828	20001215	F	N						1	
JANE	T	DOE	881-97037_	Y	20000703	000134-00	NORTH POLE UNIVERSITY	CO	4	Public	20010116	20010511	F	N							
JANE	T	DOE	881-97037_	Y	20000703	000134-00	NORTH POLE UNIVERSITY	CO	4	Public	20010514	20010810	H	N							
JANE	T	DOE	881-97037_	Y	20000703	001360-00	COSMOPOLITAN COLLEGE	CO	4	Public	20010820	20011215	F	N							2
JANE	T	DOE	881-97037_	Y	20000703	001360-00	COSMOPOLITAN COLLEGE	CO	4	Public	20020122	20020518	F	N							
JANE	T	DOE	881-97037_	Y	20000703	001360-00	COSMOPOLITAN COLLEGE	CO	4	Public	20020819	20021214	F	N							
JOHN	S	DOE	881-92282_	Y	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private	20000828	20001214	F	N							1
JOHN	S	DOE	881-92282_	Y	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private	20010108	20010503	F	N							
JOHN	S	DOE	881-92282_	Y	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private	20010827	20011213	F	N							
JOHN	S	DOE	881-92282_	Y	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private	20020107	20020502	F	N							
JOHN	S	DOE	881-92282_	Y	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private	20020826	20021212	F	N							
JOHN	S	DOE	881-92282_	Y	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private	20030106	20030501	F	N							
JOHN	S	DOE	881-92282_	Y	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private	20030825	20031211	F	N							
JOHN	S	DOE	881-92282_	Y	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private	20040112	20040506	F	N							
JOHN	S	DOE	881-92282_	Y	20000703	000156-00	DALE COMMUNITY COLLEGE	MT	4	Private						20040506					
CARMEN	A	JONES	002-61778_	Y	20020129	001234-00	HOMETOWN UNIVERSITY	ID	4	Public	20020114	20020305	W	N							1
CARMEN	A	JONES	002-61778_	Y	20020129	001261-00	TASADENA CITY COLLEGE	CA	2	Public	20020114	20020525	F	N							2
CARMEN	A	JONES	002-61778_	Y	20020129	001261-00	TASADENA CITY COLLEGE	CA	2	Public	20020528	20020817	F	N							
CARMEN	A	JONES	002-61778_	Y	20020129	001208-00	BROSSMONT COLLEGE	CA	2	Public	20040126	20040422	F	N							3
CARMEN	A	JONES	002-61778_	Y	20020129	001286-00	SANTA LISA COLLEGE	CA	2	Public	20040830	20041201	F	N							4
REBECCA	R	WILSON	881-99178_	Y	20010910	001234-00	HOMETOWN UNIVERSITY	ID	4	Public	20010827	20011017	W	N							1
LANCE	C	SMITH	881-92631_	Y	20000703	000178-00	ASTER UNIVERSITY	NV	4	Public	20010827	20011219	F	N							1
LANCE	C	SMITH	881-92631_	Y	20000703	000178-00	ASTER UNIVERSITY	NV	4	Public	20020122	20020514	W	N							
LANCE	C	SMITH	881-92631_	Y	20000703	001196-00	SUNSET UNIVERSITY	CA	4	Private	20030825	20031206	F	N							2
LANCE	C	SMITH	881-92631_	Y	20000703	001196-00	SUNSET UNIVERSITY	CA	4	Private	20040120	20040512	F	N							
LANCE	C	SMITH	881-92631_	Y	20000703	001196-00	SUNSET UNIVERSITY	CA	4	Private	20040823	20041205	F	N							
LANCE	C	SMITH	881-92631_	Y	20000703	001196-00	SUNSET UNIVERSITY	CA	4	Private	20050118	20050503	F	N							
LANCE	C	SMITH	881-92631_	Y	20000703	001196-00	SUNSET UNIVERSITY	CA	4	Private						20051203					
JOHN	B	GRAY	881-95813_	Y	20000907	000189-00	LARKSPUR UNIVERSITY	WA	2	Public	20000925	20001215	F	N							1
JOHN	B	GRAY	881-95813_	Y	20000907	000189-00	LARKSPUR UNIVERSITY	WA	2	Public	20010102	20010322	F	N							
JOHN	B	GRAY	881-95813_	Y	20000907	000189-00	LARKSPUR UNIVERSITY	WA	2	Public	20010402	20010615	F	N							
JOHN	B	GRAY	881-95813_	Y	20000907	000189-00	LARKSPUR UNIVERSITY	WA	2	Public	20010917	20011211	H	N							
JOHN	B	GRAY	881-95813_	Y	20000907	000189-00	LARKSPUR UNIVERSITY	WA	2	Public	20020401	20020524	W	N							
ERIC	J	WONG	001-58000_	Y	20010704	000123-00	SOUTH POLE UNIVERSITY	FL	4	Public	20010827	20011214	F	N							1
ERIC	J	WONG	001-58000_	Y	20010704	000123-00	SOUTH POLE UNIVERSITY	FL	4	Public	20020107	20020426	F	N							
ERIC	J	WONG	001-58000_	Y	20010704	000123-00	SOUTH POLE UNIVERSITY	FL	4	Public	20020826	20021213	F	N							
ERIC	J	WONG	001-58000_	Y	20010704	000123-00	SOUTH POLE UNIVERSITY	FL	4	Public	20030106	20030425	F	N							
BRADLEE		SMITH	881-95191_	N	20010903																
RAY	S	WILSON	881-98068_	Y	20010704	000145-00	MAINSTREET COLLEGE	CA	2	Public	20020122	20020603	H	N							1
INA		JONES	882-93366_	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20010109	20010323	F	N							1
INA		JONES	882-93366_	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20010403	20010615	F	N							
INA		JONES	882-93366_	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20010926	20011214	F	N							
INA		JONES	882-93366_	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20020108	20020322	F	N							
INA		JONES	882-93366_	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20020402	20020614	F	N							
INA		JONES	882-93366_	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20020925	20021213	F	N							
INA		JONES	882-93366_	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20030107	20030321	F	N							
INA		JONES	882-93366_	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20030401	20030613	F	N							
INA		JONES	882-93366_	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20030924	20031212	F	N							
INA		JONES	882-93366_	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20040106	20040319	H	N							
INA		JONES	882-93366_	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20040330	20040611	H	N							
INA		JONES	882-93366_	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public	20040922	20041210	H	N							
INA		JONES	882-93366_	Y	20010131	000122-00	WAY COMMUNITY COLLEGE	WA	4	Public						20031212	BACHELOR OF ARTS	ENGLISH			
INA		JONES	882-93366_	Y	20010131	010364-00	TECH UNIVERSITY	WA	2	Public	20050404	20050617	F	N							2
INA		JONES	882-93366_	Y	20010131	003769-00	WELLEVUE COLLEGE	WA	2	Public	20050919	20051006	W	N							3
WILLIAM	M	SMITH	881-99290_	Y	20000703	000167-00	CELOSIA UNIVERSITY	OR	4	Public	20000925	20001208	F	N							1
WILLIAM	M	SMITH	881-99290_	Y	20000703	000167-00	CELOSIA UNIVERSITY	OR	4	Public	20010108	20010323	F	N							
WILLIAM	M	SMITH	881-99290_	Y	20000703	000167-00	CELOSIA UNIVERSITY	OR	4	Public	20010402	20010615	F	N							
WILLIAM	M	SMITH	881-99290_	Y	20000703	000167-00	CELOSIA UNIVERSITY	OR	4	Public	20010625	20010914	H	N							
WILLIAM	M	SMITH	881-99290_	Y	20000703	000167-00	CELOSIA UNIVERSITY	OR	4	Public	20010924	20011207	F	N							
WILLIAM	M	SMITH	881-99290_	Y	20000703	000167-00	CELOSIA UNIVERSITY	OR	4	Public	20020107	20020322	F	N							
WILLIAM	M	SMITH	881-99290_	Y	20000703	000167-00	CELOSIA UNIVERSITY	OR	4	Public	20020401	20020614	F	N							
WILLIAM	M	SMITH	881-99290_	Y	20000703	000167-00	CELOSIA UNIVERSITY	OR	4	Public	20020624	20020906	H	N							
WILLIAM	M	SMITH	881-99290_	Y	20000703	000167-00	CELOSIA UNIVERSITY	OR	4	Public	20020930	20021213	F	N							
WILLIAM	M	SMITH	881-99290_	Y	20000703	000167-00	CELOSIA UNIVERSITY	OR	4	Public	20030106	20030321	F	N							
WILLIAM	M	SMITH	881-99290_	Y	20000703	000167-00	CELOSIA UNIVERSITY	OR	4	Public	20030331	20030613	F	N							
WILLIAM	M	SMITH	881-99290_	Y	20000703	000167-00	CELOSIA UNIVERSITY	OR	4	Public	20030623	20030905	H	N							
WILLIAM	M	SMITH	881-99290_	Y	20000703	000167-00	CELOSIA UNIVERSITY	OR	4	Public	20030929	20031212	F	N							

The 1st column contains the student's SSN. It is used only for the Pending Admissions (PA) inquiry.

The Detail Report
The detail report provides specific enrollment information and a graduation indicator for each student that you submitted for whom data was available in the Clearinghouse database.

This column shows the sequential order of each school that the student attended. In this example highlighted in blue, the student attended Aster University first (shown as 1) and later attended Sunset University (shown as 2). The sequence number is only shown on the row displaying the student's initial attendance at each school.

If a student has graduated, active DegreeVerify schools will receive the graduation indicator (Y) and graduation date that has been provided to the Clearinghouse and, if available, the degree title and major. Schools that do not participate in DegreeVerify will not receive any graduation information.

Attachment 10 – DWS Data

Data Element	Description
Social Security Number	SSN identifier for each matching student
Wages	Sum of employer-reported earnings per quarter
Wage Quarter	Quarter in which wages were earned
Industry Classification	NAICS codes associated with employer
Program Category	General program category (Financial F, Food Stamps S)
Program Month	Month in which public assistance or labor program was received
Labor Programs	General program label (WIA, Trade, etc)
Employer Name	As reported in wage data
Employment projections	LMI (Labor Market Information)
Employment/program-related employment	As reported in wage data
Job Classification/ Title	NAICS codes associated with employer
Unemployment	As reported by unemployment insurance
Full time or part-time status	Workforce Services Wage Data
Job type identifier vs. employer type identifier	General program label
FEDES (Federal employment) wages	Sum of employer-reported earnings per quarter
WRIS (Interstate AGGREGATE) wages	Sum of earnings per quarter for cohort
Employment projections (AGGREGATE only)	Summary of occupations with outlook



What is UtahFutures.org?

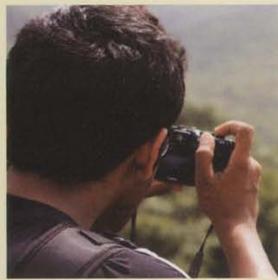
UtahFutures.org is Utah's one-stop shop for students to make education and career plans online. Students manage their Student Education Occupation Plans (SEOP) using UtahFutures.org in middle school and beyond. Students build this electronic education and career portfolio throughout life, and online access makes it easy for parents to get involved.

Discover Interests and Aptitudes

Online assessments help students explore interests, work values, personality traits, learning styles, leadership strengths, talents and more.

"UtahFutures.org helps students develop skills they will use their entire career."

*Dawn Stevenson
Counseling Director, Utah State Office of Education*



UtahFutures.org
Career Information System



Prepare for Success

UtahFutures.org helps students commit to at least one year of post-secondary education. They get clear information about requirements, earning power and job availability for thousands of careers. Find out about postsecondary education in Utah and all over the country. Learn about prerequisites, courses and graduation. Discover links to financial aid applications and scholarship options.

Cool Tools

- Career and course planning portfolio
- Resumé writer
- Real world interviews
- Financial aid applications
- Occupational videos
- Tips for getting and keeping a job
- Match lifestyle choices and jobs
- 16 career clusters
- 81 career pathways

Getting Started

Increase your efficiency and improve your student's education and career planning. Here are two ways to get started:

1. Log into www.UtahFutures.org to begin building your academic and career portfolio.
2. Use the Quick Start option, available at www.UtahFutures.org, for access to all but a few restricted areas.

"The best way to predict the future is to plan for it. UtahFutures.org helps students make career and education plans."

Larry K. Shumway
State Superintendent of Public Instruction



Attachment 12 - Cognos Contract



STATE OF UTAH CONTRACT NUMBER: **MA255** August 10, 2009

Revision number: 3

Purchasing Agent: Tracey Stevens
Phone #: (801) 538-3232
Email: tstevens@utah.gov

Item: IBM Corporation—Business Reporting and Intelligence Software, Maintenance, Services, and Training

Vendor: 01566I

International Business Machines Corporation
Lockbox 534151
P.O. Box 534151
Atlanta, GA 303353-4151

Internet Homepage:

www.cognos.com

General Contact:

Tim Deskin

Telephone:

303-229-1937

Fax number:

781-345-3146

Email:

tim.deskin@cognos.com

Usage Report Contact:

Same as above.

Reporting Type:

Line-Item

Brand/trade name:

Cognos

Price:

Percentage off of list

Terms:

Net 30

Effective dates:

June 20, 2007 through June 19, 2010

Potential renewal options remaining:

2 (1) year renewals

Days required for delivery:

1-3 days

Price guarantee period:

Initial Term of Contract

Freight:

F.O.B. Destination

Minimum order:

Not Applicable

REVISION 3: Cognos Corporation was acquired by International Business Machines Corporation ("IBM"). Updated Vendor information.

BID NO. JG7023

This is a multiple award contract please refer to: MA253 Business Objects

This contract covers only those items listed in the price schedule. It is the responsibility of the agency to ensure that other items purchased are invoiced separately. State agencies will place orders directly with the vendor (creating a PRC in Finet). Agencies will return to the vendor any invoice which reflects incorrect pricing.



Scope

Providing enterprise solutions for Business Intelligence (BI) and Enterprise Reporting (ER) software, maintenance, training, and consulting services for all of the agencies served by DTS, as well as other interested agencies and political subdivisions.

Ordering

All entities are encouraged to contact IBM concerning their requirements before ordering to ensure that they have properly configured their purchasing needs against their requirements.

State Agencies

The following must be completed by agencies that procure software under these awards:

- A. Orders placed on either of these contracts require DTS agency approval before procurements are made under either contract.
- B. Agencies will be required to solicit licensing and price quotations from both Business Objects and IBM before procurement are completed to ensure a purchase from the best value vendor. Comparable information will be provided to both vendors for all price quotations.
- C. If agencies have a public access reporting requirement, the costs if any, for servers and licenses for these environments must be included in cost quotations from either vendor.
- D. Purchases from State Executive Branch agencies affiliated with DTS will provide a business case for new Enterprise Reporting (ER) or BI installations.
- E. Maintenance orders from both vendors for existing installations will be approved based upon an existing installation and no business case will be required. All such orders are subject to available funds by the requesting agency.

Explicit approval for procurements under these awards will be coordinated by the DTS Administrative Services Director.

Political Subdivisions

Contract may be used according to individual subdivisions rules regarding State contracts.

Pricing—See attached list

Pricing for products is calculated by taking the appropriate discount off of the list price.

Software Discounts

Licensing by Named Users

Net License Fee	Discount From List
0 - \$400,000	
\$440,001 - \$1,000,000	
\$1,000,001- \$5,000,000	

Licensing by CPU



Maintenance Discounts



20% of net license cost

Training Discounts—See attached list

All Training is at an 18% Discount off of List

Consulting Services (need to attach a list)

All Consulting is at an 18% Discount off of published rates.

Authorized Implementation Partner

Vendor: VC0000125325 Infolink Consulting
10956 Shadecrest Point, Suite 150
Highlands Ranch, CO 80126

Contact: Bob Tinglestad
Phone: 720-980-9615
Fax; 866-675-2151
Email: bob.tinglestad@infolinkconsulting.com

FINET COMMODITY CODE(S):

92014000000 – Applications software (for minicomputer systems)
91829000000 – Computer, Software Consulting
92425000000 – Educational Services, for credit classes, seminars, workshops, etc.
00000000000 – Generic Commodity Code

REVISION HISTORY:

Revision 1: Addition of authorized implementation partner
Revision 2: Contract assigned to new agent.
REVISION 3: Cognos Corporation was acquired by International Business Machines Corporation ("IBM").
Updated Vendor information.

Attachment 13 – Utah RttT Professional Development Plan

Utah’s Race to the Top LEA Professional Development/Training Plan

1. Develop a state data-coaching model with accompanying curriculum for LEA use, which includes providing a data system to track ongoing student progress that is accessible to all appropriate stakeholders of the student. We recognize the need for a sustainable project with short term, one-time funding. We feel that building infrastructure (i.e., enact and support policies that encourage and build the capacity for teachers to use data to inform their instruction), curriculum development, and providing high- quality professional development to LEAs, will allow for the ongoing training and implementation of data coaching for years to come. In addition, Educators need to understand how to access and use statewide data systems so they can modify instruction to increase student achievement and parents need to understand how to support school efforts to increase student achievement.
 - a. The model and curriculum will be used to develop, at the LEA level, data coaches who will provide additional instructional decision-making support, based on individual student data. Problem solving schools: (1) establish a results-based orientation focused on tangible student outcomes, (2) relentlessly analyze data and other empirical evidence at all levels to identify problems, and (3) identify possible solutions to problems and opportunities for making changes that will lead to greater success. The USOE must take the lead in helping LEAs become better strategic problem solvers (Jerald, 2005).
 - b. The USOE will ensure that educators understand how to access and use statewide data systems. Therefore, it is imperative that every LEA has access to all statewide data systems. Online modules will be available for training to “increase teachers’ assessment and data literacy skills and, when necessary, their content and pedagogical knowledge, so they are able to adapt and modify instruction appropriately” (Miller, 2009).
 - I. Even though teachers have reported having access to student data systems, they did not necessarily have the information or tools they needed to make use of the student data available to them (U.S. Department of Education, 2007). In fact, The US Department of Education found that data from student data systems are being used in school improvement efforts, but are having little effect on teachers’ daily instructional decisions (U.S. Department of Education, 2009).
 - II. Creating a framework for using student achievement data to support instructional decision making will assist teachers in making instruction decisions, such as, prioritizing instructional time, targeting additional individual instruction for students who are struggling with particular topics, more easily identify individual students’ strengths and instructional interventions that can help

students continue to progress, gauging the instructional effectiveness of classroom lessons, refining instructional methods, examining school wide data to consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses (IES, 2009).

- III. This framework should include a data system that incorporates data from various sources, a data team in schools to encourage the use and interpretation of data, collaborative discussion sessions among teachers about data use and student achievement, and instruction for students about how to use their own achievement data to set and monitor educational goals (IES, 2009).
- c. The USOE will provide high-quality professional development to data coaches regarding the collection and use of classroom-level data. Subsequently, data coaches will meet with school staff on an ongoing basis to review student data and plan instruction. Professional development for data use in schools is often implemented on a large scale and often without expectation of comprehensive teacher involvement, in spite of recommendations which suggest that professional development is better accomplished on a smaller, more personal scale (Schmoker, 2004).
2. Collaborate with Institutions of Higher Education to identify the skills required of teachers entering the classroom in respect to assessment and data literacy. Teachers must enter the classroom with the ability to effectively use data to inform teaching and learning, as it is very time consuming and costly to train teachers while "on the job".
 - a. The USOE will coordinate with all LEAs to determine which assessment and data skills teachers need coming out of a teacher preparation program and share the results with IHEs.
 - b. Ask USHE to align with curriculum developed for data coaches (above in #1)
 - c. Share research and best practices on instructional decision-making with LEAs and determine what IHEs and USOE should work on together for statewide outreach. LEAs in Utah currently employ approximately XXX new teachers annually and this number is expected to increase in coming years.
3. Revise the standard report card to show longitudinal student progress in all subject areas. Rationale: Teachers that are assessment and data literate will use historical data to assist with student placement, setting academic goals, and monitoring student progress.
 - a. "Learning is driven by what teachers and pupils do in classrooms" (Black & Williams, 2006). Utah asserts, however, that what happens in the home is equally important to driving learning. To this end, schools will send regular, data-based progress reports home to parents with suggestions for home activities to improve areas of concern.

- b. Data must be understandable to parents. LEAs will ensure that parents understand how to access and use data systems. Therefore, it is imperative that every parent has access to school data systems. LEAs will provide training and assistance to parents regarding reading progress reports and helping with home activities.

Attachment 14 – WEEDA

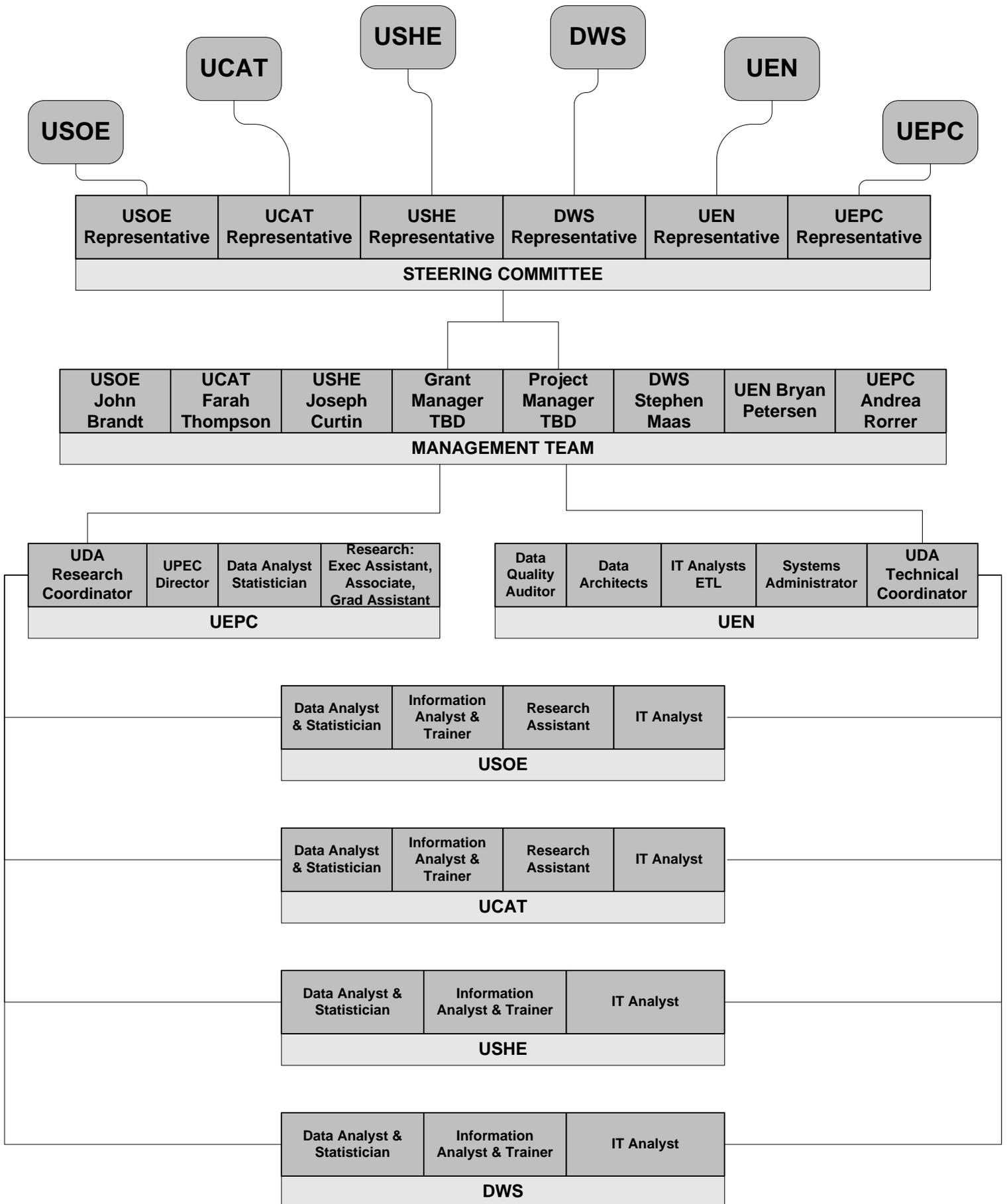
Workforce, Education and Economic Development Alliance – WEEDA

WEEDA is a consortium of agencies and stakeholders that provide key coordinating points to harness the power of Education, Employment and Economic Development for the state of Utah. WEEDA partners include representatives from the Governor's Office of Economic Development, the Department of Workforce Services, the Utah State Office of Rehabilitation, the Utah State Office of Higher Education, the Utah Colleges of Applied Technology, the Utah State Office of Education, the Governor's Education Deputy and the Managing Director of the State Workforce Investment Board. Their goal is to develop and strengthen ongoing partnerships derived from the 21st Century Alliance that focus on connecting individuals to educational and workforce development activities.

As a committee WEEDA implements projects and strategies regarding education and workforce issues as well as provides recommendations to the 21st Century Alliance and the State Council on Workforce Services (SWIB) related to economic development, workforce alignment, customer access, collaborative services, the use of technology to accelerate workforce development, and other workforce development activities such as targeted industry/cluster based partnerships.

Attachment 15

UDA ORGANIZATIONAL AND GOVERNANCE STRUCTURE



Attachment 16 – USOE/UEPC MOU (Draft)

Non-Disclosure Agreement

This Agreement is made by the Utah State Office of Education (USOE) and the University of Utah, a body politic and corporate of the State of Utah, on behalf of its Utah Education Policy Center, hereafter known as “Researcher.”

Whereas Researcher is organized for the purpose of improving the quality of educational policies, practices, and leadership in public schools and higher education and to increase educational access and opportunities for all children and adults; and

Whereas USOE desires to facilitate the conduct of research projects by Researcher that will provide benefit to USOE as it evaluates and improves all facets of the provision of education;

Now, therefore, the parties agree as follows:

1. USOE agrees to provide Researcher access to the following de-identified, coded microdata for teachers and students to enable Researcher to conduct research projects ~~using data provided by USOE~~ consistent with the provisions of this Agreement: all data gathered by USOE from districts and schools, including, but not limited to, data pertaining to schools, students, and educators, beginning with the year 2004. USOE shall update the data release at least annually. Hereinafter, to the extent that the data provided by USOE pursuant to this Agreement constitutes individually identifiable data, such data shall be referred to as “Subject Data.” Data provided by USOE is “individually identifiable” to the extent that data in any subgroup contains information on ten (10) or fewer students.
2. ~~UEPC agrees to preserve the confidentiality of Subject Data consistent with applicable law.~~ Researcher agrees to preserve the confidentiality of Subject Data consistent with applicable law. Researcher will not report or publish Subject Data except as allowable with applicable law. Notwithstanding the foregoing, Researcher may utilize and maintain Subject Data in large-scale studies for aggregate level analysis and to maintain the reliability and validity of the data analyses.

3. ~~Researcher agrees to utilize USOE data to perform research expected to provide benefit to on behalf of USOE by (a) assisting in the development, validation, or administration of predictive tests, (b) administer student aid programs, or (c) improve instruction. USOE and Researcher agree that Researcher may utilize Subject Data to perform research addressing the following: teacher supply and demand; achievement gaps; the pipeline to post-secondary education; educational finance equity and adequacy; teacher, principal and school effectiveness; charter schools; class size; and district requested research. . In instances where Researcher-proposed studies fall outside the scope of the above-identified areas of research, a written addendum to this Agreement will be executed by the parties on a project-by-project basis.~~
4. ~~3.~~ Researcher agrees to not report or publish Subject Data in any manner that discloses students' identities in a manner that would violate the Family Educational Rights and Privacy Act (FERPA), 34 CFR 99-31 (a) (6), such as publishing performance data for subgroups of students with a count, also known as n-size, less than ~~10~~, ten (10).
5. ~~4.~~ Researcher agrees to provide an electronic copy of each report or publication Researcher produces using Subject Data to _____ (contact) at the USOE at least 10 days prior to the public release. USOE acknowledges that ~~Researcher~~ Researcher may participate in presentations, symposia, and other similar events and that Researcher may use Subject Data in connection with such events or present materials produced using Subject Data at such events. The notification requirement contemplated by this section shall only apply to UEPC press releases, publications in journals or similar periodicals, and postings on a Web site maintained by UEPC provided that all other use is in compliance with FERPA and no individually identifiable information is shared in articles, presentations, symposia, or other similar events.-
6. ~~5.~~ Researcher agrees that all data files including derivative files and all data files resulting from merges, matches, or other uses of the subject data provided by USOE with data from other sources are subject to this Agreement to the extent such files contain Subject Data.
7. ~~6.~~ Researcher agrees to limit and restrict access to the Subject Data to the following:

- 7.1. ~~6.1.~~ Leaders in charge of the day-to-day operations of the research and who communicate with the contact person within USOE.
- 7.2. ~~6.2.~~ Professional/Technical staff in charge of the research.
- 7.3. ~~6.3.~~ Support staff including analysts, computer technicians, assistants, and secretaries, on a need-to-know basis.
8. ~~7.~~ Researcher agrees to notify and train each of its employees who will have access to Subject Data of the strict confidentiality of such data and shall require each of those employees to sign a Non-Disclosure Agreement.
- 8.1. ~~7.1.~~ Researcher shall maintain each Non-Disclosure Agreement signed by its employees at its facility and shall allow inspection of the same by USOE within 10 days after USOE requests such an inspection.
- 8.2. ~~7.2.~~ Researcher shall promptly notify USOE in writing when a Leader or Professional/Technical staff person has terminated, or access by specific staff members to Subject Data has been terminated, and give the date thereof.
- 8.3. ~~7.3.~~ Researcher agrees to notify USOE immediately in writing upon receipt of any request or demand by others for disclosure of the Subject Data.
- 8.4. ~~7.4.~~ Researcher agrees to notify USOE immediately in writing upon discovering any breach, or suspected breach, of security or any disclosure of Subject Data to an unauthorized party or agency.
9. ~~8.~~ Researcher agrees to retain the original version of the Subject Data at a single location and shall not make a copy or extract of the Subject Data available to anyone except individuals specified in paragraph 6.
- 9.1. ~~8.1.~~ Researcher agrees to ensure access to the Subject Data is maintained in computer files or databases in a secure physical location. The data are controlled by password protection and/or similar procedures designed to ensure that Subject Data cannot be accessed by unauthorized individuals.

9.2. ~~8.2.~~ To the extent consistent with applicable law, Researcher agrees to shred or destroy Subject Data, and all media used to transfer it from the USOE to Researcher, including all copies and derivative or merged files containing Subject Data, when ~~the research is completed or~~ maintenance of the Subject Data is no longer needed for the purposes for which research performed pursuant to this Agreement terminates. ~~was conducted.~~

10. ~~9.~~ This Agreement shall terminate 72 (months) from the date it is signed. However, it may be extended by written agreement of the parties.

11. ~~10.~~ Any violation of the terms and conditions of this Agreement may result in the immediate revocation of this Agreement by USOE.

11.1. ~~10.1.~~ USOE may initiate revocation of this Agreement by written notice to Researcher indicating the factual basis and grounds of revocation.

11.2. ~~10.2.~~ Upon receipt of the written notice of revocation, the Researcher shall immediately cease all research activity related to the Agreement until the issue is resolved. The Researcher will have 5 business days to submit a written response to USOE indicating why this Agreement should not be revoked.

11.3. ~~10.3.~~ The USOE Data Governance Policy Board shall decide whether to revoke the Agreement based on all the information available to it. USOE shall provide written notice of its decision to the Researcher within 10 business days after receipt of the Response. These timeframes may be adjusted for good cause.

12. ~~11.~~ (OPTIONAL) Researcher agrees to pay fees in the amount of \$_____ for the preparation or delivery of the Research Data and may require it in advance. Payment shall be made to:

SIGNATURE PAGE

By signing below, the official of the Research Organization certifies that he or she has the authority to bind the Research Organization to the terms of this Agreement and that the Research Organization has the capability to undertake the commitments in this Agreement.

Location at which the subject data will be maintained and analyzed:	
Signature of the Official of the Research Organization	Date
Type/Print Name of Official	Email
Title	Telephone
Mailing Address	
Signature of the Principal Research Analyst	Date
Type/Print Name of Principal Research Analyst	Email
Title	Telephone
Mailing Address	
Signature of Utah State Board of Education/USOE Contact:	Date
Type/Print Name of USOE Contact:	Email
Title	Telephone

--	--

DRAFT

Document comparison done by Workshare DeltaView on Friday, September 25, 2009
10:09:59 AM

Input:	
Document 1	file://G:/Brian Watts/Contracts/USOE/Jean Hill Draft 0609.doc
Document 2	file://G:/Brian Watts/Contracts/USOE/Researcher Non-DisclosureAgreement (UofU 092509).doc
Rendering set	standard

Legend:	
<u>Insertion</u>	
Deletion	
Moved from	
<u>Moved to</u>	
Style change	
Format change	
Moved deletion	
Inserted cell	
Deleted cell	
Moved cell	
Split/Merged cell	
Padding cell	

Statistics:	
	Count
Insertions	13
Deletions	28
Moved from	0
Moved to	0
Style change	0
Format changed	0
Total changes	41

Attachment 16 – USOE Researcher Packet

USOE RESEARCHER PACKET

EDUCATIONAL RESEARCH OPPORTUNITY ANNOUNCEMENT

PURPOSE: This research initiative is intended to establish an ongoing state sponsored program of statistical analysis utilizing Utah’s statewide longitudinal data system (SLDS) to support the identification, development and evaluation of feasible interventions — policies, practices, processes, products, and programs — to improve academic outcomes for K-12 students.

REQUEST FOR PROPOSALS: The Utah State Office of Education (USOE) is interested in receiving proposals to conduct research using its SLDS data on topics related to its policy, administrative, and technical responsibilities as a state education agency, especially as these concern the development or validation of predictive measurements, evaluation of programs of assistance to students, or the improvement of instruction.

PROPOSAL RECEIPT DEADLINE: Proposals may be submitted at anytime and are reviewed as they are received.

ELIGIBLE APPLICANTS: In general, proposals will only be accepted only from research organizations, which maintain a local Institutional Review Board (IRB) registered with the Office for Human Research Protections at the U.S. Department of Health and Human Services. Exceptions to the IRB requirement may be made in cases where unaffiliated but otherwise qualified researchers are engaged to conduct evaluation studies.

MECHANISM OF SUPPORT: Grant in kind of temporary access to SLDS data sets. Depending on the proposed project, the data set may be deidentified and/or the research team may be obligated to implement specific security arrangements to ensure confidentiality.

FUNDING AVAILABLE: Neither this announcement nor approval of an application commits the USOE to pay any costs related to a study, including preparation of a proposal or negotiation of an agreement. Depending on the proposed project, the applicant may be required to pay a negotiated fee for preparation and delivery of the data.

PROPOSAL CONTENT REQUIREMENTS: Proposals will not be formally reviewed until the USOE receives a complete proposal, consisting of four documents: [1] a research plan that addresses each of the elements listed on the *Application to USOE for Extensive Research Data* form; [2] the curriculum vitae of the primary investigator (PI) designated on the *Application*; [3] a *Research Confidentiality and Use Agreement* signed by both the PI and, as applicable, an authorized organizational representative (AOR) of the applicant organization; and [4] the IRB letter of approval, also where applicable.

PROPOSAL PROCESSING: Proposals are reviewed in monthly meetings of the USOE Data Governance and Policy Board and will be approved as is, preliminarily approved pending requested changes, held for further information, or denied by consensus of the Board.

DELIVERABLES: The PI must agree to provide to the USOE with a copy of each substantive presentation or article based on the the data set prior to its public release. In some cases, the USOE may also request a more extensive technical report, which documents the study according to the *Standards for Reporting on Empirical Social Science Research* published by the American Educational Research Association, within six months of the conclusion of the project (http://www.aera.net/uploadedFiles/Publications/Journals/Educational_Researcher/3506/12ERv35n6_Standard4Report%20.pdf)

SUBMISSIONS AND INQUIRIES:

Emily Tew

Data, Assessment and Accountability Division

Utah State Office of Education

Email: emily.tew@schools.utah.gov

Phone: (801) 538-7947

**Application to USOE
FOR EXTENSIVE RESEARCH DATA**

(For student- or teacher- level data, extensive lists of variables, or multiple years of data)

1	Name of Primary Researcher(s), Title, Organization, Address, Phone, Email, Website:
2	Name of additional partnering Organization(s) and your relationship(s) to them: Organization, Address, Contact Name, Title, Phone, Email, Website, short description of your relationship/agreement:
3	Purpose of Proposed Research Project(s): Research Questions: Potential benefits to Utah Education: Other benefits:

	Your approximate timeline for this study:
6	To whom at the USOE will you provide a Report of your research results and in what format (hardcopy, or electronic pdf file, or etc.):
7	Other professionals or support staff at your organization who will conduct the research and analysis (provide VITAs, resumes, or website links demonstrating their qualifications): How will you ensure they agree to not disclose students' identification?
8	How will the research data be kept secure , including physical handling and storage of data, and how will you control access to it.
9	Federally recognized Institutional Research Board (IRB) that approves project methodology for your Research Organization:
10	List supporting documentation, if any, you will attach:

[Insert curriculum vitae here]

Researcher Confidentiality and Use Agreement

This Agreement is made by the Utah State Office of Education (USOE) and _____, recipient of private or protected data provided by USOE, hereafter known as "Researcher."

1. Researcher agrees to preserve the confidentiality of private and protected data about students, educators, or individuals, hereafter referred to as "Subject Data". Researcher agrees to not report or publish Subject Data in any manner that discloses students' identities in accordance with the Family Educational Rights and Privacy Act (FERPA), 34 CFR 99-31 (a) (6), such as publishing performance data for subgroups of students with a count, also known as n-size, less than 10. Researcher agrees not to make any effort to discover the identity of a subject.
2. Researcher agrees that any research projects requiring personally identifiable information need to have been commissioned by the Board of Education. In some cases, as approved by the Board, personally identifiable data may be provided to the researcher but only in a secure manner. Those not commissioned but desiring data shall use the publically available data on the USOE websites or request the research data set provided by the USOE Computer Services Section. This standard, de-identified data set shall be developed each year and available upon request.
3. Researcher agrees to obtain formal Institutional Review Board (IRB) approval
4. Researcher agrees not to use USOE data for any purpose other than research for the project identified in the Application To USOE for Extensive Data.
5. Researcher agrees to provide an electronic copy of each report or publication researcher produces using USOE data to _____ (contact) at the USOE at least 10 business days prior to the public release. Researcher understands that the USOE may publish annotated bibliographic information about the researcher's work but will not reproduce the report for distribution outside of the USOE without express written permission from the copyright holder. Researcher agrees that person or organizations who wish to conduct surveys or research through the USOE must obtain permission from the State Superintendent of Public Instruction and should adhere to the following guidelines as they seek approval
 - 5.1. Study does not require questions that lead to intrusion in private family life, business, or interest, except as allowed with positive parental permission
 - 5.2. Study does not take time away from instruction in schools
 - 5.3. Study requires no significant additional work from USOE employees or public school employees
 - 5.4. Study will benefit USOE in its mission and work or at least has a direct connection to its mission and work

6. Researcher agrees that all data files including derivative files and all data files resulting from merges, matches, or other uses of the subject data provided by USOE with data from other sources are subject to this Agreement.
7. Researcher agrees to limit and restrict access to the Subject Data to the following:
 - 7.1. Leaders in charge of the day-to-day operations of the research and who communicate with the contact person within USOE.
 - 7.2. Professional/Technical staff in charge of the research.
 - 7.3. Support staff including analysts, computer technicians, assistants, and secretaries, on a need-to-know basis.
8. Researcher agrees to notify and train each of its employees who will have access to Subject Data of the strict confidentiality of such data and shall require each of those employees to sign a Non-Disclosure Agreement.
 - 8.1. Researcher shall maintain each Non-Disclosure Agreement signed by its employees at its facility and shall allow inspection of the same by USOE upon request.
 - 8.2. Researcher shall promptly notify USOE in writing within one work day when a Leader or Professional/Technical staff person has terminated, or access by specific staff members to Subject Data has been terminated, and give the date thereof.
 - 8.3. Researcher agrees to notify USOE immediately in writing within one work day upon receipt of any request or demand by others for disclosure of the Subject Data.
 - 8.4. Researcher agrees to notify USOE in writing immediately upon discovering any breach, or suspected breach, of security or any disclosure of Subject Data to an unauthorized party or agency.
9. Researcher agrees to retain the original version of the Subject Data at a single location and shall not make a copy or extract of the Subject Data available to anyone except individuals specified in paragraph 5.
 - 9.1. Researcher agrees to ensure access to the Subject Data is maintained in computer files or databases in a secure physical location. The data are controlled by password protection and procedures so that Subject Data cannot be accessed by unauthorized individuals.
 - 9.2. Researcher agrees to shred or destroy Subject Data, and all media used to transfer it from the USOE to the researcher, including all copies and derivative or merged files, when the research is completed or this Agreement terminates.
10. This Agreement shall terminate _____ (months) from the date it is signed. However, it may be extended by written agreement of the parties.
11. Any violation of the terms and conditions of this Agreement may result in the immediate revocation of this Agreement by USOE.
 - 11.1. USOE may initiate revocation of this Agreement by written notice to researcher indicating the factual basis and grounds of revocation.

11.2. Upon receipt of the written notice of revocation, the Researcher shall immediately cease all research activity related to the Agreement until the issue is resolved. The Researcher will have 3 business days to submit a written response to USOE indicating why this Agreement should not be revoked.

11.3. The USOE Data Governance Policy Board shall decide whether to revoke the Agreement based on all the information available to it. USOE shall provide written notice of its decision to the Researcher within 10 business days after receipt of the Response. These timeframes may be adjusted for good cause.

12. The researcher understands that a violation of the above agreements will result in a material breach of contract and may subject the researcher and the organization for which they work to prosecution under applicable laws.

13. (OPTIONAL) Researcher agrees to pay fees in the amount of \$_____ for the preparation or delivery of the Research Data and may require it in advance. Payment shall be made to:

SIGNATURE PAGE

By signing below, the official of the Research Organization certifies that he or she has the authority to bind the Research Organization to the terms of this Agreement and that the Research Organization has the capability to undertake the commitments in this Agreement.

Location at which the subject data will be maintained and analyzed:	
Signature of the Official of the Research Organization	Date
Type/Print Name of Official	Email
Title	Telephone
Mailing Address	
Signature of the Principal Research Analyst	Date
Type/Print Name of Principal Research Analyst	Email
Title	Telephone
Mailing Address	
Signature of Utah State Board of Education/USOE Contact:	Date
Type/Print Name of USOE Contact:	Email
Title	Telephone

[Insert IRB letter of approval]

Attachment 17 – Other MOUs Between Partners

**MEMORANDUM OF UNDERSTANDING
(INFORMATION SHARING AGREEMENT)
BY AND BETWEEN
THE UTAH DEPARTMENT OF WORKFORCE SERVICES
AND
THE UTAH SYSTEM OF HIGHER EDUCATION**

Purpose of MOU: The Workforce Investment Act of 1998, 29 U.S.C. 2801 et seq., P.L. 106-113 (WIA) requires certain agencies to share quarterly wage records in order to track performance measures of common customers (Section 136) and to document successful completion of certificate, applied technology, associate, baccalaureate, masters, and doctorate programs. DWS and the Utah System of Higher Education (USHE) therefore agree to exchange data and information from respective computer database systems. Shared information needed for exchange includes:

- i. Wages Earned
- ii. Completion of certificate, applied technology, associate, baccalaureate, masters, and doctorate programs

This information sharing is also intended to reduce staff time on the part of both agencies, reduce customer's needs to submit information to both agencies, and to reduce the time to properly process and make determinations in both agencies.

Legal Authority for sharing quarterly wage records: Wagner-Peyser Act, as amended (29 U.S.C. 49 et seq.); Workforce Investment Act of 1998; Utah Code Annotated Subsection 35A-4-312(5)(h); Unemployment Insurance Program Letter (UIPL) No. 21-99, including Attachments A and B; and 20 CFR 666.150 definition of "quarterly wage record information" to be used for WIA performance measurement; 20 CFR 603.7 confidentiality protection provisions.

Legal Authority for sharing USHE completion of certificate, applied technology, associate, baccalaureate, masters, and doctorate programs: Utah Code Annotated Subsection 63-3-206(2) Government Records Access and Management Act (GRAMA) permitting private or controlled records to be provided to another governmental entity if it is necessary to the performance of that entity's duties and functions, will be used for a purpose similar to the purpose for which the information in the record was collected, and the public benefit outweighs the individual privacy right that protects the record.

Reimbursement for data sharing: DWS and USHE agree to mutually share their data. This satisfies the DOL regulations requiring reimbursement by the receiving entity for wage record information shared.

DWS and USHE, hereby agree to the following regarding the exchange of information:

I. On Line and Data Warehouse Access:

DWS will develop online and/or data warehouse access methods specifically for the Utah

Wage Record Data Files for USHE staff. Access controls and audit tracking to these resources should be maintained. Specific Wage Record Data File information requested is quarter, year, and sum of wages reported for each individual. USHE will develop online and/or data warehouse access methods specifically for completion and/or achievement of certificate, applied technology, associate, baccalaureate, masters, and doctorate programs. Specific information includes type of degree or certificate, dates of completion and location (school) where served. The availability of these data elements to each respective agency will be reevaluated, as new data sources are developed, based on the agency's need and authority to receive each data element.

II. Disclosure and Confidentiality Requirements:

Generally, wage data and USHE completion of certificate, applied technology, associate, baccalaureate, masters, and doctorate programs information are confidential and not subject to disclosure. However, disclosure is permitted if the following circumstances are met:

1. Each agency shall have sufficient safeguards in place to ensure the disclosed information is used only for the purpose disclosed.
2. Each agency may only request/query information for individuals who are applying for or participating in respective services.
3. Wage record confidentiality: Each agency shall follow the confidentiality protection provisions of 20 CFR 603.7 (attached to this agreement) for wage record confidentiality until such time as the Secretary of Labor issues new confidentiality regulations. Thereafter, each agency shall follow the new regulations.
4. USHE completion of certificate, applied technology, associate, baccalaureate, masters, and doctorate programs records confidentiality: Each agency shall follow the confidentiality protection provisions of Utah Code Annotated, Title 63, Government Records Access Management Act for USHE completion of certificate, applied technology, associate, baccalaureate, masters, and doctorate programs record confidentiality.
5. Re-disclosure of wage record information is limited to public officials or their agents whose duties fall within the Wagner-Peyser Act, as amended (29 U.S.C. 49 et seq.); Workforce Investment Act of 1998 (WIA), (29 U.S.C. 2801 et seq.) P.L. 106-113; and Utah Code, Section 35A-4-312(5)(h), or to private entities on the basis of informed consent of the individual or the employer to whom the information pertains (UIPL 21-99 Attachment B).
6. Re-disclosure of USHE completion of certificate, applied technology, associate, baccalaureate, masters, and doctorate programs information is limited to public officials who may receive the information under Utah Code, Subsection 63-2-206(2) or to private entities on the basis of informed consent of the individual to whom the information pertains.
7. Wage record informed consent requirements: a signed release must contain the following: (a) a specific statement indicating that the individual/employer's information will be released, (b) a statement that indicates what the private entity needs the release for, (c) a clear statement informing the individual that the private entity may use information from State governmental files, and (d) a statement indicating all the parties who may receive the information released (UIPL 23-96 Disclosure of Confidential Employment Information to Private Entities).
8. Wage Records – Unlawful access or disclosure penalties: Any person who knowingly

and willfully requests or obtains wage records under false pretenses, or any person who knowingly and willfully discloses any such information in any manner to any individual not entitled under law to receive it shall be guilty of a misdemeanor and fined not more than \$5,000 under federal law (UIPL 11-89, Attachment III), and/or guilty of a class A misdemeanor with a sentence of imprisonment not exceeding one year and/or fine not to exceed \$2,500 under Utah law (Subsection 76-8-1301(4)). Any person whose information was negligently or knowingly disclosed without authorization may bring a civil action for damages or such other relief as may be appropriate against any officer or employee. (UIPL 11-89, Attachment III).

9. USHE completion of certificate, applied technology, associate, baccalaureate, masters, and doctorate programs records – Unlawful access or disclosure penalties: Utah Code Annotated, Section 63-2-801 provides criminal penalties as follows: Any person with lawful access to such record and who intentionally discloses or provides a copy to any person knowing that the disclosure is prohibited is guilty of a class B misdemeanor. Any person who by false pretenses, bribery, or theft, gains access to or obtains a copy of any such record to which he is not legally entitled is guilty of a class B misdemeanor. The penalty for a class B misdemeanor is imprisonment for a term not to exceed 6 months and/or a fine not to exceed \$1,000.

III. Data Transfer:

Wage Data and USHE completion information

1. DWS will create both a batch and direct access procedure for USHE. DWS will provide USHE with the necessary information to connect to information in the DWS data warehouse.
2. Information DWS needs from USHE will be both in batch and direct access. DWS will provide a batch file to USHE and they will return data where a match exists. Also, DWS would like a stored procedure that can be accessed on an ad hoc basis.

IV. Data Security:

Access to Data: DWS and USHE will limit access to data in electronic or hardcopy format to authorized individuals within each agency. Each agency's disclosure officers have the right to disapprove access to selected individuals or groups of individuals.

1. DWS will continue to limit access to its Oracle database via a PIX firewall, which follows State of Utah firewall standards for configuration and maintenance. Access, use and control of the Oracle database will be restricted to DWS application development staff.
2. End user access will be limited by DWS to application-based queries only. DWS will limit access to USHE data in electronic or hardcopy format to authorized individuals within DWS.
3. DWS must ensure and limit any application being used to query the extracted USHE data to only return information on DWS program participants/applicants and their households.
4. DWS will create and maintain a query log containing the user identification, the date/time of each query, and the social security number used in each query.

Unauthorized Access to Stored Data: Information either in electronic format such as magnetic tapes or discs, or in hardcopy paper format shall be stored and/or processed in such a manner that unauthorized access is avoided. DWS and USHE will secure the data in their respective repositories in a manner to protect internal confidential files (e.g. GED completion or wage data).

User Training: DWS and USHE agree to train users accessing, disclosing, or receiving information under this MOU, including contractors and contract providers, on relevant statutes prescribing confidentiality and safeguarding requirements, re-disclosure prohibitions, and penalties for unauthorized access or disclosure. Disclosure officers for each agency have the right to review disclosure-training programs for each agency and require any changes necessary to said programs.

Security Plans: DWS and USHE system security plans must include provisions warning of the potential statutory sanctions for individuals who violate access and disclosure provisions. Additionally DWS and USHE must be assured that procedures governing sanctions and individual corrective actions under applicable statutory authority will be pursued and taken against individuals who violate terms of this agreement.

On-site Review: DWS and USHE shall permit each agency the right of on-site inspection without prior notification to insure that the requirements of this agreement are being met. Additionally DWS and USHE will allow on-site inspections by federal agencies with statutory oversight responsibility for the data being shared.

DWS and USHE will:

1. Report breaches of access and disclosure requirements each agency's disclosure officer.
2. Maintain a fully automated audit trail to be kept for a period of time specified by each agency's disclosure officer.
3. Have in place mechanisms to detect anomalies in transaction patterns including significant variations in volume and type. Any unresolved investigations should be reported as noted in "1." above.
4. Develop a contingency plan for addressing access to any uniquely sensitive records e.g. public official, celebrities etc.
5. Notify authorized staff within each agency of any major change in a system platform (hardware and/or software) procedure and/or policy affecting transmission and/or distribution so that re-review of system safeguards can be initiated.

USHE and DWS must identify all agency users, by position, who are authorized to access shared information. Requests will be sent to DWS Data Security where access will be granted through RACF. Requests for USHE data will be sent to USHE Data Security for review and access.

Termination: This MOU is effective upon the signature of both parties, and shall continue in effect unless modified in writing by the mutual consent of both parties or terminated by either party upon 30 days prior written notice to the other party by certified or registered mail, return receipt requested. DWS may terminate this MOU without prior notice if deemed

necessary because of a requirement of law or policy, upon determination by DWS that there has been a breach of system integrity or security by the USHE, or a failure by the USHE to comply with established procedures or legal requirements.

APPROVAL:

Utah System of Higher Education

Department of Workforce Services

Gary Wixom Date
Assistant Commissioner

Raylene G. Ireland, Date
Executive Director

**MEMORANDUM OF UNDERSTANDING
(INFORMATION SHARING AGREEMENT)
BY AND BETWEEN
THE UTAH DEPARTMENT OF WORKFORCE SERVICES
AND
CAREER AND TECHNICAL EDUCATION**

Purpose of MOU: The Workforce Investment Act of 1998, 29 U.S.C. 2801 et seq., P.L. 106-113 (WIA) requires certain agencies to share quarterly wage records in order to track performance measures of common customers (Section 136) and to document successful completion of Career and Technical Education (CTE) programs. DWS and CTE therefore agree to exchange data and information from respective computer database systems. Shared information needed for exchange includes:

- iii. Wages Earned
- iv. CTE Program Completion

This information sharing is also intended to reduce staff time on the part of both agencies, reduce customer's needs to submit information to both agencies, and to reduce the time to properly process and make determinations in both agencies.

Legal Authority for sharing quarterly wage records: Wagner-Peyser Act, as amended (29 U.S.C. 49 et seq.); Workforce Investment Act of 1998; Utah Code Annotated Subsection 35A-4-312(5)(h); Unemployment Insurance Program Letter (UIPL) No. 21-99, including Attachments A and B; and 20 CFR 666.150 definition of "quarterly wage record information" to be used for WIA performance measurement; 20 CFR 603.7 confidentiality protection provisions.

Legal Authority for sharing CTE program completion: Utah Code Annotated Subsection 63-3-206(2) Government Records Access and Management Act (GRAMA) permitting private or controlled records to be provided to another governmental entity if it is necessary to the performance of that entity's duties and functions, will be used for a purpose similar to the purpose for which the information in the record was collected, and the public benefit outweighs the individual privacy right that protects the record.

Reimbursement for data sharing: DWS and CTE agree to mutually share their data. This satisfies the DOL regulations requiring reimbursement by the receiving entity for wage record information shared.

DWS and CTE, hereby agree to the following regarding the exchange of information:

II. On Line and Data Warehouse Access:

DWS will develop online and/or data warehouse access methods specifically for the Utah Wage Record Data Files for CTE staff. Access controls and audit tracking to these resources should be maintained. Specific Wage Record Data File information requested is quarter, year, and sum of wages reported for each individual. CTE will develop online and/or data warehouse access methods specifically for completion and/or achievement of CTE programs. Specific information includes program type, dates of completion, and location (school) where served. The availability of these data elements to each respective agency will be reevaluated, as new data sources are developed, based on the agency's need and authority to receive each data element.

II. Disclosure and Confidentiality Requirements:

Generally, wage data and CTE program completion information are confidential and not subject to disclosure. However, disclosure is permitted if the following circumstances are met:

10. Each agency shall have sufficient safeguards in place to ensure the disclosed information is used only for the purpose disclosed.
11. Each agency may only request/query information for individuals who are applying for or participating in respective services.
12. Wage record confidentiality: Each agency shall follow the confidentiality protection provisions of 20 CFR 603.7 (attached to this agreement) for wage record confidentiality until such time as the Secretary of Labor issues new confidentiality regulations. Thereafter, each agency shall follow the new regulations.
13. CTE program completion records confidentiality: Each agency shall follow the confidentiality protection provisions of Utah Code Annotated, Title 63, Government Records Access Management Act for CTE program completion record confidentiality.
14. Re-disclosure of wage record information is limited to public officials or their agents whose duties fall within the Wagner-Peyser Act, as amended (29 U.S.C. 49 et seq.); Workforce Investment Act of 1998 (WIA), (29 U.S.C. 2801 et seq.) P.L. 106-113; and Utah Code, Section 35A-4-312(5)(h), or to private entities on the basis of informed consent of the individual or the employer to whom the information pertains (UIPL 21-99 Attachment B).
15. Re-disclosure of CTE program completion information is limited to public officials who may receive the information under Utah Code, Subsection 63-2-206(2) or to private entities on the basis of informed consent of the individual to whom the information pertains.
16. Wage record informed consent requirements: a signed release must contain the following: (a) a specific statement indicating that the individual/employer's information will be released, (b) a statement that indicates what the private entity needs the release for, (c) a clear statement informing the individual that the private entity may use information from State governmental files, and (d) a statement indicating all the parties who may receive the information released (UIPL 23-96 Disclosure of Confidential Employment Information to Private Entities).
17. Wage Records – Unlawful access or disclosure penalties: Any person who knowingly and willfully requests or obtains wage records under false pretenses, or any person who knowingly and willfully discloses any such information in any manner to any individual not entitled under law to receive it shall be guilty of a misdemeanor and fined not more than \$5,000 under federal law (UIPL 11-89, Attachment III), and/or guilty of a class A misdemeanor with a sentence of imprisonment not exceeding one year and/or fine not to exceed \$2,500 under Utah law (Subsection 76-8-1301(4)). Any person whose information was negligently or knowingly disclosed without authorization may bring a civil action for damages or such other relief as may be appropriate against any officer or employee. (UIPL 11-89, Attachment III).
18. CTE program completion records – Unlawful access or disclosure penalties: Utah Code Annotated, Section 63-2-801 provides criminal penalties as follows: Any person with lawful access to such record and who intentionally discloses or provides a copy to any person knowing that the disclosure is prohibited is guilty of a class B misdemeanor. Any person who by false pretenses, bribery, or theft, gains access to or obtains a copy of any such record to which he is not legally entitled is guilty of a class B misdemeanor. The penalty for a class B misdemeanor is imprisonment for a term not to exceed 6 months and/or a fine not to exceed \$1,000.

III. Data Transfer:

Wage Data and CTE completion information

3. DWS will create both a batch and direct access procedure for CTE. DWS will provide CTE

- with the necessary information to connect to information in the DWS data warehouse.
4. Information DWS needs from CTE will be both in batch and direct access. DWS will provide a batch file to CTE and they will return data where a match exists. Also, DWS would like a stored procedure that can be accessed on an ad hoc basis.

IV. Data Security:

Access to Data: DWS and CTE will limit access to data in electronic or hardcopy format to authorized individuals within each agency. Each agency's disclosure officers have the right to disapprove access to selected individuals or groups of individuals.

5. DWS will continue to limit access to its Oracle database via a PIX firewall, which follows State of Utah firewall standards for configuration and maintenance. Access, use and control of the Oracle database will be restricted to DWS application development staff.
6. End user access will be limited by DWS to application-based queries only. DWS will limit access to CTE data in electronic or hardcopy format to authorized individuals within DWS.
7. DWS must ensure and limit any application being used to query the extracted CTE data to only return information on DWS program participants/applicants and their households.
8. DWS will create and maintain a query log containing the user identification, the date/time of each query, and the social security number used in each query.

Unauthorized Access to Stored Data: Information either in electronic format such as magnetic tapes or discs, or in hardcopy paper format shall be stored and/or processed in such a manner that unauthorized access is avoided. DWS and CTE will secure the data in their respective repositories in a manner to protect internal confidential files (e.g. GED completion or wage data).

User Training: DWS and CTE agree to train users accessing, disclosing, or receiving information under this MOU, including contractors and contract providers, on relevant statutes prescribing confidentiality and safeguarding requirements, re-disclosure prohibitions, and penalties for unauthorized access or disclosure. Disclosure officers for each agency have the right to review disclosure-training programs for each agency and require any changes necessary to said programs.

Security Plans: DWS and CTE system security plans must include provisions warning of the potential statutory sanctions for individuals who violate access and disclosure provisions. Additionally DWS and CTE must be assured that procedures governing sanctions and individual corrective actions under applicable statutory authority will be pursued and taken against individuals who violate terms of this agreement.

On-site Review: DWS and CTE shall permit each agency the right of on-site inspection without prior notification to insure that the requirements of this agreement are being met. Additionally DWS and CTE will allow on-site inspections by federal agencies with statutory oversight responsibility for the data being shared.

DWS and CTE will:

5. Report breaches of access and disclosure requirements each agency's disclosure officer.
6. Maintain a fully automated audit trail to be kept for a period of time specified by each agency's disclosure officer.
7. Have in place mechanisms to detect anomalies in transaction patterns including

significant variations in volume and type. Any unresolved investigations should be reported as noted in "1." above.

8. Develop a contingency plan for addressing access to any uniquely sensitive records e.g. public official, celebrities etc.
5. Notify authorized staff within each agency of any major change in a system platform (hardware and/or software) procedure and/or policy affecting transmission and/or distribution so that re-review of system safeguards can be initiated.

CTE and DWS must identify all agency users, by position, who are authorized to access shared information. Requests will be sent to DWS Data Security where access will be granted through RACF. Requests for CTE data will be sent to CTE Data Security for review and access.

Termination: This MOU is effective upon the signature of both parties, and shall continue in effect unless modified in writing by the mutual consent of both parties or terminated by either party upon 30 days prior written notice to the other party by certified or registered mail, return receipt requested. DWS may terminate this MOU without prior notice if deemed necessary because of a requirement of law or policy, upon determination by DWS that there has been a breach of system integrity or security by the CTE, or a failure by the CTE to comply with established procedures or legal requirements.

APPROVAL:

Utah State Office of Education
(Career and Technical Education)

Department of Workforce Services

Mary Shumway Date
State Director

Tani Pack Downing Date
Executive Director

Utah State Office of Education
(Career and Technical Education)

Marv Johnson Date
Federal & State Programs/MIS

Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:

Title: **Appendix B** Pages: **34** Uploaded File: **Appendix B.pdf**

Appendix B - Resumes

John Brandt, Ph.D.

1802 W 10740
South Jordan, Utah 84095

801.253.3251
john.brandt@schools.utah.gov

Experience

2002–Present **Utah State Office of Education**
Information Technology Director

Provides leadership for the planning, implementation and support of information systems, policies and processes for the USOE. Works with other state agencies and LEAs on wide-ranging IT initiatives and systems integration.

Oversees agency network infrastructure including a state-of-the-art LAN with gigabit WAN/Internet connections, virtualization, four-hundred desktop/notebook computers and printers, firewalls, routers, and dozens of specialized servers with appropriate security, inventory and backup technologies.

Supervises a staff of fifty plus professional programmer/analysts, LAN administrators and data control/entry personnel for performance of related technology functions and operations. This includes scanning of over two million standardized tests per year.

Assesses technology and agency needs to determine and implement technology plans and budgets for the agency and LEAs, and directs commercial and custom software acquisitions and development.

Major Project/Initiatives:

- Wrote IES SLDS grant and currently overseeing award implementation
- Lead implementation of NCLB data collection and reporting.
- Lead and managed development of new test scanning, scoring and reporting systems.
- Established and leads statewide data conferences.
- Lead RFP development teams for testing systems.
- Lead consolidation of USOE's agency and district IT groups.
- Initiated EDEN implementation and currently EDEN coordinator.
- Oversaw the development of new grade book for SIS2000.
- Initiated SIF Integration of SIS2000 and Goalview for IEPs .
- Initiated Web Services for LEA personnel teacher licensing integration.

- Managed Statewide Student Identifier (SSID) system development.

1994–2002 Utah State Office of Education

Information Technology Manager, Agency Computer Services

Designed, managed, and supported information systems within the Utah State Office of Education and data collection systems that interfaced with all LEAs

Supervised a staff of professional programmer/analysts, LAN administrators and data control/entry personnel for performance of related technology functions and operations.

Assessed technology and agency needs to determine and implement technology plans and budgets for the agency; including definition of new positions, procedures, and data integration. Worked closely with District Computer Services, school districts, and other state agencies to share data.

Major Project/Initiatives:

- Sponsored and managed USOE Data Warehouse project.
- Development of USOE Data Clearinghouse.
- Lead development of new educator licensing system.
- Managed development of vocational rehabilitation system.
- Managed development of instructional materials system.
- Managed new financial reporting system project.
- Lead development of USOE budgeting and accounting system for education.
- Initiated migration of all agency data to relational data base platform.
- Wrote school activities data collection system.
- Established first Web presence for agency (1995), brokered agreement to be a partner in the newly formed Utah Education Network.
- Managed physical relocation of entire network twice in one year.
- Moved network to managed servers and switched infrastructure.

1983–1993 Utah State Office of Education

Applications Programmer/Analyst IV

Performed programmer/analyst functions while managing a team of other programmer/analysts whose assignments were the development and support of numerous agency systems.

Major Project/Initiatives:

- Consolidated small workgroups into one large LAN.

- Wrote Utah teacher certification system.
- Assisted in moving SIS to client server.
- Maintained vocational rehabilitation client system.
- Converted old school finance system to Excel with extensive macros.
- Developed payroll projection system and integrated it with agency finance and budgeting system.
- Produced new school enrollment and attendance accounting reporting.

1978–1983 Utah State Office of Education

Applications Programmer/Analyst II,III

Worked with customers within the office of education and local school districts in designing and maintaining agency and school district accounting systems. Was involved in all phases of system design and implementation from customer interviews to writing and testing of systems.

Major Project/Initiatives:

- Rewrote LEA finance system to be Handbook II compliant.
- Developed agency accounting system.
- Maintained teacher-licensing system.
- Maintained vocational rehabilitation client system.

1977–1979 University of Utah, Educational Administration

Research Assistant

Assist in design of research and analysis of data collected within school finance projects. Worked on state staffing and enrollment projection projects.

1976–1978 University of Utah, Computer Center

Programmer

Helped develop and implement computer based instructional systems, including: tutorials, simulations, computer literacy courses, and programmable learning aids.

1975 Granite School District, Kearns Junior High (Kearns, UT)

Math Teacher

Consumer math.

1973–1974 Annville-Cleona High School (Annville PA.)

Math Teacher

Algebra II, trigonometry, geometry, pre-calculus.

1972–1973 Central Dauphin High School (Harrisburg PA.)

Math Teacher

Algebra I, Consumer math.

Education

- **1983** **University of Utah**

Doctor of Philosophy

Educational administration, computer science, operations management and research, school finance and accounting. Dissertation addressed resource utilization simulation.

- **1972** **Pennsylvania State University**

Bachelor of Science

Mathematics and secondary education.

Affiliations

- Utah Technology Coordinator Council (TCC)
- Council of Chief States School Officials/Education Information Management Advisory Committee (CCSSO/EIMAC)
- CCSSO Longitudinal Student Data Systems Task Force
- Government Information Technology Leadership Council (State of Utah)

Joseph A. Curtin

1101 South 1560 East, Spanish Fork, Utah 84660
Home (801) 798-2046

curtin.joe@gmail.com
Cell (801) 921-0075

Education

Ph.D., Instructional Psychology & Technology, Brigham Young University (2007); Program focus included: research methods, evaluation, measurement theory, statistics and instructional design.

MPA, Public Administration, Brigham Young University (1996); Program focus included: research methods, not for profit management, accounting, and government policy & practice.

B.S., Information Systems Management, Brigham Young University (1989); Program focus included; data base management & design, programming logic and business management.

Job Skills:

For the past nineteen years (1990 to present) I have been involved with institutional research, assessment and reporting in higher education at either the community college, university, or system level. The job skills and responsibilities are focused in the following areas:

- **Research Design:** Define the purpose and objectives of the research project, the data collection methods including survey instrument creation where appropriate, and the collection of the data.
- **Data Analysis:** Conduct analysis of data using a variety of statistical methods such as: frequency distributions, measures of central tendency, ANOVA, regression analysis, Item Response Theory (Rasch) and qualitative data analysis (content analysis).
- **Sampling:** Create and manage appropriate research study samples
- **Data management:** Create and access large and small databases to house research data and scripts to extract the data to meet research needs.
- **Reporting:** Provide written, graphical and oral report of research findings to all levels of stakeholders including: university, government and public entities as well as presentations to professional research affiliations.
- **Management:** Work as a manager overseeing and coordinating the efforts of colleagues and student support staff on individual projects.
- **Finance:** Track departmental budget expenditures and balances.

Employment History

June 2008 to Present: *Director, Institutional Research*, Utah System of Higher Education, Salt Lake City, Utah

October 2009 to Present: *Adjunct Behavioral Science Faculty*, Utah Valley University, Orem, Utah

Jan. 2000 to June 2008: *Assessment Consultant*, Institutional Assessment & Analysis, Brigham Young University, Provo, Utah

Nov. 1996 to Jan. 2000: *Assistant Director*, Institutional Analysis and Data Administration, Brigham Young University, Provo, Utah

July 1990 to Nov 1996: *Senior Research Analyst*, Institutional Research, Utah Valley State College, Orem, Utah

March 1990 to Oct. 1990: *Budget Intern*, Budget Office, City of Provo, Provo, Utah

Jan. 1986 to March 1990: *Assistant Director*, Human Resources and Finance, Esion Corporation, Pleasant Grove, Utah

Computer Software

Microsoft Office Suite, SPSS, SPSS Dimensions, WinSteps, IPARM, Business Objects, BRIO, Dreamweaver, Crystal Reports

Professional Affiliations and Memberships:

American Educational Research Association (AERA) Member since 2003
Association for Institutional Research (AIR) Member since 1994
Rocky Mountain Association for Institutional Research (RMAIR), Member since 1994
Secretary/Treasurer 1998-2002, Utah State Reporter 1994-1998

Dissertation:

Curtin, J. (2007) Testing the Assumption of Sample Invariance of Item Difficulty Parameters in the Rasch Rating Scale Model

Presentation Highlights:

Curtin, J., (2006) *Using Measurement Theory and the Rasch Model in the Assessment Process*. Presented at the RMAIR Annual Conference, Deer Valley, UT

Curtin, J., and Olsen, D., (2005) *Triangulation or Strangulation, Using Multiple Data sources to Assess Student Outcomes*. Presented at the AIR Annual Forum, San Diego, CA

Sudweeks, R., **Curtin, J.**, and Smith, R. (2003) *Analyzing DIF of Polytomous Responses of University Alumni to a Follow-up Questionnaire*. Presented at the AERA Annual Conference, Chicago, IL

Curtin, J., and Wygant, S. (2003) *Using Self Efficacy Tools to Enhance the Freshman Experience in a General Education Course*. Presented at the International Conference of the Consortium for Assessment and Planning, Cancun, Mexico.

Olsen, D., **Curtin, J.**, and Tanner, J. (2003) *Using National Student Clearinghouse to Augment Institutional Data* Presented at the International Conference of the Consortium for Assessment and Planning, Cancun, Mexico

Curtin, J. (2002) *Comparing Survey Responses Using Rasch: A DIF Study* Presented at the International Conference of the Consortium for Assessment and Planning, Honolulu, HI

Sudweeks, R., **Curtin, J.**, and Smith, K. (2001) *Creating a Mission Based Alumni Questionnaire Using Rasch Scaling Procedures*, Presented at the RMAIR Annual Conference, Vail, CO

Curtin, J., Christensen, H., and Olsen, D. (2000) *Effects of Personalization on Response Rates of Alumni Surveys*, Presented at the RMAIR Annual Conference, Scottsdale, AZ

Curtin, J., Hatch J., Higley, B. (1999) *College and Department Performance Indicators*, Presented at the RMAIR Annual Conference, Las Vegas, NV

Curtin, J., and Hill, N. (1995) *Utah Valley State College - Economic Impact Study*, Presented at the Utah Valley State College Board of Trustees Meeting, Orem, UT



RICHARD E. KENDELL

Education

<u>Degree</u>	<u>University</u>	<u>Date</u>
B.S., English	Weber State University	1968
M.S., Ph.D., Leadership and Policy	University of Utah	1972, 1974

Employment

<u>Position</u>	<u>Employer</u>	<u>Date</u>
Regents Professor	Board of Regents	Current
Commissioner and CEO	Utah System of Higher Education	2003-2008
Executive Director	The Utah Partnership	2002-2003
Deputy to Governor Leavitt for Public Education, Higher Education and Economic Development		2001-2003
Superintendent of Schools	Davis School District	1987-1997
Associate State Superintendent of Schools	Utah State Board of Education	1982-1985
Acting Chair, Dept. of Leadership & Policy	University of Utah	1981-1982
Associate Dean of the School of Education	University of Utah	1979-1981
Associate Dean of the Graduate School	University of Utah	1973-1979
Research Analyst	Utah System of Higher Ed.	1971-1973
High School English Teacher	Ogden High School	1967-1968

Private Sector Experience

Director of Research and Development	WICAT Systems (Education Software)
Project Director	The Boyer Company (Healthcare Projects)

Awards/Honors, etc.

Utah Superintendent of the Year	1993
National Superintendent of the Year Finalist (one of four)	1994
Utah Education Association Administrator of the Year	1994-1995
The Davis School District Administration Building was named the "Richard E. Kendell Administration Building"	1997
Lewis Shurtleff Award, Weber State University, for Contributions to Education	October 2003

Educational Leadership and Policy-Distinguished Practitioner Award, Department of Educational Leadership and Policy, College of Education, University of Utah
April 2005

The Richard E. Kendell Chair in Education , Created and Endowed by the Trustees

of Southern Utah University

2007

September

G. Homer Durham Regents Professorship, Awarded by the Utah State Board of Regents
January 2008

Distinguished Teacher Educator of the Year Award, 2008, Utah Association of Teacher Educators
April 2008

Doctor of Humanities Degree, Honorary Degree Awarded by Weber State University
December 2008

Distinguish Alumni Award, University of Utah

February 2009

BRYAN D. PETERSON

5908 Murray Oaks Circle, Murray, Utah 84123

(801) 288-9475

EXPERIENCE: **University of Utah/Utah Education Network** **Salt Lake City, Utah**
Computer Operations Manager September 2001 to Present

Management Responsibilities: Manage UEN Enterprise Applications Department and Eccles Broadcast Center's Computer Operations Group. Directly manage and supervise a staff of 6 System Administrators that serve multiple departments housed in the Eccles Broadcast Center (EBC). Set, purpose, maintain and control budgets for both Groups. Responsible to provide full complement of IT related services to All Departments in EBC. Assign staff resources to projects and tasks to maintain over 100 Systems and Services. Allocate resources to provide Desktop Computer Support to EBC 5 Departments and 250+ Personnel. Maintain service contracts with multiple hardware and software vendors.

Technical Responsibilities: Plan, design, facilitate, and implement enterprise wide application services to education systems both K-12 and Higher Ed. Provide for disaster recovery for all systems and applications. Serve as Technical Lead and Senior System Administrator for Enterprise Applications, implementation and Maintenance. Planned, designed, implemented and maintain a Storage Area Network for the EBC Data Center. Implemented and maintain Clustered Checkpoint Firewalls. Serve equally with all system administrators in On-Call rotation to provide 24x7 system/service support.

Sr. Unix System Administrator July 1998 to September 2001

Administrate Sun Solaris 2.x Network of 70+ machines for the Utah Education Network. Serve as manager of the Unix Systems Group. Insure reliable disaster recovery procedures are in place and followed. Maintain software and OS with current patches and releases. Performance tune Solaris machines. Troubleshoot problems. Configure and Maintain DNS, Sendmail, and many other critical services on network. Insure network security measures are in place and updated. Research new products and technologies. Maintain and support PowerBuilder applications.

Database Administrator August 1997 to July 1998

Administrate all database services and activities for the Utah Education Network. Maintain **Sybase**, **Oracle** and **Informix** server software with Current Patches and Releases. Serve as Unix Administrator for all database server machines. Insure reliable data backup and recovery procedures are in place and followed. Primary database designer for software development projects. Maintain and support **PowerBuilder** applications. Maintain and support **PowerDesigner**. Serve as secondary Unix Administration Support. Research new products and technologies.

Software Engineer November 1995 to August 1997

Plan and coordinate Cme (Conferencing Management Environment) software development project. Analyze, design and create software for controlling state-wide video conferencing network (EDNET). Serve as Database Administrator for Sybase Database Server. Support and maintain current video conferencing network controlling software.

Utah Department of Corrections **Murray, Utah**
Applications Programmer Analyst II September 1994 to November 1995

Create graphical user interfaces for management information systems based on client/server technology using **PowerBuilder** and **Informix**. Analyze needs and resources to design and create data processing applications that assist department personnel in performing their duties. Plan and coordinate application development projects. Devise and layout data models, reports, and user interfaces. Provide training to application users. Update and/or create documentation for applications. Monitor applications to ensure accuracy and adherence to program specifications. Create and design test methods and data. Assist in creation of department wide specification, documentation, and programming standards.

GTE Health Systems **Salt Lake City, Utah**
MIS and Database Programmer Intern April 1994 to September 1994

Assist in design and implementation of MIS in support of GTE's company wide goal to achieve Total Quality Management (TQM). Design and produce automated software testing scripts and programs.

Evans & Sutherland **Salt Lake City, Utah**
Database Technician November 1992 to January 1994

Created 3-D models for graphical databases representing lifelike terrain in digitized format. Assisted in editing and correcting databases. Assistant to CCTT Project Lead. Assist in research of ITD (Interim Terrain Data) and how to best incorporate it into existing in-house tools.

EDUCATION: Master of Business Administration
University of Utah, David Eccles School of Business
Bachelor of Science
University of Utah
Major: COMPUTER SCIENCE
Minor: JAPANESE, MATH
Emphasis in: Computer Graphics, Databases

May 2008
Salt Lake City, Utah
June 1994
Salt Lake City, Utah

**AFFILIATIONS
& HONORS:** Computer Lab Volunteer, Emerson Elementary
Tau Beta Phi, Engineering Honor Society
Phi Eta Sigma, Freshman Honor Society
U of U Department of Metallurgy Scholarship

INTERESTS: Family activities, tennis, down-hill snow skiing, mountain biking, reading sci-fi/suspense novels, restoring antique automobiles, speaking and studying Japanese.

Stephen D. Maas

247 Cottage Glen Lane, Murray, Utah 84107
Telephone – Home & Cell (801) 635-7318 Work – (801)526-9363

sjmaas@comcast.net

Education

B.S., Secondary Education, New Mexico State University, Las Cruces, NM (1993); Program focus: History and Earth Science.

Job Skills:

For the past fifteen years – (1995 to present) – I have focused on administering employment related programs and services in state government in New Mexico and Utah. Prior to this time (1973 – 1994) I worked in sales and management positions in private sector areas of transportation and health care.

- **Management:** Managed and directed large and small organizations in both the public and private sectors with a span of control of up to multi-state operations and organizations of over 500 staff.
- **Finance:** Successfully prepared, tracked and controlled budgets for single and multiple profit and/or cost centers.
- **Sales:** Responsible for my own sales goals as well as directing sales organizations across multiple states, meeting and exceeding goals either established for me or by me.
- **Cost Control:** Ensure costs within my span of authority to not exceed budget, continually look to find methods to reduce cost and/or increase productivity.
- **Recruitment:** Identify, hire and mentor quality talent that meet or exceed requirements to succeed in the position and have promotion potential for organizational and individual success.
- **Strategic Planning:** Analyze and anticipate changes and needs in the marketplace and organization for continued success.
- **Problem Solving:** Constantly look for new methods of accomplishing goals or delivering information and/or services.

Employment History

2006 to Present: *Director, Workforce Development and Information, Utah Department of Workforce Services, Salt Lake City, Utah*

2004-2005: *Deputy Assistant Director, Workforce Development and Information, Utah Department of Workforce Services, Salt Lake City, Utah*

2002 - 2004: *Manager, Business Services, Utah Department of Workforce Services, Salt Lake City, Utah*

1998 - 2001: *Central Region Director, Utah Department of Workforce Services, Salt Lake City, Utah*

1996 - 1998: *Director, Employment Security Division, New Mexico Department of Labor, Albuquerque, NM*

1995 - 1996: *Deputy Agency Director: New Mexico Department of Labor, Albuquerque, NM*

1990 - 1994: *Territory Manager, Hill-Rom Division, Hillenbrand Industries, Albuquerque, NM*

1988 - 1990: *General Manager, Medical Systems, Inc., Albuquerque, NM*

Professional Affiliations and Memberships:

Utah State Apprenticeship Steering Committee
Clearfield Job Corps Executive Advisory Counsel
Governors' Committee for Employment of People with Disabilities

CURRICULUM VITA

ANDREA K. RORRER

Assistant Professor, Department of Educational Leadership and Policy &
Director, Utah Education Policy Center
University of Utah
1705 Campus Center Drive, Room 339, Salt Lake City, Utah 84112-9254
(801) 581-3383
andrea.rorrer@utah.edu

Academic Background

Ph.D. Educational Administration, The University of Texas, Austin (2001)

Rorrer, A. (2001). *Leadership and Equity: From Reproduction to Reconstruction: An Institutional Analysis*. (Doctoral dissertation, The University of Texas at Austin, 2001). (UMI No. 3049260). Awarded the American Educational Research Association, Division-A, Administration, Dissertation Award for 2002.

M.Ed. Educational Administration and Policy Studies, The University of Virginia (1995)

B.S. Education, PreK-8, Radford University (1989)

Research Focus

My research agenda focuses on organizational, institutional, and policy change at the district and state-level (state education agency and state legislature), particularly those changes aimed at increasing equity in student access and outcomes.

Awards, Fellowships, and Scholarships

University of Utah College of Education Research Award (2008)

University of Utah College of Education Service Award (nominated 2007)

Jack A. Culbertson Award, University Council for Educational Administration (2006)

American Educational Research Association, Division-A, Administration, Dissertation Award (2002)

David Clark National Graduate Student Research Seminar in Educational Administration and Policy. Sponsored by UCEA and AERA Divisions A and L (2000)

Cooperative Superintendency Fellow, University of Texas, Austin (1997-1999)

Future Leaders' Program with the Danville Public Schools and the Center for Creative Leadership, VA (1994-1995)

Academic Experience

Survey Director. School Leadership Preparation and Practice Survey. University of Utah, University Council for Educational Administration. (2009-present)

Associate Professor. Department of Educational Leadership and Policy. University of Utah. (2009-present)

Director. Utah Education Policy Center. College of Education at the University of Utah. (2006-present)

Assistant Professor. Department of Educational Leadership and Policy. University of Utah. (2002-2009)

Professional Experience

Policy Analyst and Manager. Accountability Reporting and Research. Texas Education Agency. (2001-2002)

Research Associate. with Pedro Reyes in Educational Administration, University of Texas, Austin. (1999-2001)

Researcher. Educational Administration, University of Texas, Austin. (1999)

Research Specialist for Special Projects. Office of Policy, Planning, and Evaluation, Texas Education Agency. (1998-1999)

Program Specialist. Accountability, Development and Support, Texas Education Agency. (1997-1998)

Assistant Principal. Bonner Junior High School, Danville Public Schools, VA. (1995-1997)

Professional Development Instructor / Trainer. Danville Public Schools, VA. (1993-1997)

Instructional Specialist. The Opportunity School, Danville Public Schools, Grades 6-12, VA. (1995)

Interim Principal. The Opportunity School, Danville Public Schools, Grades 6-12, VA. (1995)

Lead Teacher. The Opportunity School, Danville Public Schools, Grades 6-8, VA. (1993-1995)

Teacher. Carver Middle School, Henry County Public Schools, Grade 7, VA. (1989-1993)

Teacher. Campbell Court Elementary School, Henry County Public Schools, Kindergarten, VA. (Spring 1989)

Professional Certificates

Commonwealth of Virginia Postgraduate Professional License,
Middle School Principal;
Early Education NK4;
Middle Education Grades 4-8

Scholar-Researcher

Publications

Journal Articles

Sindelar, P. T., Heretick, J., Hirsch, E., **Rorrer, A.**, & Dawson, S. (in press, 2010). What District Administrators Need to Know About State Induction Policy. *Journal of Special Education Leadership*. (Refereed)

McConnell, T. & **Rorrer, A. K.** (2009). Professional Behavior: Crossing the Line. *Journal of Cases in Educational Leadership*, 12(2), 19-43. (Refereed)

Rorrer, A. K., Skrla, L. & Scheurich, J. (2008). A theory of districts: The districts' role as an institutional actor in improving achievement and advancing equity. *Educational Administration Quarterly*, 44(3), 307-358. (Refereed)

Mahitivanichcha, K.* & **Rorrer, A. K.*** (2006). Re-considering Access to and Participation in the Superintendency: Women's "Choices" Within Market Constraints. *Educational Administration Quarterly*, 42(4), 483-517. *Authors contributed equally to manuscript. (Refereed)

Rorrer, A. K. (2006, January/March). Eroding Inequity: Straddling the margin of tolerance. *Educational Policy*, 20(1), 225-248. (Refereed)

Rorrer, A. K. & Lugg, C. (eds. 2006, January/March). Introduction: Power, Education, and the Politics of Social Justice. *Educational Policy*, 20(1). 5-7.

Rorrer, A. K. & Skrla, L. (2004). Leaders as policy mediators: The Reconceptualization of accountability. *Theory into Practice*, 44(1). 53-62. (Refereed)

Rorrer, A. K. (2002). Educational Leadership and Institutional Capacity for Equity. *UCEA Review*, 43(3). 1-5. (Reviewed)

Reyes, P. & **Rorrer, A. K.** (2001). U.S. School Reform Policy, State Accountability Systems, and the Limited English Proficient Student. *Journal of Educational Policy*, 16(2). 163-178. (Refereed)

Book Chapters

Lugg, C. & **Rorrer, A. K.** (2009). The Politics of (Im)Prudent State-level Home-Schooling Policies. In D. N. Plank, W. E. Schmidt & G. Sykes (Eds.). *AERA Handbook of Education Policy Research*. Washington, D. C.: Routledge. (Refereed)

Maxcy, B., **Rorrer, A. K.** & Alemán, E. (2009). The institutional influence of the state in educational reform in Texas. Fusarelli, L., Fusarelli, B., & Cooper, B. (eds.) *The rising state: How state power is transforming our nation's schools*. New York: SUNY Press. (Refereed)

Rorrer, A. K. (2003). Intersections in Accountability Reform: Complexity, Local Actors, Legitimacy, and Agendas. In Skrla, L. & Scheurich, J. (Eds.) *Educational equity and accountability: Paradigms, policies, and politics*, (pp. 251-266). London: Routledge-Falmer. (invited/Reviewed)

Edited Journals

Rorrer, A. K., Aleman, E., & Beachum, F. (in progress). Special issue. Barbara L. Jackson Scholars. *Educational Administration Quarterly*. (Refereed)

Rorrer, A. K. & Lugg, C. (eds. 2006, January/March). Power, Education, and the Politics of Social Justice. The 2006 Politics of Education Association Special Issue (PEA Yearbook). *Educational Policy*. (Refereed)

Policy, Evaluation, and Technical Reports

Hirsch, E.,* **Rorrer, A.,*** Sindelar, P. T.,* Dawson, S., Heretick, J., & Jai, C. L. (2009) *Induction and mentoring for beginning special education teachers: An analysis of state policy*. Gainesville, FL: University of Florida, National Center to Improve Policy and Practice in Special Education Professional Development. * Authors listed alphabetically; contributed equally to this report. (refereed)

Rorrer, A. K. Groth, C., Pounder, D., & Minami, T. (2008). *Utah Comprehensive School Reform: Final Evaluation Report*. Salt Lake City, UT: Utah Education Policy Center. Prepared for the Utah State Office of Education. (Contracted Research and Evaluation)

Rorrer, A. K. Groth, C. & Valles, B. (2007). *Local District Responsiveness: Who Governs, Who Participates, and Who Gets Represented?* Salt Lake City, UT: Utah Education Policy Center. (Contracted Research and Evaluation)

Rorrer, A. K. & Groth, C. (2007). *Utah Statewide Comprehensive School Reform 2006 Annual Implementation Evaluation Survey*. Salt Lake City, UT: Utah Education Policy Center. Prepared for the Utah State Office of Education. (Contracted Research and Evaluation)

Rorrer, A. K., Hausman, C., & Groth, C. (2006). *Utah Charter Schools*. Utah Education Policy Center. Prepared for the Utah State Legislative Appropriations Committee. (Contracted Research and Evaluation)

Alemán, E.* & **Rorrer, A. K.*** (2006, September). *Closing Educational Achievement Gaps for Latina/o Students in Utah: Initiating a Policy Discourse and Framework*. Utah Education Policy Center. Policy report commissioned by Centro de la Familia de Utah and American

Express. * Authors listed alphabetically; contributed equally to this report. (Contracted Research and Evaluation)

Reyes, P., Phillips, J., & **Rorrer, A. K.** (2000). *Transforming Public Schools: Evaluation Report*. The Houston Annenberg Challenge Research and Evaluation Study. University of Texas: Austin, Texas. (Contracted Research and Evaluation)

Reyes, P., Phillips, J., & **Rorrer, A. K.** (2000). *Transforming Public Schools: Summary Report*. The Houston Annenberg Challenge Research and Evaluation Study. Austin, Texas: University of Texas. (Contracted Research and Evaluation)

Reyes, P. & **Rorrer, A. K.** (1999). *Ways to Improve Mathematics Education for Migrant Students: Training Modules*. Austin, Texas: Texas Education Agency. (Contracted Research and Evaluation)

Rorrer, A. K. & Stevens, N. (1999). *School Size and Class Size in Texas Public Schools*. The Office of Policy Planning and Research Publication. Austin, Texas: Texas Education Agency.

Rorrer, A. K. (1993-1994). *Making A Difference: The Opportunity School*. Video used for program assessment of district alternative school and public relations tool. Danville, Virginia.

Other Publications

Orr, M. T., Jackson, K. (2009). Following Up Graduates: Development of the School Leadership Preparation and Practice Survey and a Shared Research Process. *UCEA Review*, 49 (3). 29-35.

Rorrer, A. K. (Fall 2008). Letter to the President. (Compilation of Letters from the UCEA Executive Committee.) *UCEA Review*, 49 (3). 5.

Rorrer, A. K. Hausman, & C., Groth, C. (2007). Utah Charter Schools Study. *Policy Perspectives*, 3(1), 1-3. Salt Lake City, UT: Center for Public Policy and Administration. http://www.cppa.utah.edu/publications/k-12/PP_Charter_School_Study.pdf

Rorrer, A. K. (2006). *Utah Education Policy Center*. Contributed to the College of Education Annual Report.

Alemán, E. & **Rorrer, A. K.** (2006, August 1). Let's "nobly" address the achievement gaps problem and embrace the assets in our state. *Salt Lake Tribune*.

Manuscripts Under or Submitted for Review

Rorrer, A. K. Bridging organizational consciousness to develop collective action. (refereed)

Rorrer, A. K. District Efforts to Construct and Maintain a Collective Identity. (refereed)

Current Manuscripts in Progress

Rorrer, A. K. & Groth, C. (in progress) *State-Level Differentiated Compensation Programs*. Salt Lake City, UT: Utah Education Policy Center.

Lugg, C., & **Rorrer, A. K.** (drafted). The politics of “passing”.

Rorrer, A. K., Hausman, C., & Groth, C. (preliminary draft). Charter Schools in Utah: “Choosy” Parents Choosing Choice? Being prepared for submission to *Educational Policy*.

Rorrer, A. K. (in development). Achievement Gaps in Utah: Time to Pull Back the Curtain. Being prepared for submission to *Journal of Education Policy* or *Journal of School Leadership*. (outline)

Grants, Contracts, and Funding

U.S. Department of Education. (2009-2014). Principal Investigator with Michael Hardman. *PROJECT URBAN TEACH: Urban Teacher Education and Collaboration in High Need Schools*. CFDA 84.405 A OMB# 1894-006. \$7,915,135. (Submitted, July 2009; Resubmitted October, 2009). Collaborative grant between University of Utah College of Education and Salt Lake School District.

National Science Foundation. (2009-2014). Principal Investigator for Evaluation. *Support and Mentoring in an Alternative Route to Teaching*, NSF Proposal 0934894. Full proposal is \$1,499,200. (Funded).

US Department of Education. (2009-2011). Co-Principal Investigator. Utah American Indian Leadership Development Initiative Application for New Grant under the Indian Education Professional Development Program CFDA 84.299B. \$811,006 (Not Funded)

United Way of Salt Lake. (2009-2011). Principal Investigator. *Evaluating Community Learning Centers*. \$60,000, renewable for three years. (Fee-for Service Agreement, Funded).

Institute of Education Science. (2009-2013). Principal Investigator. Co-Principal Investigators, Octavio Villalpando and William Smith. *Exploring the Impact of Diversity Student Programs on Success of Students of Color*. \$978,957 over four years. (Not Funded)

Utah State Office of Education and Utah Legislature. (2008-2012). Principal Investigator. *Beverly Taylor-Sorenson Elementary Arts Learning Program Evaluation*. \$400,000 for evaluation over four years. (Funded)

The Fund for Improvement of Education, USDOE. (2009-14). Principal Investigator. *Consortium to Support and Sustain Full-Service Community Schools: A Collaboration with*

United Way of Salt Lake, Salt Lake School District, and Granite School District for Federal Department of Education Full Service Community Schools Program. \$915,756 for research over five years; \$2,385,415 grant total (Not Funded)

The Fund for Improvement of Education, USDOE. (2009-14). Principal Investigator for Evaluation. *Evaluation of Community Learning Center Initiative in Salt Lake City School District.* \$155,000 for research over five years; \$2,159,029 grant total (Not Funded)

National Institute of Health. (2008-12). Principal Investigator for Evaluation. *Bridges to the Baccalaureate Program.* \$211,484 for evaluation over four years; \$1.7 million grant total (Not Funded)

Spy Hop Productions. (2007-08). Co-Principal Investigator with Cori Groth. *Evaluation of Spy Hop Core Programs.* \$12,650 (Funded)

Utah System of Higher Education. (2008-10). Principal Investigator. *Title II - Teacher Quality State Grant, Partnership for Instructional Leadership Capacity Building.* \$632,782 for project over four years. (Not Funded)

Institute of Education Sciences. (2008-11). Co-Principal Investigator w/ Anthony Rolle et al. *A National Analysis of K-12 School Finance Systems and Academic Outcomes: Investigating Multiple Linkages between Fiscal Equity and Economic Efficiency in the Production of Educational Outcomes.* \$558,950 for research; \$2.5 million grant total (Not Funded)

City of Holladay. (2007-08). Principal Investigator. *Consulting with Holladay Education Task Force.* On-going Fee-for-Service Contract (Funded)

Cities of Holladay City, South Salt Lake City, and Salt Lake County. (2007-08). Principal Investigator. *Development of state level governance options that involve mayors and cities.* On-going Fee for Service Contract (Funded)

Cities of Holladay City, South Salt Lake City, and Salt Lake County. (2007). Principal Investigator. *District Size and Governance Feasibility Study, Phase I and Phase II.* \$44,477 (Funded)

Granite School District. (2007-08). Co-Principal Evaluator w/ Cori Groth. *Evaluation of the Interactive Tutoring English Language Learner Software Program.* \$19,999.00 (Funded).

Utah State Office of Education. (2007). Principal Investigator. *Evaluation of the Utah 21st Century Community Learning Centers Projects.* \$289,188 (Not Funded)

United Way of Salt Lake. (2007). Principal Investigator. *Research on Community Learning Centers.* \$279,796. (Not Funded)

Utah State Office of Education. (2006-2007). Co- Principal Investigator w/ Diana Pounder. *Evaluation of Comprehensive School Reform Implementation*. \$35,000 for two years. (Funded)

Utah Legislature. (2006). Principal Investigator. *Utah Charter School Study*. \$118,961 (Funded)

Jordan School District. (2006). Principal Investigator. *Mentor Teacher Evaluation*. \$75,448. (Not Funded)

Utah State Office of Education. (2006). Principal Investigator. *Special Education Survey and Data Collection for State Performance Plan and Annual Progress Report*. \$190,866 for three years. (Not Funded)

Centro de La Familia & American Express. (2005-06). Co-Principal Investigator w/ Enrique Aleman. *Policy report on achievement gaps in Utah for Latino students*. \$5,000.00 (Funded)

Lowell Bennion Community Services Center. (2004). Co-Principal Investigator w/ Diana Pounder. *Service Learning Initiative Grant to integrate service learning into masters' Planning and Evaluation course and Applied Field Research experience*. \$4,000.00 (Funded)

Kennecott Land Development. (2004-06). Co-Principal Investigator w/ Diana Pounder. *Partnership between College of Education/Department of Educational Leadership and Daybreak Elementary School*. \$30,000.00 (Funded)

Institute of Education Sciences. (2005). Co-Principal Investigator w/ Linda Skrla et al. *A Program of Research on Effective School Districts*. \$1,313,920.00 (Not Funded)

University of Utah Research Foundation Funding Incentive Seed Grant. (2004). Principal Investigator. *Leading Change: Negotiating for Stability in an Unstable Environment*. \$34,438.00 (Not Funded)

Hewlett Foundation. (2004). Co-Principal Investigator w/ Linda Skrla. *Planning Grant for Theory of Districts in Reform*. \$7,500.00 (Not Funded)

Conference Presentations

National/ International Presentations

Rorrer, A.K., & Groth, C. (2009). Evaluation of the Interactive Tutoring English Language Learner Software Program: Summary of the First Year Implementation Survey. Salt Lake City, UT: Utah Education Policy Center. Prepared for the Granite School District.

Rorrer, A.K., Levin, B., Young, M.D., Opfer, D., Parker, L.D., Plank, D.N., Stein, M.K., Groth, C.A. (2009). Increasing Research Utilization, Contribution, and Mobilization in Educational Policy Making. Symposium at the American Evaluation Association Annual Meeting, San Diego, CA.

- Rorrer, A. K.** (2008). *Using Research in Policymaking*. Symposium at the 2008 annual meeting of the University Council for Educational Administration. Washington, D.C. (Refereed)
- Rorrer, A. K.** (2008). District Role in Building, Supporting, and Sustaining Instructional Capacity. Discussant at the 2008 annual meeting of the American Educational Research Association, New York. (Refereed)
- Rorrer, A. K.** (2008). Lessons from High School: Reform Efforts and Achievement. Discussant at the 2008 annual meeting of the American Educational Research Association, New York. (Refereed)
- Rorrer, A. K.** (2007). *District Reform: Diffusion diverted and subverted*. Paper presented at the *New Institutional Theory in Educational Leadership and Organizational Research: New Directions and Perspectives*. Symposium at the 2007 annual meeting of the University Council for Educational Administration. Washington, D.C. (Refereed)
- Rorrer, A. K.** & Lugg, C. A. (2007). *Politics and Policy: Getting Political in Your State-Day on the Hill and Beyond*. Conversation session presented at the 2007 annual meeting of the University Council for Educational Administration. Washington, D.C. (Refereed)
- Rorrer, A. K.** & Lugg, C. A. (2007). *Politics and Policy: Using Research for Evidenced-Based Policymaking*. Conversation session presented at the 2007 annual meeting of the University Council for Educational Administration. Washington, D.C. (Refereed)
- Rorrer, A. K.** (2007). *Charter Schools in Utah: Who Chooses Choice*. Paper presented at *Learning from the School Choice Debate* Symposium at the 2007 annual meeting of the University Council for Educational Administration. Washington, D.C. (Refereed)
- Rorrer, A.** (2007). *Evolving and Gaining Traction in Educational Leadership Preparation Programs*. Paper presented at the 2007 annual meeting of the American Educational Research Association. Chicago, Illinois. (Refereed)
- Rorrer, A. K.,** Hausman, C. Skrla, L, Riestler, A. & Honig, M. (2006). *District Efforts to Improve Student Learning in an Increasingly Strong Accountability Environment*. Symposium at the 2006 annual meeting of the University Council for Educational Administration. San Antonio, Texas. (Refereed)
- Rorrer, A. K.,** Mahitivanichcha, K., Marshall, C., Skrla, L., Young, M., Mountford, M., Grogan, M., Simmons, J. Buendia, S. & Brunner, C., (2006). *Intensifying Our Conversation and Our Engagement: The Influence of Gender and Race in Educational Leadership*. Symposium at the 2006 annual meeting of the University Council for Educational Administration, San Antonio, Texas. (Refereed)

- Rorrer, A. K., Alemán, E., Buendia, S., & Crow, G. (2006).** *Our journey towards social justice.* Symposium at the 2006 annual meeting of the University Council for Educational Administration, San Antonio, Texas. (Refereed)
- Rorrer, A. K. (2006).** *Eroding Inequity: Straddling the margin of tolerance.* Paper presented at the *Power, Education, and the Politics of Social Justice* Symposium at the 2006 annual meeting of the American Educational Research Association, San Francisco, California. (Refereed)
- Rorrer, A. K. (2006).** *Distributed Leadership and Desire: Asymmetrical Impacts of Performance Accountability Reforms on the Logics of Leadership.* Discussant for symposium for the 2006 annual meeting of the American Educational Research Association, San Francisco, California. (Refereed)
- Rorrer, A. K., Alemán, E., Buendia, S., Nowlin, T., & Gooden, M. (2005).** *Leading for Social Justice: Our Roles and Responsibilities in Closing Learning and Achievement Gaps.* Symposium at 2005 annual meeting of the University Council for Educational Administration, Nashville, Tennessee. (Refereed)
- Rorrer, A. K. (2005).** *District efforts to Construct and Maintain a Collective Identity.* Paper presented in the symposium *The complex and necessary role of district leadership in reform* at 2005 annual meeting of the University Council for Educational Administration, Nashville, Tennessee. (Refereed)
- Fusarelli, L., **Rorrer, A. K., & Hafner, M. (2004 & 2005).** *Writing & publishing in the academy: Overcoming obstacles.* Graduate Student Symposium at the University Council for Educational Administration Annual Meeting annual conference at Kansas City, Missouri (2004) and Nashville, Tennessee (2005). (Refereed)
- Rorrer, A. K. (2005).** *Constructing, Negotiating, and Maintaining a District Agenda to Achieve Equitable Access and Outcomes.* Paper presented at Symposium for the 2005 annual meeting of the American Educational Research Association, Montreal, Canada. (Refereed)
- Rorrer, A. K., Miller, P. & Bowles, B. (2004).** *The Role of Leadership in Establishing an Agenda for the District.* Paper presented at the 2004 annual meeting of the University Council for Educational Administration, Kansas City, Missouri. (Dr. Bowles is the superintendent of the district in which research is being conducted.) (Refereed)
- Rorrer, A. K., Skrla, L. & Scheurich, J. (2004).** *School districts' role as institutional actors in improving student performance and equity.* Paper presented at the 2004 annual meeting of the University Council for Educational Administration, Kansas City, Missouri. (Refereed)
- Rorrer, A. K., Skrla, L. & Scheurich, J. (2004).** *The District's Role in Improving Achievement and Advancing Equity* (working title). Paper presented at the 2004 annual meeting of the American Educational Research Association, San Diego, California. (Refereed)

Rorrer, A. K. (2003). *Deinstitutionalizing Inequity: Straddling the margin of tolerance*. Paper presented at the 2003 annual meeting of the University Council for Educational Administration, Portland, Oregon. (Refereed)

Rorrer, A. K. & Skrla, L. (2003). *Leaders as Policy Mediators: Mediating for what end?* Paper presented at the 2003 annual meeting of the University Council for Educational Administration, Portland, Oregon. (Refereed)

Rorrer, A. K. (2003). *Bridging Consciousness: A Leadership Imperative for Educational Equity*. Paper presented at 2003 annual meeting of the American Educational Research Association, Chicago, Illinois. (Refereed)

Rorrer, A. K. (2002). *Transcending Boundaries, Transforming Districts*. Paper presented at the 2002 annual meeting of the University Council for Educational Administration Annual Convention, Pittsburgh, Pennsylvania. (Refereed)

Rorrer, A. K. (2002). *Leadership and Equity: From Reproduction to Reconstruction*. Paper presented at 2002 annual meeting of the American Educational Research Association, New Orleans, Louisiana. (Refereed)

Rorrer, A. K. (2001). *Deinstitutionalizing Inequity: Reconstructing District Leadership*. Paper presented in the symposium *Leadership for the Success of Low-Income Students* at the 2001 annual meeting of the University Council for Educational Administration, Cincinnati, Ohio. (Refereed)

Reyes, P. & **Rorrer, A. K.** (April 2001). *Leadership in Urban School Reform*. Paper presented at the 2001 annual meeting of the American Educational Research Association, Seattle, Washington. (Refereed)

Rorrer, A. K. (April 2001). *Response to: State Accountability Policies and Their Equity Effects: Thinking Carefully about Complex Policy Systems and Complex School Effects*. Discussant to symposium presented at the 2001 annual meeting of the American Educational Research Association, Seattle, Washington. (Refereed)

Reyes, P. & **Rorrer, A. K.** (November 2000). *Redefining Leadership and Participation in High Poverty Schools*. Paper presented at the annual meeting of the University Council for Educational Administration, Albuquerque, New Mexico. (Refereed)

Rorrer, A. K. & Fusarelli, L. (November 2000). *Institutional Responses to the Needs of At-Risk Students: District and Campus Perspectives*. Paper presented to the annual meeting of the University Council for Educational Administration, Albuquerque, New Mexico. (Refereed)

Invited Addresses

Hinckley Institute. (September 2008). *The Future of Public Education in Utah*. Invited Panelist.

- UCEA and Texas Center for Education Policy, University of Texas—Austin. (July 2008). *Pulling back the Curtain: Research in Educational Policymaking and Practice*. Austin, Texas.
- Utah Chapter of the Phi Delta Kappa. (May 2008). *Current Educational Policy Issues in Utah*. Invited Keynote Speaker. Salt Lake City, Utah.
- Education Appropriations Committee. (January 2008). *Supply and Demand of Special Education Teachers*. Invited to testify to Committee.
- Utah School Counselors Association 8th Annual Legislative Outreach Seminar. (October 2007). *Overview of Current Educational Policy Research*. Invited Keynote Speaker. Salt Lake City, Utah.
- Utah State Senate Democratic Caucus. (January 2007). *Utah Charter School Study*. Invited to provide overview of study and discuss policy implications for upcoming legislative session.
- UCEA David Clark National Graduate Student Research Seminar. (April 2007). *Developing a Research Agenda on Districts*. Invited address to student participants and faculty. Chicago, Illinois.
- Utah Education Interim Committee. (February 2006). *State and National Accountability Systems*. Invited to address role and components of accountability in addressing achievement gaps.

State and Local Presentations

- Rorrer, A. K.** & Groth, C. (March 2009). *2009 Legislative Wrap-Up: Using Research to Inform Policy*. Utah NAME (National Association of Multicultural Education) Annual Conference. Salt Lake City, Utah. (Invited)
- Rorrer, A. K.** & Groth, C. (May 2008). *Research and Evidence-Based Policymaking*. Presentation to the Utah PTA Leadership Convention. Provo, Utah. (Invited)
- Rorrer, A. K.** & Groth, C. (March 2008). *2008 Legislative Wrap-Up: Using Research to Inform Policy*. Utah NAME (National Association of Multicultural Education) Annual Conference. Salt Lake City, Utah. (Invited)
- Rorrer, A. K.** (January 2008). *And the Research Says...*. Presentation to the Utah School Boards Association Annual Meeting. Salt Lake City, Utah. (Invited)
- Rorrer, A. K.** (November 2007). *Education on Vouchers: A Look at All Sides*. Presenter and Panelist on PTA sponsored debate. Provo, Utah. (Invited)
- Rorrer, A. K.** & Groth, C. (October 2007). *School Choice*. Presentation to the Utah PTA Legislative Conference. Salt Lake City, Utah. (Invited)
- Rorrer, A.K.** (September 2007). *Using Research to Inform Policymaking*. Presentation to the Utah PTA Board of Directors. Salt Lake City, Utah. (Invited)

- Rorrer, A.K.** (March 2007). *Summary of the Utah Charter School Study*. Presentation to the Utah Association of Public Charter Schools. Salt Lake City, Utah. (Invited)
- Rorrer, A.K.** & Alemán, E., (March, 2007). *Latina/o educational achievement gaps in Utah*. Presentation Utah NAME (National Association of Multicultural Education) Annual Conference. Salt Lake City, Utah. (Invited)
- Alemán, E., **Rorrer, A.K.**, & Martinez, T. (March, 2007). *Minding the achievement gap of Latina/o educational opportunity, policies, programs, and partnerships*. Utah NAME (National Association of Multicultural Education) Annual Conference. Salt Lake City, Utah. (Invited)
- Rorrer, A. K.** (March 2006). *Using Data to Frame Educational Achievement Gaps in Utah*. Presentation to the Utah Achievement Gaps Council Symposium. Salt Lake City, Utah. (Invited)
- Rorrer, A. K.** (March 2006). *Is the State satisfied with educational progress?* Presentation at the Utah Achievement Gaps Council Symposium. Salt Lake City, Utah. (Invited)
- Rorrer, A. K.**, Hausman, C. & Groth, C. (November 2006). *Charter School Study Findings*. Presentation to the Utah Legislative Appropriations Committee. Salt Lake City, Utah. (Invited)
- Rorrer, A. K.** (October 2005) *Achievement Gaps and Recommendations of Governor's Working Group*. Presentation to the Ogden City Multicultural Advisory Committee. Ogden, Utah. (Invited)
- Rorrer, A. K.** (August 2005). *Achievement Gaps*. Invited Panelist for Governor Jon Huntsman's 2005 Education Summit. Salt Lake City, Utah. (Invited)
- Rorrer, A. K.** (April, 2005). *Using accountability to focus on the individual child and student groups*. Presentation at the Utah Achievement Gap Coalition's Closing Gaps, Opening Possibilities Meeting. Salt Lake City School District, Riley Elementary, Salt Lake City, Utah. (Invited)
- Rorrer, A. K.** (2004). *Change and the importance of using data for school improvement*. Presentation to the faculty and staff of Lincoln Elementary School (Davis School District). Layton, Utah. (Invited)
- Rorrer, A. K.** (2002). *Implications of No Child Left Behind*. Presentation to teachers at Glendale Middle School (Salt Lake School District). Salt Lake City, Utah. (Invited)
- Rorrer, A. K.** (2002). Policy implications *No Child Left Behind*. Brown bag presentation for Department of Educational Leadership and Policy.

Rorrer, A. K. (June 1999). *Resume Review*. Interactive session for school and district administrators presented at Texas Association of Secondary School Principals Summer Workshop, Austin, Texas. (Invited)

Rorrer, A. K. & Stevens, N. (February 1999). *School Size and Class Size in Texas Public Schools*. Interactive session presented at the 1999 Administrators' Midwinter Conference on Education, Austin, Texas. (Invited)

Scholar-Teacher

University Teaching

- ELP 7060 Qualitative Research Methods I (Spring 2003; Spring 2004; Spring 2005; Fall 2008)
- ELP 6950 Independent Research (available each semester)
- ELP 7700 Applied Field Research (Fall 2003-Spring 2004; Fall 2005-Spring 2006)
- ELP 7960 Doctoral Seminar. Using Research in Educational Policy Making (Fall 2008)
- ELP 7960 Doctoral Seminar. Women in Educational Leadership and Policy (Spring 2007)
- ELP 7960 Doctoral Seminar. Districts in Educational Reform (Fall 2006)
- ELP 7960 Doctoral Seminar. Politics of Equity and Social Justice in Educational Leadership and Policy (Fall 2004)
- ELP 6110 Organizational Change (Fall 2002; Summer 2003; Summer 2004; Summer 2005)
- ELP 6050 Program Evaluation (Spring 2003; Fall 2004)
- ELP 7980 Faculty Consultation (available each semester)
- ELP 7650 Policy Practicum (on-going)

Student Advising

Completed Dissertations, Chair

Aiken-Wisniewski, Sharon. (Ph.D., 2008, ELP). *Who Do I Think I Am? Explaining the Process of Women Deciding to Apply to Medical School*.

Graff, Barry. (Ed.D., 2008, ELP). *Math Wars: The Implementation of Investigations Math in a Suburban School District*.

May, Cheryl. (Ed.D., 2007, ELP). *Organizational Response: How a Title I Elementary School Responds to Accountability*. AERA, Division A, First-finalist for the 2007 Dissertation Award.

McConnell, Tim. (Ed.D., 2007, ELP). *Crossing the Line, Bringing Shame to the Profession*.

Dowdle, Bob. (Ed.D., 2007, ELP). *UBSCT Preparation for Students with Learning Disabilities in the Jordan School District*.

Completed Dissertations, Committee Member

Martin, Jim. (Ed.D., 2008, ELP).

Mann, Muriel. (Ed.D., 2007, ELP).

Kenley, William. (Ed.D., 2007, ELP).

Carter ,Vicki. (Ed.D., 2007, ELP).
Glassett, Kelly. (Ph.D., 2007,T & L).
Thompson, Sherry. (Ed.D., 2007, ELP).
Kulikova, Nadia. (Ph.D., 2006, ELP).
Huftalin, Deneece. (Ph.D., 2006, ELP).
Brown, Patricia. (Ph.D., 2005, ELP).
Waite, Paul. (Ed.D., 2003, ELP).
Bowles, Bryan. (Ed.D., 2003, ELP).

Dissertations in Progress, Committee Chair

Shari Fraser. (Ed.D., ELP). Topic: English Language Learner programs.
Gwen Hill. (Ed.D., ELP). Topic: Parental Involvement.
Allie, Jennifer. (Ph.D., ELP). Topic: Female faculty and gendered evaluations.
Roderick-Landward, Amber. (Ph.D., ELP). Topic: Response to Intervention.
Lacy, Laurie. (Ed.D., ELP). Topic: Teacher assignment policies.
Buendia, Sandra. (Ph.D., ELP). Topic: Latina educational leaders enacting social justice.
Fears, Gwen. (Ed.D., ELP). Topic: The challenges of FaceBook on a higher education campus.
McDonald, Lori. (Ph.D., ELP). Topic: The voices of women in engineering and science.
Swaner, Julie. (Ph.D., ELP). Topic: Women on welfare in higher education.

Dissertations in Progress, Committee Member

Burns, Marlies. (Ph.D., Utah State University).
Ramsburg, Mateo. (Ph.D., ELP).
Shaw, Rodney. (Ed.D., ELP).
Stacy Evans. (Ed.D., ELP)

Scholar-Practitioner

Practitioner Outreach

Women and Education, Utah Valley University-sponsored inter-institutional effort (2009-2011)
United Way of Salt Lake, Research and Evaluation Advisory Committee (2008-2010)
Utah Education Policy Forum. Co-sponsored state-wide policy forum with the Utah Council of
Education Deans. (2007, 2008)
Member. Utah Personnel Development Center, Academics, Behavior, and Coaching Initiative.
(2008-2009)
Member. United Way of Salt Lake, Educational Achievement Change Council. (2007-2010)
Member of the grants Educational Achievement Grant Subcommittee. (2008)
Member. Community Learning Centers Steering Committee, United Way of Salt Lake. (2007-
2009)
Member and Chair. Congressman Cannon's Education Advisory Committee on the ESEA
Reauthorization. (2007)

- Provided an overview on retention policies to members of the Utah Hispanic/Latino Legislative Task Force. (2006)
- Member/Researcher. Governor Jon Huntsman's Working Group on Student Achievement. (2005)
- Member. Utah State Office of Education's Policy Advisory Committee. (2005-2006)
- Member. Utah State Office of Education U-PASS Task Force. (2004-2005)
- Member. Department of Educational Leadership and Policy's Committee for Data and School Improvement Academy. (2002-2004)
- Member and Consultant. Jordan School District Daybreak School Advisory Committee. (2003-2005)
- Contributor. *2003 Accountability Plan*. Texas Education Agency. (2002)
- Project Manager. *2002 Accountability Manual: The 2002 Accountability Rating System for Texas Public Schools and School Districts*. Texas Education Agency. (2002)
- Assessor. Principal Assessment Center, Department of Educational Administration. The University of Texas at Austin. (2002)
- Assessor. Cooperative Superintendency Program Assessment Center. Department of Educational Administration at the University of Texas at Austin. (Cycle XIII 1999)
- Assessor. Executive Leadership Program Assessment Center, Department of Educational Administration. The University of Texas at Austin. (1998)

Print Media

**Interviewed and/or Quoted **Editorial that Cites Policy Report*

- The Salt Lake Tribune. (August 7, 2009). "Utah hopes to land federal schools money." Lisa Schencker.
- Deseret Morning News. (November 16, 2008). "Utah educators urged to impart social justice" Wendy Leonard.
- Deseret Morning News (November 14, 2008). "Mayor, educators talk of schools' challenges." Amy K. Stewart.
- The Salt Lake Tribune. (November 14, 2008). "Becker holds summit on education." Ben Fulton.
- The Salt Lake Tribune. (November 13, 2008). "Mayor holds first summit on public education." Ben Fulton.
- The Salt Lake Tribune. (October 29, 2008). "Graduation rates soon to be figured uniformly." Lisa Schencker.

- The Salt Lake Tribune. (October 28, 2008). "Spellings announces NCLB changes." Lisa Schencker
- Deseret Morning News (September 21, 2008). "Hot ed issues addressed." Amy K. Stewart
- The Daily Utah Chronicle*. (September 18, 2008). "Forum urges to spend money on education." David Servatius. *
- The Salt Lake Tribune*. (March 19, 2008). "Utah likely to sit out education-law changes." Lisa Schencker. *
- Deseret Morning News*. (November 15, 2007). "Education for jobs of future hot topic at forum." Wendy Leonard. *
- Daily Herald*. (November 30, 2007). "Cannon: Federal education reform a burden." Joe Pyrah.
- Deseret Morning News*. (November 15, 2007). "Education for jobs of future hot topic at forum." Wendy Leonard. *
- Deseret Morning News*. (August 3, 2007). "Is smaller better for districts?" Jennifer Toomer-Cook and Leigh Dethman. *
- Deseret Morning News*. (December 15, 2007). "U. ed policy center joins 25-state alliance." Wendy Leonard. *
- Deseret Morning News*. (December 3, 2007). "Keep focus on kids, ed panel says." Jennifer Toomer-Cook. *
- The Salt Lake Tribune*. (November 30, 2007). "Cannon, Utah educators call for reforms to NCLB." Lisa Schencker. *
- The Salt Lake Tribune*. (November 11, 2007). "Vouchers buried, but charters all the rage." Julia Lyon. *
- The Salt Lake Tribune*. (November 10, 2007). "Vouchers may be defeated, but charter schools thriving." Julia Lyon.
- Deseret Morning News*. (November 5, 2007). "Are small districts better?" Jennifer Toomer-Cook. *
- Deseret Morning News*. (September 11, 2007). "Utahns hope to reform NCLB." Jennifer Toomer-Cook and Suzanne Struglinski. *
- The Salt Lake Tribune*. (August 3, 2007). "Report: If Granite School District splits, west would be poorer, have more minorities." Julia Lyon, Roxana Orellana and Sheena McFarland. *
- Deseret Morning News*. (February 4, 2007). "Census tracks 'child's day'." Jennifer Toomer-Cook. *
- The Salt Lake Tribune*. (January 12, 2007). "Utah schools: National test finds minority gap again." Nicole Stricker. *
- Utah Ledger*. (November 21, 2006). "Charter Schools vs. Public Schools." Suzanne Gehring. *
- Deseret Morning News*. (November 20, 2006). "Can schools land NCLB 'impact aid'?" Jennifer Toomer-Cook. *
- The Salt Lake Tribune*. (November 16, 2006). "Center offers report on charter schools." **
- The Salt Lake Tribune*. (November 15, 2006). "Charter school study sent to legislative

- committee.” Julia Lyon. *
- Deseret Morning News*. (November 14, 2006). “Legislators to evaluate report on charter schools.” Tiffany Erickson. *
- The Salt Lake Tribune*. (November 12, 2006). “Study to analyze charter schools.” Julia Lyon. *
- Diversity Times*. (October 2006). “Commissioned research project outlines disparities in education.” Albert C. Jones. *
- The Salt Lake Tribune*. (September 30, 2006). “Solving the achievement gap depends on our approach.” **
- The Salt Lake Tribune*. (September 29, 2006). “Utah's testing shows schools still need improvement.” Sheena McFarland. *
- Daily Utah Chronicle*. (September 29, 2006). “U. Utah study shows education gap between Latinos, Caucasians in Utah.” Jade Gray. *
- Deseret Morning News*. (September 28, 2006). “Tackle education disparity.” **
- The Salt Lake Tribune*. (September 28, 2006). “School evaluations come out today.” Julia Lyon. *
- Deseret Morning News*. (September 26, 2006). “Minority students struggling to keep up.” Tiffany Erickson. *
- The Salt Lake Tribune*. (September 26, 2006). “Report details ethnic learning gap.” Sheena McFarland. *
- Deseret Morning News*. (June 1, 2006). “Advice to Congress: Dump part or all of 'No Child Left Behind'.” Jennifer Toomer-Cook. *
- The Salt Lake Tribune*. (April 4, 2006). “Proficiency test results are in; Education office happy with 93 percent success rate; U-PASS.” Celia R. Baker. *
- The Salt Lake Tribune*. (March 26, 2006). “Activists hope to keep school change alive; Achievement gap: Participants discuss making reform a reality after a lackluster legislative session.” Jessica Ravitz. *
- The Associated Press*. (2005). “Group has five recommendations to close student achievement gap.” *
- The Salt Lake Tribune*. (October 30, 2005). “Dissension on school panel; Education panel has five-part plan; Some members unhappy with plan for closing gap.” Sheena McFarland. *
- Deseret Morning News*. (October 8, 2005). “State sets new bar for at-risk students.” Jennifer Toomer-Cook. *
- Deseret Morning News*. (September 16, 2005). “Latest NCLB data bouys Utah.” Jennifer Toomer-Cook, Tiffany Erickson and Laura Hancock. *
- Deseret Morning News*. (April 19, 2005). “Dozens rally to focus on minority education.” Leigh Dethman and Deborah Bulkeley. *

Broadcast Media Interviews

- RadioWest*. “Spending Utah’s Education Dollars.” *KUER*, a NPR Affiliate. (May 29, 2008).
- RadioWest*. “Changing America’s Schools.” *KUER*, a NPR Affiliate. (November 12, 2007)
- Utah Now*, “School Vouchers.” *KUED 7*, a PBS Affiliate. (October 31, 2007)
- Utah Now*, “What’s needed for education reform? Education vouchers and Reform.” *KUED 7*, a PBS Affiliate. (February, 2007)

Midday Metro. "Smaller Districts and District Governance." *KCPW 88.3 FM, NPR Affiliate*. (August 28, 2007)

Utah Public Radio. "Charter Schools in Utah." (November 2006)

Midday Metro. "Achievement Gaps in Utah." *KCPW 88.3 FM, NPR Affiliate*. (September 2006)

Cultural Connections Show. "Achievement Gaps in Utah." (*KSL-AM820*). (April, 2005)

Scholar-Citizen

University, College, Department Service

Member. University of Utah Academic Senate. (2008-2011)

Member. College of Education College Executive Council. (2008-2011)

Participant. University of Utah Leadership Development Program. (2008-2009)

Member. College of Education Leadership Team. (2007-present)

Committee Chair. ELP Search committee for two open rank faculty positions. (2006-2007)

Committee Chair. Search committee for policy analyst UEPC. (Summer 2006)

Committee Member. ELP search for K-12 clinical faculty. (Summer 2006)

Committee Member. ELP Departmental Academic Program and Standards Committee. (2005-present)

Committee Member. Curriculum Committee, College of Education at University of Utah. (2004-2006)

Committee Member. ELP Master's Comprehensive Committee. (2002-present; Committee Chair, 2003-2005)

Committee Member. Search committee for two higher education faculty positions in ELP. (2004)

Committee Member. ELP Departmental Ad Hoc Committee to review Ed.D. and Ph.D. programs in Educational Leadership and Policy. (2003-2004)

Committee Member. College of Education Ad Hoc Committee to the Curriculum Committee chaired by Ed Buendia to Review Qualitative Methods Courses Offered in College. (2003)

Committee Member. University of Utah Ad Hoc Committee of un-tenured faculty group to review role of Consolidated Hearing Committee. (2004)

Committee Member. University of Utah Faculty Committee on Community & Governmental Relations. (August 2003-2006)

Committee Member. College of Education Scholarship Committee. (2002-2004)

Faculty Contributor. The Utah Administrator Survey Group. (Fall 2002-2003)

National Service

Committee Leadership and Committee Membership

- Mentor. National Educational Politics Workshop. Sponsored by Politics of Education Association and UCEA. (2008)
- Faculty Advisor. Annual David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy. (2008)
- Executive Committee Member. University Council for Educational Administration. (2007-present)
- Co-Facilitator. Workshop for University Council for Educational Administration Improving Leadership Preparation and Practice to “Day on the Hill” participants. (November 2007)
- Selection Committee. UCEA 2007 Culbertson Award. (2007)
- Program Co-Chair. UCEA Annual Convention Planning Committee. (2007)
- Faculty Advisor. Annual David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy. (2007)
- Participant. UCEA Transition to Texas Meeting. (August 2006)
- Steering Committee Member. AERA District in Educational Reform and Research Special Interest Group. (2006)
- Program Chair Division A, Section 5. 2007 AERA Annual Convention. (2006)
- Mentor. UCEA Jackson Scholar. (2005-2007)
- Committee Member. UCEA-AERA Cases Project. (2005-2007)
- Plenum Session Representative. University Council for Educational Administration. (2004-2007)
- Faculty Advisor. Annual David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy. (2003)
- Committee Member. American Educational Research Association, Division A-Administration Dissertation Awards Committee. (2003)
- Committee Member. Research and Development in State Politics of Education for the Politics of Education Association. (2002)

Editorial and Reviewer Service

Editorial Service

- Feature Editor. *University Council for Educational Administration (UCEA) Review*. (2004-present)
- Associate Editor. *Educational Administration Quarterly*. (2004-present)
- Editorial Board Member. *Journal of Cases in Educational Leadership*. (2004-present)

Associate Editor. *Journal of Cases in Educational Leadership*. (2002-2004)

Reviewer Service

Journal of Educational Policy

American Educational Research Journal

Educational Administration Quarterly

Educational Evaluation and Policy Analysis

International Journal of Qualitative Studies in Education

Journal of Cases in Educational Leadership

Journal of Gay and Lesbian Issues in Education

Journal of School Leadership

Peabody Journal of Education

Urban Education

Sage, Handbook of Qualitative Research 3/e, Reviewer. (2006)

Sage, Book Prospectus on Evaluation Practice, Reviewer. (2006)

University Council for Educational Administration proposals for annual conference (2001-present)

American Educational Research Association, Division A—Educational Administration, Division L—Educational Policy, and Districts in Educational Reform and Research SIG (2001-present)

Outstanding Dissertation Award Committee Division A (2003)

Outstanding Dissertation Award Committee for the Research on Women in Education, AERA SIG (2003)

Development and implementation of the Texas public school accountability system, for the Texas Education Agency (2002)

Reviewer, *Program Participation and Academic Progress of Second Language Learners: Texas Middle School Update*, Texas Education Agency (2002)

Professional Associations

University Council for Educational Administration

American Educational Research Association, Division A and Division L

American Association of School Administrators

Delta Kappa Gamma – Alpha Gamma Chapter

Phi Delta Kappa

PERSONAL INFORMATION:

Farah D. Thompson
162 North 1300 West – Clearfield, UT 84015
801-774-0906 (Home) 801-928-1441 (Cell)

EDUCATION:

Weber State University, Ogden, Utah 84408 – B.S. Degree in Telecommunications – 1999 (Cum Laude)
A.S. Degree in General Studies – 1998 (Honors)
A.A.S. Degree in Office Technologies – 1996

WORK EXPERIENCE:

Job Title: Director, Institutional Research Officer -- Utah College of Applied Technology – April, 2009 to Present

Duties and accomplishments: Created, developed, and maintain data warehouse for UCAT to extract the data to meet research needs for UCAT President, Academic VP, campus Presidents, Board of Trustees, Governor’s Office, Budget Analysts, Audit Supervisors, and national data collection agencies by performing ad hoc queries on the data to answer enrollment questions pertaining to Utah’s eight applied technology colleges. Verify enrollment data to determine correct headcount, membership hours, budget-codes, etc. Develop and maintain memorandums with Utah State Office of Education (USOE), Department of Workforce Services (DWS), and Department of Professional Licensing (DOPL) to exchange data to accomplish research questions. Develop UCAT Fact Book with trend analysis information for use by UCAT administration, legislators, etc.

Job Title: Institutional Research Officer -- Utah System of Higher Education (USHE) – April, 2005 to April 2009

Duties and accomplishments: Provide data and research analysis to Commissioner of Higher Education, academic officers, Board of Regents, Governor’s Office, Budget Analysts, Audit Supervisors, and national data collection agencies on the data pertaining to Utah’s public higher education institutions. Update the Annual USHE Data Book for the Enrollment, Graduation, and Facilities Tabs. Collaborate with Utah State Office of Education (USOE), their districts, and charter schools to compile and validate the Concurrent Enrollment data for the state of Utah. Document data requests and write code to update validation tables in an effort to keep data sources accurate and current. Perform functions of DBA on Oracle database on a Sun/Solaris platform.

Job Title: Programmer/Analyst -- Utah System of Higher Education – April, 2000 – March, 2005

Duties and accomplishments: Collect, cleanse, load, process, and analyze all enrollment, graduation, and custom fit data for the nine public higher education institutions (USHE) as well as the nine applied technology campuses (UCAT) within the State of Utah. Ensure that data is accurate and verified before loading data into Oracle data warehouse. Maintain a good rapport with the Research Analysts at each of the institutions and campuses to enable our central office to verify data, maintain standards, resolve questions or problems, update them on legislative changes, and gather non-standard information when needed. Chair and Facilitate the Information

Management Committee for the applied technology campuses. Second Chair the Information Management Committee for the nine public institutions. Conduct training sessions in VSR4 and Crystal Reports for end users. Maintain and update the Data Dictionaries for USHE and UCAT. Authored and update enrollment processing scripts to facilitate data dictionary changes. Document data requests, write code, and act as backup DBA

Job Title: Recruiter/Office Specialist-Database Manager – Weber State University – January, 1991 – April, 2000.

Duties and accomplishments: Worked as the Recruitment Specialist where I promoted and explained our federally funded program to interested veterans. Traveled to satellite sites to generally recruit, process applications, assess student’s academic and social abilities, answer questions and promote the Veterans Upward Bound.

Also worked as the Office Specialist-Database Manager where I established and maintained a relational database to track students’ demographic, academic, graduation, and program attendance information. This database was so successful that I was asked by several “sister” institutions to demonstrate its components and assist the institutions in establishing their own database collection systems. The information collected in this database was annually reported back to the Department of Education (whom funded our program). Maintained a budget of \$800,000 by processing all travel, payroll, purchases, etc. Provided clerical assistance to director of program. Supervised hourly employees who performed data entry. Three times successfully assisted in writing and processing the Federal Grant Application to continue our VUB program.

OTHER QUALIFICATIONS:

SQL PL/SQL Programming Language, Crystal Report Writer, Toad Software, Oracle Database, dBase, Access, Excel, WordPerfect, and Word
Knowledge of State and Federal Data Collection Requirements

Job Related Honors, Awards, and Special Accomplishments:

Current committee member of: Governor’s Office of Planning and Budget, Utah Institutional Research Committee, Utah State Data Committee, UCAT Information Management Committee, UtahFutures.org Steering Committee

2007-2010 Secretary for Rocky Mountain Association of Institutional Researchers

2004-Present Member of Association for Institutional Research (AIR)

2002-Present Member of Rocky Mountain Association for Institutional Research (RMAIR)

State of Utah – IPEDS State Keyholder

2006 Completed National Council of Education Statistics Fellowship in Washington DC

1997 – 1999 Member of Telecommunications Advisement Committee at Weber State University

1997 Recipient of Employee of the Year Award at Weber State University

Project Narrative

Project Narrative - Appendix C Current Status of State's Longitudinal Data System

Attachment 1:

Title: **Appendix C** Pages: **4** Uploaded File: **Appendix C.pdf**

APPENDIX C - Current Status of Utah's Longitudinal Data System

SLDS Requirements	Current Status	Relative Outcomes/Improvements
Capabilities		
<p>1. The system must enable States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. Such a system must include data at the individual student level from preschool through postsecondary education and into the workforce (e.g., employment, wage, and earnings information).</p>	<p>Completed: Utah is providing its P-12 statewide student ID to all postsecondary institutions that require a high school transcript.</p> <p>Under development: The Utah eTranscript and Record Exchange (UTREx), funded by Utah's 2007 SLDS grant, will allow for more transcript data and automation in this process.</p> <p>ARRA SLDS grant funds will develop or improve this capability.</p>	<p>Utah will be able to track student progress and outcomes from preschool into the workforce. A shared P-12, postsecondary, and workforce services longitudinal data system, the Utah Data Alliance Data Share (UDADS) will collect, store and make available individual data necessary to research and answer these and many other questions about the success of programs for students at all levels of their education and employment preparation. Primary matching across the data will be done by SSID (for P-12 to postsecondary) and SSN (for workforce to postsecondary). Since postsecondary generally has the K-12 SSID and the SSN, this will allow for indirect matching for P-12 to workforce data. In other instances, such as an individual going directly to the workforce after K-12, some type of attribute-probabilistic matching will be employed.</p>
<p>2. The system must facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.</p>	<p>Under development: The current SLDS have been mapped to the SIF specification and SIF agents are being written for most supported SISs. This development is being supported by the 2007 SLDS grant. Data exchanged will meet SIF specification, fulfilling requirements for standard, format, definitions, and connectivity, and allow interagency and interstate data exchange.</p> <p>ARRA SLDS grant funds will develop or improve this capability.</p>	<p>The UDADS will be developed, populated and put into use. The K-12 SIF infrastructure will be improved. The UDADS will collect and import data from the partner agencies in the formats most appropriate for that data. P-12 data can be collected via SIF agents and postsecondary via PESC. Workforce services and armed forces data can be collected in various formats but via data specific XML schemas wherever possible. Once in the UDADS, partners will share the data as described in data dictionaries and data views. Data can be exported through various means including, but not limited to standard business intelligence and other formats such as Microsoft Excel and any number of the formats (e.g. SIF), mentioned above.</p>
<p>3. The system must link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects.</p>	<p>Completed. This work uses ongoing USOE/state funding. Since 2002, Utah has been able to match student participation in courses and assessments with responsible teachers through 1) a statewide teacher ID, 2) CACTUS (Comprehensive Administration of Credentials for Teachers in Utah Schools) and 3) USOE's student level Data Clearinghouse.</p>	<p>These will be included in the data USOE will provide to the UDADS and will be used for the answering of numerous policy, program and practice questions required by the SLDS and RttT grants and future questions.</p>
<p>4. The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training.</p>	<p>Completed. This work has ongoing USOE/state funding. Since 2002 Utah maintained individual, comprehensive, longitudinal records of all its teachers including their preparation programs, training, preparation institutions and in-service work. Such data are regularly shared between USOE and the preparation institutions. All historical records are available for qualified educators (individual teachers, principals etc.) through a Web portal.</p>	<p>These data will be included in the USOE provisioning to the UDADS and will be used for the answering of numerous policy, program and practice questions required by the SLDS and RttT grants, as well as additional, yet to be identified questions.</p>
<p>5. The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders about the achievement of their students.</p>	<p>Completed: For all K-12 statewide assessments, the USOE publishes results at the school and LEA level for all to use. From the USOE data warehouse the USOE supplies each LEA with complete detailed records for each student's historical performance on all statewide assessments. At the LEA level, these results are matched with other student, teachers and data to be made available to educators and parents. The current USOE K-12 Data Warehouse also delivers aggregate performance data for anyone via Web-accessible files.</p> <p>Under development: Funded by the 2007 SLDS grant, additional work is being completed to automate the</p>	<p>Although Utah's longitudinal data system provides data to the LEA, school and classroom levels about student performance, the K-12 SLDS needs to collect and manage more comprehensive data about the settings, types and methods of instruction. This is needed to fulfill Utah's goal of continuous improvement of instruction. Better data about instruction will require significant modifications to local K-12 systems as well as the USOE statewide K-12 data warehouse. This outcome/improvement also complements Utah's Race to the Top (RttT) application that seeks to expand the use of data at the school and classroom levels. Utah's RttT application also includes plans for more comprehensive professional development at the school and classroom levels.</p>

APPENDIX C - Current Status of Utah's Longitudinal Data System

	<p>exchange of these data. In future years Utah's CBT system will deliver near real-time test results making use of pre-equated tests.</p> <p>ARRA SLDS grant funds will develop or improve this capability.</p>	
<p>6. The system must ensure the quality and integrity of data contained in the system.</p>	<p>Completed: The USOE continues to develop its data auditing capabilities. In May of 2009 the USOE hired two fulltime data auditor/analysts with 2007 grant funds. Built-in USOE Clearinghouse and assessment file edits and validation reports require the SEA and LEA to collaborate to make sure the clearinghouse and assessment data are accurate. In addition, the USOE sponsors semi-annual data conferences for all LEAs, conducts weekly data steward/data warehouse meetings for SEA staff and monthly data meetings for LEAs. The USOE also has a Data Governance and Policy Board made up of director level staff and above. See Element #5.</p> <p>Continued development: Both the 2007 and ARRA SLDS grants will help fund improvements in all auditing areas.</p> <p>ARRA SLDS grant funds will develop or improve this capability.</p>	<p>Databases and the processes surrounding those databases in the P-12 and postsecondary ranges will be designed to ensure data quality. Data integrity is an especially important component of data quality. Integrity will be enforced in the proposed data warehouse to be shared by K-12, postsecondary and workforce services, and there will be expanded audits at the LEA, SEA and postsecondary levels. Data merged from the various sources/providers (K-12, postsecondary, workforce) will need to adhere to strict security and matching rules.</p>
<p>7. The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the <i>EDFacts</i> data collection and reporting system.</p>	<p>Under development: Utah is currently using 2007 SLDS funds to automate at least some of its <i>EDFacts</i> data collection, maintenance and reporting. Recently, <i>EDFacts</i> disciplinary data elements have been mapped to SIF under the current 2007 SLDS grant, but their addition to the project after the initial contract was made, affected the contracted <i>UTREx-SIF</i> data exchange infrastructure, SISs, and USOE data warehouse. The 2009 ARRA SLDS grant funds will mitigate these shortcomings.</p> <p>ARRA SLDS grant funds will develop or improve this capability.</p>	<p>Although addressed in other section of this application, these include the elements and capability to track student from K-12 into postsecondary. With those data, one can determine the outcomes of students' postsecondary experiences and how well they were prepared for the postsecondary environment. Four areas of improvement related to SFSF requirements are 1) the ability to accurately determine which K-12 student entered postsecondary institutions 2) whether or not they finished a program, 3) how long they were enrolled and 4) if their K-12 preparation work prepared them for postsecondary work. Utah also needs to report on the performance evaluations of K-12 principals and teachers. In addition, Utah will use ARRA SLDS funds to continue to automate and improve the accuracy and timeliness of its <i>EDFacts</i> reporting, specifically in for disciplinary incident, delinquent and neglected data.</p>

Data Elements		
<p>1. A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law)</p>	<p>Completed: In 2005 USOE implemented an SSID system, which <i>UTREx</i> will require for data exchange. Currently, SSID's are acquired via batch/manual processes.</p> <p>Under development: The <i>UTREx</i> system is currently under development with 2007 SLDS funds.</p> <p>ARRA SLDS grant funds will develop or improve this element.</p>	<p>Work done under The AARA SLDS grant will improve the current SSID system by providing a real-time, integrated process for the retrieval of the SSID by the LEA's SIS.</p> <p>The assignment of SSIDs to the K-12 students will become more automated and integrated with student information systems.</p>
<p>2. Student-level enrollment, demographic, and program participation information</p>	<p>Completed: The USOE has been collecting these data at the SEA level for each student since 2002 in batch submissions throughout the school year. Likewise, these data have been available at the Utah System of Higher Education's (USHE) data warehouse for postsecondary students.</p> <p>Under development: These data will be passed (to SEA, between LEAs and to postsecondary) by the 2007 SLDS funded <i>UTREx</i> system.</p>	<p>These existing data from the P-12 and postsecondary institutions will be integrated into the UDADS along with workforce data. Such data can be made available to analysts and researchers to answer many anticipated and unanticipated policy, practice and program questions via the UDADS and personnel hired through the ARRA SLDS grant.</p>

APPENDIX C - Current Status of Utah's Longitudinal Data System

	All data elements have been identified and mapped to SIF.	Additional detailed elements (e.g. instructional settings, instructional methods, affective indicators) will also be added to the K-12 LEA and SEA data.
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	<p>Completed: The USOE has been collecting these data at the SEA level for each student since 2002 in batch submissions throughout the school year. The USHE and the Utah College of Applied Technology (UCAT) have been collecting similar data about students in the Utah State System of Higher Education and postsecondary education.</p> <p>Under development: These K-12 data will be passed (to SEA, between LEAs and to postsecondary) by the 2007 SLDS funded UTREx system. All data elements have been identified and mapped to SIF at the K-12 level.</p> <p>ARRA SLDS grant funds will develop or improve this element.</p>	These existing data from the P-12 and postsecondary will be integrated into the UDADS along with workforce data. Such data can be made available to analysts/researchers to answer many anticipated and unanticipated policy, practice and program questions via the UDADS and personnel hired through the ARRA SLDS grant.
4. The capacity to communicate with higher education data systems	<p>Completed: The K-12 SSID is included in all Utah K-12 transcripts. The admitting postsecondary institutions enter this ID into their SIS along with other high school data.</p> <p>Under development: Within the 2007 SLDS work eTranscripts are being created and electronically transmitted to the postsecondary for automated input into their SIS thus increasing the speed, accuracy and comprehensiveness of the data.</p> <p>ARRA SLDS grant funds will develop or improve this element.</p>	With the UDADS's development, all data about a student from Utah's P-12 and postsecondary institutions will be matched and combined into a de-identified single set of records for each student. Work will also be done to integrate workforce data with postsecondary and K-12 data. Work also needs to be completed in order to include private postsecondary and possibly private K-12.
5. A State data audit system assessing data quality, validity, and reliability	<p>Completed: At the LEAs Utah has had independent auditors review and report on critical LEA data such as enrollment counts that affect state funding formulas.</p> <p>Under Development: With 2007 SLDS funds the USOE in April of 2009 hired two fulltime data auditors/analysts. They have been reviewing data policies and procedures at the SEA and in general what is done at the LEA to report raw data. Utah has also hired a new data quality manager. See Capability #6.</p> <p>ARRA SLDS grant funds will develop or improve this element's possible use.</p>	Although data quality audits are being done at the K-12 level, as those data become integrated with both postsecondary and workforce data additional auditing will be started to ensure the quality of those combined datasets and raw data collections at all levels.
6. Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965	<p>Completed: Utah began collecting the necessary student level assessment and school data for computing AYP and U-PASS (Utah Performance Assessment System for Students) prior to 2002. Since that time the process, procedures and data quality have undergone continuous improvement.</p> <p>ARRA SLDS grant funds will develop or improve this element's possible use.</p>	Individual student proficiency and assessment records can now be combined with student (P-12 and postsecondary) and workforce data in UDADS. Such data can be made available to analysts/researchers to answer many anticipated and unanticipated policy, practice and program questions via the UDADS and personnel hired through the ARRA SLDS grant.
7. Information on students not tested, by grade and subject	<p>Completed: Utah began collecting these data prior to 2002. After 2002 they became very important for accurate computation of AYP and U-PASS</p> <p>ARRA SLDS grant funds will develop or improve this element's possible use.</p>	These data can now be combined/merged with data from USHE/UCAT and workforce services databases. Such data can be made available to analysts/researchers to answer many anticipated and unanticipated policy, practice and program questions via the UDADS and personnel hired through
8. A teacher identifier system with the ability to match teachers to students	<p>Completed: Utah has had this ability since the state funded such data projects beginning in 2002. Utah has been able to match student participation in courses and assessments with responsible teachers through 1) a statewide teacher ID, 2) CACTUS (Comprehensive</p>	Many data/information about individual teachers can now be combined with student (P-12 and postsecondary) and workforce data in UDADS. Such data can be made available to analysts/researchers to

APPENDIX C - Current Status of Utah's Longitudinal Data System

	<p>Administration of Credentials for Teachers in Utah Schools) and 3) Utah's student level data clearinghouse.</p> <p>ARRA SLDS grant funds will develop or improve this element's possible use.</p>	<p>answer many anticipated and unanticipated policy, practice and program questions via the UDADS and personnel hired through it.</p>
<p>9. Student-level transcript information, including information on courses completed and grades earned</p>	<p>Completed: With state funding, the USOE developed and fully deployed clearinghouse system in 2002 that collects all of these data for a K-12 longitudinal warehouse. These data are collected at all grade levels.</p> <p>Under development: Within the 2007 SLDS work eTranscripts are being created and electronically transmitted to the postsecondary institutions for input into their SIS thus increasing the speed, accuracy and comprehensiveness of that data.</p> <p>ARRA SLDS grant funds will develop or improve this element's possible use.</p>	<p>These data will now be combined/merged with data from postsecondary and workforce services databases and be made available to analysts/researchers to answer many anticipated and unanticipated policy, practice and program questions via the UDADS and personnel hired through the funds of the ARRA SLDS grant funds.</p>
<p>10. Student-level college readiness test scores</p>	<p>Completed: The USOE Data warehouse stores individual data about tests taken by some Utah high school students. These include the ACT, AP and the SAT (in aggregate by school).</p> <p>Under Development: The state of Utah is funding a pilot program to have every student take and record the score of the ACT, PLAN and Explore assessments. The plan is to have these become a battery of battery of college readiness predictors for all students.</p> <p>ARRA SLDS grant funds will develop or improve this element.</p>	<p>All the current individual readiness scores currently available will be imported into the UDADS and matched/combined with other K-12, postsecondary and workforce data. In the future, this may include the new battery of readiness predictors.</p>
<p>11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework</p>	<p>Completed: The USOE and/or USHE/UCAT have done limited work on matching students across the K-12 and postsecondary ranges, but it has been somewhat unreliable due to incomplete and lower quality data. Much of the source data are self-reported by the students when they enroll in higher education and are not as complete as data from a longitudinal system in which K-12 and postsecondary would be directly exchanging data.</p> <p>ARRA SLDS grant funds will develop or improve this element.</p>	<p><i>This is based on ARRA assurance C (11).</i> Most of these data (e.g. grades, scores, exit, transfer, dropout, completion) are included in the existing USOE and USHE/UCAT datasets but they have not be integrated into one common dataset. Other data such as college readiness scores, behavior indicators, and teacher information will be added to the K-12 system and the UDADS.</p>
<p>12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education</p>	<p>Completed: The K-12 USOE Data Warehouse currently has complete information about the courses taken by each student, the standardized assessment for the courses with the student's scores, and the teacher(s) of the class. The USHE and UCAT data warehouses have similar information about student courses and success/failure in postsecondary education. In addition, students in some LEAs take ACUPLACER to address their readiness for concurrent Enrollment classes.</p> <p>ARRA SLDS grant funds will develop or improve this element.</p>	<p>Under the ARRA SLDS grant work these data will be matched student by student within the UDADS to allow for much more extensive and reliable analysis and research into the questions about alignment of curriculum and preparation for postsecondary education. In addition, the grant will allow for the definition, collection, management and use of more information about the instructional settings and methods.</p>

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:

Title: **Appendix D** Pages: **7** Uploaded File: **Appendix D.pdf**

UTAH STATE OFFICE OF EDUCATION

Leadership...Service...Accountability

Larry K. Shumway, Ed.D., State Superintendent of Public Instruction
Voice: (801) 538-7500 Fax: (801) 538-7521 TDD: (801) 538-7876
250 East Cesar E. Chavez Blvd. (500 South) P.O. Box 144200 Salt Lake City, UT 84114-4200

December 2, 2009

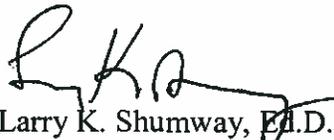
U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.384A
550 12th Street, SW
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

To Whom It May Concern:

As the State Superintendent of Public Instruction for Utah, I am committed to providing leadership and fully participating in the Utah Data Alliance. I understand that participation in this important initiative is contingent on the award of an IES SLDS grant. The UDA partners are eager to provide and link numerous sets of individual student and employee data. With those data combined and stored in a common, secure data warehouse, the partners will be able to share the data to answer questions about agency and state policies, programs and practice.

All of the partners have agreed to support the production and finalization of the grant application and to work with the partner agencies to accomplish the outcomes defined in the grant's statement of work. The Utah State Office of Education will provide leadership as the partners meet as a governance group on a scheduled basis to review grant progress and set ongoing strategic goals for the collection, security, storage, access, analysis and reporting of the data.

Sincerely,



Larry K. Shumway, Ed.D.
State Superintendent of Public Instruction

e0

November 20, 2009

Utah Data Alliance
Statewide Longitudinal Student Data System Grant Application

Letter of Commitment

As Commissioner of the Utah System of Higher Education (USHE), I am committed to full participation in the Utah Data Alliance. I understand such commitments are contingent on the award of an IES SLDS grant. The UDA partners will provide and link numerous sets of individual student and employee data. With those data combined and stored in a common, secure data warehouse, the partners can share them to answer questions about agency and state policies, programs and practice.

UHSE agrees to support the production and finalization of the grant application and agrees to work with the partner agencies to accomplish the outcomes defined in the grant's statement of work. In addition, the partners agree to meet as a governance group on a scheduled basis to review grant progress and set ongoing strategic goals for the collection, security, storage, access, analysis and reporting of the data.



William A. Sederburg
Commissioner of Higher Education

Date: 11-30-09



UTAH COLLEGE OF APPLIED TECHNOLOGY

Board of Regents Building, The Gateway • 60 South 400 West • Salt Lake City, UT 84101-1284
Telephone: 801-456-7400 • Fax: 801-456-7425 • www.ucat.edu

Utah Data Alliance Statewide Longitudinal Student Data System Grant Application

Letter of Commitment

Utah State Office of Education (USOE)
Utah System of Higher Education (USHE)
Utah College of Applied Technology (UCAT)
Utah Education Network (UEN)
Utah Department of Workforce Services (DWS)
Utah Education Policy Center (UEPC)

As leaders of the above entities, we are committed to full participation in the Utah Data Alliance. We understand such commitments are contingent on the award of an IES SLDS grant. The UDA partners will provide and link numerous sets of individual student and employee data. With those data combined and stored in a common, secure data warehouse, the partners can share them to answer questions about agency and state policies, programs and practice.

All partners agree to support the production and finalization of the grant application and agree to work with the partner agencies to accomplish the outcomes defined in the grant's statement of work. In addition, the partners agree to meet as a governance group on a scheduled basis to review grant progress and set ongoing strategic goals for the collection, security, storage, access, analysis and reporting of the data.



Robert O. Brems
President

Date: 12/1/09
Utah College of Applied Technology



State of Utah

GARY R. HERBERT
Governor

GREGORY S. BELL
Lieutenant Governor

**Department of
Workforce Services**

KRISTEN COX
Executive Director

CHRISTOPHER W. LOVE
Deputy Director

GREGORY B. GARDNER
Deputy Director

Utah Data Alliance
Statewide Longitudinal Student Data System Grant Application

Letter of Commitment

Utah State Office of Education (USOE)
Utah System of Higher Education (USHE)
Utah Colleges of Applied Technology (UCAT)
Utah Education Network (UEN)
Utah Department of Workforce Services (DWS)
Utah Education Policy Center (UEPC)

As leaders of the above entities, we are committed to full participation in the Utah Data Alliance. We understand such commitments are contingent on the award of an IES SLDS grant. The UDA partners will provide and link numerous sets of individual student and employee data. With those data combined and stored in a common, secure data warehouse, the partners can share them to answer questions about agency and state policies, programs and practice.

All partners agree to support the production and finalization of the grant application and agree to work with the partner agencies to accomplish the outcomes defined in the grant's statement of work. In addition, the partners agree to meet as a governance group on a scheduled basis to review grant progress and set ongoing strategic goals for the collection, security, storage, access, analysis and reporting of the data.

Kristen Cox
Executive Director

Date: November 30, 2009



THE UNIVERSITY OF UTAH

**UTAH EDUCATION
POLICY CENTER**

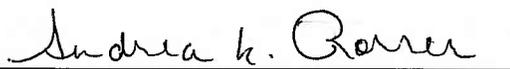
Utah Data Alliance
Statewide Longitudinal Student Data System Grant Application

Letter of Commitment

Utah State Office of Education (USOE)
Utah System of Higher Education (USHE)
Utah Colleges of Applied Technology (UCAT)
Utah Education Network (UEN)
Utah Department of Workforce Services (DWS)
Utah Education Policy Center (UEPC)

As leaders of the above entities, we are committed to full participation in the Utah Data Alliance. We understand such commitments are contingent on the award of an IES SLDS grant. The UDA partners will provide and link numerous sets of individual student and employee data. With those data combined and stored in a common, secure data warehouse, the partners can share them to answer questions about agency and state policies, programs and practice.

All partners agree to support the production and finalization of the grant application and agree to work with the partner agencies to accomplish the outcomes defined in the grant's statement of work. In addition, the partners agree to meet as a governance group on a scheduled basis to review grant progress and set ongoing strategic goals for the collection, security, storage, access, analysis and reporting of the data.



Andrea Rorrer
Director

Date: 11-30-09
Utah Education Policy Center

To whom it may concern:

The Utah System of Higher Education (USHE) and the University of Utah Information Technology Organizations endorses the development of the Utah Data Alliance (UDA), and the IES Statewide Longitudinal Data System (IES-SLDS) Grant. The benefits of the UDA will provide longitudinal data to track student progress through the public and post secondary educational experience. This data will help researchers, educators, and parents identify critical issues that need to be resolved to improve education.

Tracking student data through the entire education process and combining it with work force data into one repository will provide valuable information on how well students are prepared as they enter the work force. This combined data warehouse will be a key tangible outcome for this project, since it will allow project partners to share and utilize the data to answer questions about agency and state policies, programs and practice.

The goals of the Utah Data Alliance align nicely with the USHE goals to move to a more closely integrate secondary and postsecondary information systems. We therefore look forward to collaborating with the other Utah Data Alliance partners to build this data warehouse system.

Sincerely,



Stephen H. Hess

Chief Information Officer

Utah System of Higher Education and the University of Utah



UEN Letter of Support
Utah Data Alliance

The Utah Education Network enthusiastically endorses and is committed to full participation in the Utah Data Alliance, contingent on the award of an IES SLDS grant. The role of UEN in this proposed grant will be to manage and store data provided by the partner agencies in a common, secure data warehouse. This will be a key element of successful completion of our project, since it will allow project partners to share and utilize the data to answer questions about agency and state policies, programs and practice.

UEN is ideally suited to maintain data in a secure data warehouse. All partners to the grant already have a long working relationship with UEN, and many of the partners work with UEN as the core partner in collaborative projects.

The Utah Education Network has a proven track record of providing top of class Enterprise Services in a secure and reliable manner. One example is that the public colleges and universities in the state depend on UEN to operate for them an enterprise-level course management system, Blackboard Vista, which is used daily to support course content and activities for more than 20,000 courses. Daily, there are approximately 100,00 separate log-ins by about 45,000 unique student and faculty users of this applications. It is the most used enterprise application in Utah higher education, and our partners trust us to deliver the service with the highest standards for reliability and speed.

UEN has the respect of the partners involved in this grant , as demonstrated by the request of partner agencies for UEN to be the host and primary developer of the SLDS service. UEN has provided centrally managed, locally controlled network, web, and enterprise services for our public and higher education partners for three decades. UEN continually saves the state money by negotiating statewide contracts for telecommunications, network, and Internet services.

The project goals of the Utah Data Alliance align with the UEN mission to use technology to continually improve education. We therefore look forward to supporting the partners in this project by establishing and managing a state-of-the-art data warehouse.

Sincerely,

A handwritten signature in black ink that reads 'Michael Petersen'.

Michael Petersen

Executive Director

Utah Education Network

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:

Title: **Budget Narrative** Pages: **17** Uploaded File: **Budget Narrative.pdf**

Budget Narrative and Justification

Budget Narrative Summary

The following budget amounts match the sub-project totals in the spreadsheets following the budget needs of each UDA partner. The budget needs section for each partner provides justification for these amounts. Estimated costs for sustaining UDA beyond the term of the grant are included in **Section 2.5, Capacity to Sustain UDA of the Project Narrative**.

1. **\$2,135,963** to the USOE to develop needed enhancements and extensions to the existing Utah P-12 SLDS and complement Utah's RttT initiatives; to provide data to the UDADS and use the UDADS; to fulfill SLDS requirements and answer other policy and program development questions.
 - **\$600,000** to improve vertical SSID/SIS integration;
 - **\$170,000** to add disciplinary data to UTREx;
 - **\$148,750** to expand pre-kindergarten data collections and incorporation into the USOE data warehouse
 - **\$636,187** Support the collection of non-cognitive data
 - **\$581,026** to enable the **USOE** to provide data to the UDADS and use the UDADS to fulfill SLDS requirements and answer other policy and program development questions. Includes \$7,500 for attendance at annual SLDS meetings.
2. **\$544,480** to enable the UCAT to provide data to the UDADS and use the UDADS to fulfill SLDS requirements and answer other policy and program development questions
3. **\$551,480** to enable the USHE to provide data to the UDADS and use the UDADS to fulfill SLDS requirements and answer other policy and program development questions
4. **\$372,628** to enable the DWS to provide data to the UDADS and use the UDADS to fulfill SLDS requirements and answer other policy and program development questions
5. **\$3,988,120** for the UEN to design, implementation, population and maintenance of the UDADS; and to provide ongoing technical coordination and support of the UDA partners
6. **\$1,430,080** to provide the resources to the UEPC necessary for the independent analysis and research of the UDADS's data to address policy and program questions, and provide overall UDA research coordination

Total UDA Budget: \$9,022,724

Budget Methodology

This section describes the composition and construction of UDA estimated costs. Most of this narrative provides details for amounts included in Non-Construction Program 524, Section C spreadsheet. These estimated costs are for fiscal years 2010-11 through 2013-14. This methodology section presents the assumptions made to prepare the subsequent estimates.

Assuming a grant award and the viability of the proposed project schedule, the UDA partners anticipate beginning work around July 1, 2010. The UDADS will be completed and ready for access by researchers and analysts in July of 2011.

The State of Utah Human Resources Department General Pay Plans for 2009-2010 provided estimated yearly wages for the various positions used in this analysis. To determine a yearly wage for a position the mid-point wage in the range of hourly wages was multiplied by 2080 hours per year. Fringe costs/benefits were estimated at 40% of the yearly wage.

If contract labor is being used to complete a sub-project the contractor is expected to furnish a workstation (desktop or laptop) for each of its employees. If the project is providing such equipment the staff member will generally be allotted \$1500 if they choose to use a desktop computer and \$2000 for a laptop.

Common Budget Components for the UDA Partners

Section 2 of the Project Narrative explains the outcomes expected from the project for the four primary partners of UDA. In each case, the achievement of those outcomes depends on the availability of skilled data analysts to assist the existing policy experts, analyst and researchers already employed by those agencies. All of the partners with the exception of UEPC also need to provide certain types of data to the UDADS for use by all partners. For these reasons, the budgetary needs of the partners are often similar.

Except for UEPC, which only consumes data provided by the other partners, each partner needs additional staff to extract clean data from their databases for transmission to UDADS. This effort goes further than just writing a few queries; it also requires the interpretation of data content, definitions and structure in order to ensure alignment and integrity of data when merged with other data in the UDADS. This means each of these partners needs personnel who can successfully supply data to the UDADS. Part of this work requires the appropriate scheduling of extracts and loads. Therefore, each partner except UEPC needs to have their existing staffs supplemented with personnel who can perform such functions. To perform these functions the project's budget will provide for one or more senior IT analyst/programmer for each of these partners. Although no data can be loaded into the UDADS until its databases and load functions are designed and implemented, these individuals need to be on the job from the beginning of the project. They will need to work with both UEN's DBA and designers as well as their own database staff to help define the data extract transform and load (ETL) processes as well as the structure and content of the UDADS. The UEN will also have on it staff the UDA data auditor who is entrusted to oversee

data quality, timeliness and accessibility.

A majority of the outcomes defined in this document involve answering policy, practice and program questions. In order for the respective partners to make use of the UDADS to meet these outcomes, the project will supply each partner with one more additional data analyst. These individuals will work closely with trainers and with existing analysts and researchers. Since the warehouse is not scheduled to be fully implemented until July of 2010, these types of personnel will not be employed until the tenth month of the first year of the project.

In addition to the needing budgets for IT analysts/programmers and data analysts, each partner also needs developers/trainers. Without personnel who are able to train existing and new staff in the meaning and use of the data in the UDADS, efficient access and full use of the data will be limited. Trainers for common database and business intelligence tools like COGNOS or Business Objects will be relatively easy to find in the marketplace. In order to ensure a reasonable level of business knowledge to complement purely technical training these trainers will need to begin working with the respective partners' existing staffs by the sixth month of the project.

USOE Budget Needs

SSID (statewide student ID) improvements – This extension will provide a real-time, integrated process for the retrieval of the SSID by the LEA's SIS in order to make the request of the student records possible in a timelier manner. There was \$200,000 budgeted to do this work with funds from the 2007 SLDS grant and an RFP was issued. Proposals ranged from approximately \$300,000 to over \$1,000,000. Therefore, the USOE is estimating the need for a total of \$700,000. The original budgeted funds have been reallocated to another SLDS related project. The projected time for the completion of this work would be sometime in the 4th quarter of 2010. A competitive contract will be awarded for the completion of this work. This work will be completed through a competitively awarded contract with a vendor/consultant.

Addition of Disciplinary Data to UTREx – The UTREx data collection process needs to collect more comprehensive disciplinary data to satisfy USOE reporting obligations including those imposed by EdFacts/EDEN. Such work affects not only the UTREx SIF data exchange infrastructure but also the LEAs' SISs and the USOE data warehouse. Current contractors and USOE staff estimate this will cost \$170,000 (2000 hours X \$85/hour). The projected time for the completion of this work would be sometime throughout the first and second quarters of 2010. The USOE will award a contract for the completion of this work. This work will be completed through a competitively awarded contract with a vendor/consultant. This estimate also assumes a sufficient degree of readiness and support from the SIS vendor represented in Utah's LEAs.

Addition of pre-school special education to USOE Warehouse – Extensions to UTREx will allow public schools to provide more individual data about special education and non-special education pre-kindergarten students to the USOE warehouse and ultimately to the UDADS

where those data can be combined with other individual level data about the student. The estimate to do this is 1750 hours or \$148,750 (1750 hours X \$85/hour).

Non-cognitive data and the SSI and UtahFutures – The USOE will hire a postdoctoral student to oversee the UtahFutures and SSI data collection and analysis and training functions. Cost, including benefits, for a post-doctoral employee will be \$65,062 per year for all three years of the grant. The SSI will cost \$198,000 for the first year and \$99,000 for the second and third years for a total of \$396,000. It will be double the first year because both 11th and 12th graders will take the instrument. In subsequent years, the SSI will be administered only to 11th graders. In-state travel expenses for the purposes of UtahFutures and SSI training has been set at 15,000 for each of three years. Total budget for this sub-project, including one laptop is \$636,187.

Provisioning of Data for UDADS - One additional FTE IT analyst will be needed for the project to prepare data that can be transported to and imported into the UDSA data warehouse at UEN. This will cost \$181,043 including wages and benefits for a two year period.

SEA Professional Development – Professional BI tool trainers will work with all staff during the first and second years of the project to cover the basics of using the BI tool itself. Five-multiday classes will be offered at an estimated cost of \$9000 per class or \$45,000 total. In conjunction with these classes, a fulltime information analyst/trainer will work with other users of the system for the last two years of the project to help them learn/understand both the content and to effectively use the tools. The total cost for this individual, including wage and benefits, will be \$152,755.

Analysis/Research of UDADS data – Since the UDADS will provide a wealth of new data for previously impossible or hard to do analysis and research, the USOE will need a fulltime analyst/statistician for the second and third years of the project. This individual will help formulate research questions and do the analysis of those and other questions formulated by other USOE staff. This individual’s salaries and benefits will cost \$186,701 for the two-year period.

USOE Budget Detail

Position/Resource	rate unit	FTE	Yrs	Year 1	Year 2	Year 3	Total
Salaries							
Data Analyst/Statistician	\$33/hr	1	2	0	68,640	68,640	137,280
Information Analyst/Trainer	\$27/hr	1	2		56,160	56,160	112,320
IT Analyst	\$32/hr	1	2	66,560	66,560		133,120
Research Assistant for non-cognitive & SSI	\$23/hr	1	3	47,840	47,840	47,840	143,520
Total Salaries				114,400	239,200	172,640	526,240

<i>Benefits</i>							
Data Analyst/Statistician	36%	1	2		24,710	24,710	49,421
Information Analyst/Trainer	36%	1	2		20,218	20,218	40,435
IT Analyst	36%	1	2	23,962	23,962	0	47,923
Research Assistant for non-cognitive & SSI	36%	1	3	17,222	17,222	17,222	51,667
Total Benefits				41,184	86,112	62,150	189,446
<i>Training and Travel</i>							
BI Training	\$9,000	5		18,000	27,000		45,000
SSI Training				15,000	15,000	15,000	45,000
Yearly SLDS meetings	\$1,250	2	2	2,500	2,500	2,500	7,500
Total Training & Travel				35,500	44,500	17,500	97,500
<i>Equipment</i>							
Laptops	\$2,000	4		8,000			8,000
SSI Assessments				198,000	99,000	99,000	396,000
Total Equipment				206,000	99,000	99,000	404,000
<i>Contracts</i>							
SSID/SIS Integration				400,000	200,000		600,000
Discipline data added				120,000	50,000		170,000
Additional pre-K data				148,750			148,750
Total Contracts				668,750	250,000	0	918,750
Grand Total				1,065,834	718,812	351,290	2,135,936

UCAT Budget

Utah College of Applied Technology (UCAT) has requested the below budget amounts for staff and equipment costs associated with the extraction, transfer, and loading of data from UCAT to the Utah Longitudinal Data System.

UCAT data brings to the SLDS project post-secondary data such as demographic, enrollment, and completion data for the approximate 60,000 unduplicated student enrollment at our eight campuses. We have requested salary and equipment data for a Data Analyst/Statistician, an Information Analyst, and a Research Assistant/Intern. The Data Analyst/Statistician can query the UDADS and provide valuable insight as to how UCAT is preparing students for the workforce, which programs are enabling students to quickly enter into the workforce and which programs require or encourage the student to continue into post-secondary training at a credit granting institution. This information would be invaluable in providing the type of data our

campuses need in order to determine the successful programs, what would need to be changed to enhance a program which is not excelling, and ensure that the UCAT campuses are forward thinkers in the future of Utah's workforce. The Information Analyst would prepare the quarterly extracts and transfer the data to the UDADS and work through any data cleansing issues. The Research/Assistant/Intern would assist the Analyst/Statistician.

Specific costs are estimated based on the need for one Data Analyst/Statistician for two years at an hourly rate of \$33 plus 30 percent benefits; one-half information analyst/trainer for one year at an hourly rate of \$27 plus 30 percent benefits; one IT analyst at an hourly rate of \$32 plus 30 percent benefits; and one Research Assistant/Intern at \$23 no benefits. Each of these individuals require software training associated with the data warehouse and business intelligence (BI) tools estimated at 5 classes at a rate of \$9,000 per 3-day session (\$3,000 per day). Estimated costs of licenses for access to the data are \$800 per user. Each of these users will also require a laptop computer to procure and analyze data. The cost is estimated at \$1,500 each. The following table summarizes estimated UCAT costs.

UCAT Budget Detail

Position/Resource	Rate	FTE	Years	Year 1	Year 2	Year 3	Total
Salaries							
Data Analyst/Statistician	\$33/hr	1	2	\$0	\$68,640	\$68,640	\$137,280
Information Analyst/Trainer	\$27/hr	0.5	1	\$28,080	\$0	\$0	\$28,080
IT Analyst	\$32/hr	1	2.5	\$33,280	\$66,560	\$66,560	\$166,400
Research Asst/Intern	\$23/hr	0.5	2	\$0	\$23,920	\$23,920	\$47,840
Total Salaries				\$61,360	\$159,120	\$159,120	\$379,600
Benefits							
Data Analyst/Statistician	30%	1	2	\$0	\$20,592	\$20,592	\$41,184
Information Analyst/Trainer	30%	0.5	1	\$8,424	\$0	\$0	\$8,424
IT Analyst	30%	0.5	2.5	\$9,984	\$19,968	\$19,968	\$49,920
Research Asst/Intern	30%	0.5	2	\$0	\$7,176	\$7,176	\$14,352
Total Salaries				\$18,408	\$47,736	\$47,736	\$113,880
Training							
BI Training (5 Classes)	\$9,000	5		\$45,000	\$0	\$0	\$45,000
Equipment							
Laptop equipment	\$2,000	3		\$6,000			\$6,000
Grand Total				\$131,668	\$206,856	\$206,856	\$544,480

USHE Budget

Budget amounts requested by the Utah System of Higher Education (USHE) are a function of staff and equipment costs associated with the extraction, transformation and loading of data from USHE systems to the data warehouse; and staff and equipment costs associated with research, analysis, and reporting of longitudinal data which informs and enhances USHE programs and services.

Specific costs are estimated based on the need for one data analyst/statistician for two years at an hourly rate of \$33 plus 30 percent benefits; one-half information analyst/trainer for one year at an hourly rate of \$27 plus 30 percent benefits; and one IT analyst at an hourly rate of \$32 plus 30 percent benefits. The IT analyst will be primarily responsible for the procurement, transformation, and loading of USHE data into the Utah longitudinal data system. Secondary responsibilities will be to create and maintain ongoing summary reports created from the combined data sets. The data analyst/statistician will be tasked with special research projects designed to measure and monitor the impact of educational policy on programs on students and the community. Finally, the analyst/trainer will be responsible for training researchers in the higher education community about the UDA content, access, and protocols.

Each of these individuals in addition to those already working at USHE, require software training associated with the data warehouse and business intelligence (BI) tools. This training is estimated at five classes at a rate of \$9,000 per 3-day session (\$3,000 per day). The estimated costs for BI software for six licenses (new and existing personnel) for access to the data are \$800 per user. New personnel and the proposed intern position will require a modest laptop computer to procure, analyze, and present the data. The cost for each new laptop is estimated at \$2,000.

Included the travel and training budget is \$5,000 dollars for two people to present research conducted through the Utah Data Sharing Alliance initiative a national conference or forum sponsored by such groups as the; Association for Institutional Research (AIR), the American Educational Research Association (AERA), or the Hispanic Association of Colleges and Universities (HACU). The following table summarizes estimated USHE costs.

USHE Budget Detail

Position/Resource	Rate	FTE	Years	Year 1	Year 2	Year 3	Total
<i>Salaries</i>							
Data Analyst/Statistician	\$33/hr	1	2	\$0	\$68,640	\$68,640	\$137,280
Information Analyst/Trainer	\$27/hr	0.5	1	\$0	\$28,080	\$0	\$28,080
IT Analyst	\$32/hr	1	2.5	\$33,280	\$66,560	\$66,560	\$166,400
Research Asst/Intern	\$23/hr	0.5	2	\$0	\$23,920	\$23,920	\$47,840
Total Salaries				\$33,280	\$187,200	\$159,120	\$379,600

Benefits

Data Analyst/Statistician Information	30%	1	2	\$0	\$20,592	\$20,592	\$41,184
Analyst/Trainer	30%	0.5	1	\$0	\$8,424	\$0	\$8,424
IT Analyst	30%	0.5	2.5	\$9,984	\$19,968	\$19,968	\$49,920
Research Asst/Intern	30%	0.5	2	\$0	\$7,176	\$7,176	\$14,352
Total Benefits				\$9,984	\$56,160	\$47,736	\$113,880

Travel & Training

BI Training (5 Classes)	\$9,000	5		\$0	\$27,000	\$18,000	\$45,000
Professional Conference	\$2,500	2		\$0	\$0	\$5,000	\$5,000
Total Travel & Training				\$0	\$27,000	\$23,000	\$50,000

Equipment

Laptop	\$2,000	4		\$2,000	\$6,000	\$0	\$8,000
Grand Total				\$45,264	\$276,360	\$229,856	\$551,480

DWS Budget

Budget amounts requested by the Utah Department of Workforce Services (DWS) are a function of staff and equipment costs associated with the extraction, transformation and loading of data from DWS systems to the data warehouse, as well as staff and equipment costs associated with research and analysis of longitudinal data which informs and enhances DWS programs and services.

DWS data brings to the project employment and wage information and provides valuable insights to subsequent earnings of former students. A DWS information analyst and IT developer will work together to identify specific data elements and bring them into the UDADS (data warehouse). DWS benefits from participation because a data analyst/statistician can query UDADS to inform labor program administrators about aggregate education attainment and certifications among former youth served by DWS labor programs – especially Workforce Investment Act (WIA) Youth services.

Specific costs are estimated based on the need for one data analyst/statistician for two years at an hourly rate of \$33 plus 30 percent benefits; one-half information analyst/trainer for one year at an hourly rate of \$27 plus 30 percent benefits; and one-half IT analyst at an hourly rate of \$32 plus 30 percent benefits. Each of these individuals require software training associated with the data warehouse and business intelligence (BI) tools estimated at 10 classes at a rate of \$9,000 per 3-day session (\$3,000 per day). Estimated costs of licenses for access to the data are \$800 per user. Each of these users will also require a modest desktop computer to procure

and analyze data. The cost is estimated at \$1,500 each. The following table summarizes estimated DWS costs.

DWS Budget Detail

Position/Resource	Rate	FTE	Years	Year 1	Year 2	Year 3	Total
Salaries							
Data Analyst/Statistician	\$33/hr	1	2	\$0	\$68,640	\$68,640	\$137,280
Information Analyst/Trainer	\$27/hr	0.5	1	\$28,080	\$0	\$0	\$28,080
IT Analyst	\$32/hr	0.5	2.5	\$33,280	\$33,280	\$16,640	\$83,200
Total Salaries				\$61,360	\$101,920	\$85,280	\$248,560
Benefits							
Data Analyst/Statistician	30%	1	2	\$0	\$20,592	\$20,592	\$41,184
Information Analyst/Trainer	30%	0.5	1	\$8,424	\$0	\$0	\$8,424
IT Analyst	30%	0.5	2.5	\$9,984	\$9,984	\$4,992	\$24,960
Total Salaries				\$18,408	\$30,576	\$25,584	\$74,568
Training							
BI Training (10 Classes)	\$9,000	5		\$18,000	\$18,000	\$9,000	\$45,000
Equipment							
Desktop equipment	\$1,500	3		\$4,500			\$4,500
Grand Total				\$86,668	\$132,496	\$110,864	\$372,628

UEN Budget

UEN will serve as the Application Service Provider (ASP) and Primary System developer for the Project. The UEN portion of the proposed budget represents estimates derived from current cost structures of similar projects and services UEN has implemented and currently provides to Utah education communities and entities.

UEN propose to create approximately 7 new positions for the development, implementation, and maintenance of the UDAW service. These positions are key to the design of a new service. UEN will hire or retain a project manager which should develop into the technical coordinator once the service is in production. The UEN will implement a two deep technical development team for the design, implementation, and maintenance of the UDADS. This two deep team will add two professional data warehouse architects, two programmer analysts, and one additional systems administrator to our systems administrations' staff. In addition, the UEN will be the physical location of the UDA data auditor. The estimated salaries and benefits are based on

current similar staff and projected amount on reputable salary statistic services. Additional, consulting will be sought for when specialized expertise or one-time services are required. Budget estimates are based on current average Information Technology consulting fee schedules and recent experience with procuring comparable services.

UEN will choose and use industry standard software and development tools to design implement and manage the UDADS. These tools will consist of the best tools that the professional and open source software communities can provide. These tools will be chosen by best fit for the project. Budget items reflect best estimates based on requested quotes, price lists, state contracts, and prior purchase experience. System and storage hardware budget items are likewise estimated. Hardware will be chosen from software compatible matrixes and proven vendors and manufactures, in accordance with state purchasing rules and guidelines.

UEN Budget Detail

Position/Resource	Rate	FTE	Years	Year 1	Year 2	Year 3	Total
Salaries							
<i>Technical</i>							
Coordinator/Project Mgr	\$32/hr	1	3	67,000	67,000	67,000	201,000
Warehouse Data Architect	\$42/hr	1	3	88,000	88,000	88,000	264,000
Warehouse Data Architect	\$42/hr	1	3	88,000	88,000	88,000	264,000
Warehouse Population (ETL)	\$34/hr	1	3	70,000	70,000	70,000	210,000
Warehouse Population (ETL)	\$34/hr	1	3	70,000	70,000	70,000	210,000
Systems Administration	\$33/hr	1	3	69,000	69,000	69,000	207,000
Data Quality Auditor	\$32/hr	1	3	67,000	67,000	67,000	201,000
Total Salaries				519,000	519,000	519,000	1,557,000
Benefits							
Service Coordinator/Project Mgr	36%	1	3	24,120	24,120	24,120	72,360
Warehouse Data Architect	36%	1	3	31,680	31,680	31,680	95,040
Warehouse Data Architect	36%	1	3	31,680	31,680	31,680	95,040
Warehouse Population (ETL)	36%	1	3	25,200	25,200	25,200	75,600
Warehouse Population (ETL)	36%	1	3	25,200	25,200	25,200	75,600
Systems Administration	36%	1	3	24,840	24,840	24,840	74,520
Data Quality Auditor	36%	1.00	3.00	24,120	24,120	24,120	72,360
Total Benefits				162,720	162,720	162,720	560,520
Travel and Training							
Service Coordinator/Project Mgr	\$4K/yr	1	3	4,000	4,000	4,000	12,000
Warehouse Data Architect	\$4K/yr	1	3	4,000	4,000	4,000	12,000
Warehouse Data Architect	\$4K/yr	1	3	4,000	4,000	4,000	12,000
Warehouse Population (ETL)	\$4K/yr	1	3	4,000	4,000	4,000	12,000
Warehouse Population (ETL)	\$4K/yr	1	3	4,000	4,000	4,000	12,000
Systems Administration	\$4K/yr	1	3	4,000	4,000	4,000	12,000

Total Travel and Training				24,000	24,000	24,000	72,000
Equipment							
ETL - Software Solutions Metadata Repository/Data Dictionary Management				300,000	60,000	60,000	420,000
Warehouse DB Software				250,000	50,000	50,000	350,000
BI Tools, Analytic, and other software*				400,000	80,000	80,000	560,000
Production/Development				0	0	0	0
Server Hardware				90,000	13,500	13,500	117,000
Storage 10TB				80,000	8,000	8,000	96,000
Backup/Recovery Client License for DBs				10,000	2,000	2,000	14,000
Data Center Racks. Power, Cooling				\$6000/yr	2	3	12,000
				12,000	12,000	12,000	36,000
Telecom support Equipment				\$1000/yr	3	3	3,000
				3,000	3,000	3,000	9,000
PC/Laptop				3500/ea	6		21,600
Total Equipment				1,166,600	228,500	228,500	1,623,600
Contracts							
Warehouse Development Consulting				\$100/hr			100,000
				50,000	25,000		175,000
Total Contracts				100,000	50,000	25,000	175,000
Grand Total				1,972,320	984,220	959,220	3,988,120

UEPC Budget

General - The UEPC budget represents the costs associated with the (a) original research the UEPC will conduct as part of the UDA and (b) the coordination of research and evaluation efforts on behalf of the UDA. These two functions are key elements of the UDA plan that require considerable resources to ensure that schools and districts are not left to their own devices, but rather have the information they need to evaluate their programs and improve policies and practices that result in better student outcomes. Generating this type of information will require adequate resources to hire staff that has the necessary research and analysis skills and responsibility to evaluate the range of data in the UDA as well as generate timely, useful findings and recommendations that can be readily applied by education stakeholders. Further, resources will be needed to coordinate research requests by UDA partners and other institutions of higher education that, taken together, will lead to greatly needed program evaluations and policy analyses. Finally, the provision of resources to conduct research and coordinate research requests across the state will greatly enhance the kinds of questions we can answer through more rigorous studies, including those supported by NCES and IES, leading to long-term sustainability and impact. These budgeted amounts requested by the UEPC represent the costs for staff and associated benefits, software, equipment, and training necessary to establish an independent and third-party research arm of the UDA.

Staffing. The UEPC is uniquely situated to take on this role given the existing data agreement that has been established between the UEPC and USOE. The UEPC has an existing infrastructure to support this effort that will be provided as an in-kind contribution to the implementation of this plan. In addition to time of the director, a research coordinator, two data analysts/statisticians, a research executive assistant, and two research assistants will be hired for this project. The responsibilities of each position are described below.

The UEPC Director will serve as the project administrator and provide financial management, project oversight, manage quality assurance, and supervise staff to support the implementation of the UDA for research and evaluation purposes, provide guidance on the data request and coordination procedures, research studies, and preparation of all reports and publications. The UEPC Director will also play a primary role in the delivery of outreach efforts to disseminate the findings of research associated with the use of the data collected by the UDA, and to maintain relationships/partnerships with educational stakeholders to improve the research capacity and use of the UDA generated research for informed decision-making by educational leaders and policymakers. The UEPC director is allocated at .25 FTE. Because the director is currently on a nine-month contract, this allocation is a supplement not a supplanting resource.

The research coordinator will work directly with the UEPC staff and representatives from the UDA team. In consultation with the UEPC director, research associate, and analysts/statisticians, the research coordinator will be responsible for coordination, management, and oversight of UDA partner research, including data requests, proposed research study methodologies, developing and implementing the data request and coordination procedures. The research coordinator will also develop research and evaluation questions and study designs, establish and monitor data analysis, and develop reporting templates and other avenues for sharing findings and discussing recommendations with education stakeholders. The research coordinator, which will be a person with a Ph.D. and the experience and methodological expertise for this position, is one FTE and supported at \$75,000 plus 36% benefits.

The research analysts/statisticians will primarily be responsible for conducting research on data available through the UDA. The research analysts/statistician will identify and design complex analytical studies, analyze data, interprets findings, organize conclusions, and prepare of reports on UEPC research. The research analysts/statisticians will work closely with the UEPC staff, including the current staff and the research coordinator and research executive assistant to ensure timely delivery and presentation of findings. There are two FTE research analysis/statistician positions allocated for this position. These positions are requested at \$65,000 a year plus 36% benefits.

The research executive assistant will facilitate project management of UEPC research efforts and UDA research endeavors, including correspondence, coordination of meetings, maintaining records for accountability purposes, report production and dissemination. Generally, dissemination of findings is an area often overlooked in the research endeavor. Under-dissemination of findings pre-empts utilization of research for decision-making. Recognizing

the importance of creating a sustainable infrastructure post award, the research executive assistant will work on grant writing and long-term funding streams to support the research efforts of the UEPC as they are related to the work of the UDA. One FTE is allocated for the research executive assistant for this project. This position is requested at \$40,000 annually plus 36% benefits.

The UEPC contracts with faculty who has methodological and content expertise. In these instances, the faculty member is designated as research associates. These individuals are valuable assets to the methodological rigor of studies and will be included on the UEPC research and work with the new research coordinator on the oversight for UDA research. The research associate total allocation for this project is .25 FTE at a cost of \$22,500 annually plus 36% benefits.

Two graduate research assistants, who are doctoral students in the College of Education, will be provided to support the UEPC research and evaluation activities available through the UDA. Doctoral training is paramount in the UEPC, particularly through its affiliation with the Department of Educational Leadership in the College of Education. Consequently, the UEPC contributes to the training and development of researchers and policy analysts. As part of this project, doctoral students will be trained and mentored in empirical methods, policy analysis, and key educational issues. There are two FTE research assistants allocated for this project. These will be 11-month assistantships provided at \$24,000 a year plus 10% benefits.

Additional budget items for the three years for the UEPC include:

- **Training costs of \$9500** - for Hierarchical Linear Modeling, SSI Training and Geographic Information Systems training
- **Software and equipment costs of \$11,500** - for software licenses and computers for the four new staff members
- **Supply costs of \$25,500** - for additional office operational costs, production and dissemination of research, and research seminars
- **Travel costs of \$22,500** - for travel to conference proceedings to disseminate findings

UEPC Budget Detail

Position/Resource	Rate	FTE	Years	Year 1	Year 2	Year 3	Total
Salaries							
UEPC Director		0.25	3	28,500	28,500	28,500	85,500
UEPC Research Coordinator		1	3	75,000	75,000	75,000	225,000
UEPC Data Analysts/Statisticians		2	3	130,000	130,000	130,000	390,000
UEPC Research Executive Assist		1	3	40,000	40,000	40,000	120,000
UEPC Research Associate		0.5	3	22,500	22,500	22,500	67,500
UEPC Graduate Research Assist		1	3	48,000	48,000	48,000	144,000

Total Salaries				344,000	344,000	344,000	1,032,000
Benefits							
UEPC Director	36%			10,260	10,260	10,260	30,780
UEPC Research Coordinator	36%			27,000	27,000	27,000	81,000
UEPC Data Analysts/Statisticians	36%			46,800	46,800	46,800	140,400
UEPC Research Executive Assist	36%			14,400	14,400	14,400	43,200
UEPC Research Associate	36%			8,100	8,100	8,100	24,300
UEPC Graduate Research Assist	10%			4,800	4,800	4,800	14,400
Total Benefits				111,360	101,100	101,100	334,080
Training & Travel							
HML Licenses				2,500			2,500
Geographic Information Systems	500	4		2,000			2,000
Conferences to report findings				7,500	7,500	7,500	22,500
Research Seminars				3,500	3,500	3,500	10,500
Total Training				15,500	11,000	11,000	37,500
Equipment							
HLM Licenses				2,500			2,500
Geographic Information Systems Licenses	250	4		1,000	1,000	1,000	3,000
Desktop equipment	1,500	4		6,000			6,000
Total Equipment				9,500	1,000	1,000	11,500
Supplies							
Office supplies and production				5,000	5,000	5,000	15,000
Total Supplies				5,000	5,000	5,000	15,000
Grand Total				485,360	462,100	462,100	1,430,080

General UDA Budget

Although most of the UDA budget applies to the work of individual partner agencies and the establishment and use of the UDADS, there must be some general data management, governance or stewardship throughout the process, especially in the second and third years. As noted in the project narrative the grant management committee, with the help of UEN and UEPC, will hire two individuals. One will first function as the project manager and then transition to the UDA technical coordinator for the remainder of the project. The other one will start as the grant manager and then transition to research coordinate to manage the use of data across all the partners.

The project manager/technical coordinator will first lead the development of the infrastructure and the population of the data warehouse at the UEN. Later they will be responsible for the ongoing technical/infrastructure parts of the UDA project including training and BI tool usage. This individual will work for the UEN since their duties are closely aligned with UEN’s responsibilities. They will be responsible for the success of the UDA infrastructure and the access to the data by qualified staff in the partner agencies.

The grant manager/research coordinator’s initial responsibilities will be working with the partners to ensure the specifications defined in the grant and any contracts are being fulfilled. As the grant manager transitions into the chief UDA data steward role, they be the primary resource enabling data usage. They will become the lead content matter expert that assists the data analysts and researchers with work being done for specific agency projects and with projects that span multiple agencies.

The project manager/technical coordinator will be budgeted with UEN’s budget, will be located at the UEN and be under the local management of the UEN director. The grant manager/research coordinator will be budgeted with the UEPC’s budget, will be located at the UEPC offices and under the local management of the UEPC director.

UDA Personnel FTE and Budget Table

This table describes the needs and distribution of new personnel to be acquired for the successful attainment of the UDA outcomes.

UDA Personnel Table

Role	Grant Manager UDA Research Coordinator			Research Director			Data Analyst - Statistician			Information Analyst - Trainer			Research: Executive Assist, Associate, Graduate Assist			IT Analyst - Warehouse Population ETL		
	FTE	Yrs	FTE Yrs	FTE	Yrs	FTE Yrs	FTE	Yrs	FTE Yrs	FTE	Yrs	FTE Yrs	FTE	Yrs	FTE Yrs	FTE	Yrs	FTE Yrs
Partner																		
USOE			0.00			0.00	1.00	2.00	2.00	1.00	2.00	2.00	1.00	2.00	2.00	1.00	2.00	2.00
UCAT			0.00			0.00	1.00	2.00	2.00	0.50	1.00	0.50	0.50	2.00	1.00	1.00	2.50	2.50
USHE			0.00			0.00	1.00	2.00	2.00	0.50	1.00	0.50	0.50	2.00	0.00	1.00	2.50	2.50
DWS			0.00			0.00	1.00	2.00	2.00	0.50	1.00	0.50			0.00	0.50	2.50	1.25
UEN			0.00			0.00			0.00			0.00			0.00	2.00	3.00	6.00
UEPC	1.00	3.00	3.00	0.25	3.00	0.75	2.00	3.00	6.00			0.00	2.50	3.00	7.50			0.00
Totals	1.00	3.00	3.00	0.25	3.00	0.75	6.00	11.00	14.00	2.50	5.00	3.50	4.50	9.00	10.50	5.50	12.50	14.25

Role	Project Mgr, UDA Technical Coordinator			Data Quality Auditor			Data Architect			System Admin			Totals		
	FTE	Yrs	FTE Yrs	FTE	Yrs	FTE Yrs	FTE	Yrs	FTE Yrs	FTE	Yrs	FTE Yrs	Yrs	FTE Yrs	FTE Years
Partner															
USOE			0.00			0.00			0.00			0.00	4.00	8.00	8.00
UCAT			0.00			0.00			0.00			0.00	3.00	7.50	6.00
USHE			0.00			0.00			0.00			0.00	3.00	7.50	5.00
DWS			0.00			0.00			0.00			0.00	2.00	5.50	3.75
UEN	1.00	3.00	3.00	1.00	3.00	3.00	2.00	3.00	6.00	1.00	3.00	3.00	7.00	15.00	21.00
UEPC			0.00			0.00			0.00			0.00	5.75	12.00	17.25
Totals	1.00	3.00	3.00	1.00	3.00	3.00	2.00	3.00	6.00	1.00	3.00	3.00	24.75	55.50	62.00

Equipment Budget

With the exception of desktop or laptop workstations for the new personnel hired as part of the project and for multiple partners, majority of equipment purchased for UDA will be for the implementation and ongoing operation of the UDADS by UEN. A significant amount of hardware and software will be allocated due to the size of the database involved and the wide range of use anticipated. Significant server capacity and storage (100's of gigabytes) will need to be deployed. Additional network support including new routers web servers and backup capacity are also needed. A significant amount of the budget will go towards the acquisition of the appropriate database, decision support and business intelligence software. Finally, the UEN will need to have a number of servers to run software such as statistical analysis, decision support and business intelligence tools. This table describes the type and quantity or new equipment acquired for UDA.

UDA Equipment Table

USOE	Laptops	\$2,000	4	8,000			8,000
	SSI Assessments				198,000	99,000	99,000
	Total Equipment				206,000	99,000	404,000
UCAT	Laptops	\$2,000	3	6,000			6,000
USHE	Laptops	\$2,000	4	2,000	6,000	0	8,000
DWS	Desktops	\$1,500	3	4,500			4,500
UEN	ETL - Software Solutions				300,000	60,000	420,000

	Metadata Repository/Data Dictionary Management				250,000	50,000	50,000	350,000
	Warehouse DB Software				400,000	80,000	80,000	560,000
	BI Tools, Analytic, and other software*				0	0	0	0
	Production/Development Server Hardware				90,000	13,500	13,500	117,000
	Storage 10TB				80,000	8,000	8,000	96,000
	Backup/Recovery Client License for DBs				10,000	2,000	2,000	14,000
	Data Center Racks. Power, Cooling	\$6000/yr	2	3	12,000	12,000	12,000	36,000
	Telcom support Equipment	\$1000/yr	3	3	3,000	3,000	3,000	9,000
	PC/Laptop	\$3,500	6		21,600			21,600
	Total UEN Equipment				1,166,600	228,500	228,500	1,623,600
UEPC	HLM Licenses				2,500			2,500
	Geographic Information Systems Licenses	250	4		1,000	1,000	1,000	3,000
	Desktop equipment	1,500	4		6,000			6,000
	Total UEPC Equipment				9,500	1,000	1,000	11,500
Total All Equipment					1,394,600	334,500	328,500	2,057,600

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:

Title: **Budget ED524 Section C** Pages: **4** Uploaded File: **Budget ED524 Section C.pdf**

Budget Information Non-Construction Programs (ED 524) – Section C

Budget Category	Partner	Position/Resource	FTE		Yrs	Year 1	Year 2	Year 3	Total
			rate	unit					
SALARIES	USOE	Data Analyst/Statistician	\$33/hr	1.00	2.00		68,640	68,640	137,280
		Information Analyst/Trainer	\$27/hr	1.00	2.00		56,160	56,160	112,320
		IT Analyst	\$32/hr	1.00	2.00	66,560	66,560		133,120
		Research Asst	\$23/hr	1.00	3.00	47,840	47,840	47,840	143,520
		Total USOE Salaries		4.00		114,400	239,200	172,640	526,240
	UCAT	Data Analyst/Statistician	\$33/hr	1.00	2.00		68,640	68,640	137,280
		Information Analyst/Trainer	\$27/hr	0.50	1.00	28,080			28,080
		IT Analyst	\$32/hr	1.00	2.50	33,280	66,560	66,560	166,400
		Research Asst/Intern	\$23/hr	0.50	2.00		23,920	23,920	47,840
		Total UCAT Salaries		3.00	61,360	159,120	159,120	379,600	
	USHE	Data Analyst/Statistician	\$33/hr	1.00	2.00		68,640	68,640	137,280
		Information Analyst/Trainer	\$27/hr	0.50	1.00		28,080		28,080
		Research Asst/Intern	\$23/hr	0.50	2.00		23,920	23,920	47,840
		IT Analyst	\$32/hr	1.00	2.50	33,280	66,560	66,560	166,400
		Total USHE Salaries		3.00	33,280	187,200	159,120	379,600	
	DWS	Data Analyst/Statistician	\$33/hr	1.00	2.00		68,640	68,640	137,280
		Information Analyst/Trainer	\$27/hr	0.50	1.00	28,080			28,080
		IT Analyst	\$32/hr	0.50	2.50	33,280	33,280	16,640	83,200
		Total DWS Salaries		2.00	61,360	101,920	85,280	248,560	
	UEN	Mgr	\$32/hr	1.00	3.00	67,000	67,000	67,000	201,000
		Warehouse Data Architect	\$42/hr	1.00	3.00	88,000	88,000	88,000	264,000
		Warehouse Data Architect (ETL)	\$42/hr	1.00	3.00	88,000	88,000	88,000	264,000
		(ETL)	\$34/hr	1.00	3.00	70,000	70,000	70,000	210,000
		(ETL)	\$34/hr	1.00	3.00	70,000	70,000	70,000	210,000
		Systems Administration	\$33/hr	1.00	3.00	69,000	69,000	69,000	207,000
		Data Quality Auditor	\$32/hr	1.00	3.00	67,000	67,000	67,000	201,000
		Total UEN Salaries		7.00	519,000	519,000	519,000	1,557,000	
	UEPC	Director		0.25	3.00	28,500	28,500	28,500	85,500
		Research Coordinator/Grant Mgr		1.00	3.00	75,000	75,000	75,000	225,000
		Data Analysts/Statisticians		2.00	3.00	130,000	130,000	130,000	390,000
		Research Executive Assistant		1.00	3.00	40,000	40,000	40,000	120,000
		Research Associate		0.50	3.00	22,500	22,500	22,500	67,500
		Graduate Research Assistants (2)		1.00	3.00	48,000	48,000	48,000	144,000
		Total UEPC Salaries		5.75	344,000	344,000	344,000	1,032,000	
ALL SALARIES TOTALS				24.75		1,133,400	1,550,440	1,439,160	4,123,000

BENEFITS	USOE	Data Analyst/Statistician	36%	1.00	2.00	0	24,710	24,710	49,421
		Information Analyst/Trainer	36%	1.00	2.00	0	20,218	20,218	40,435
		IT Analyst	36%	1.00	2.00	23,962	23,962	0	47,923
		Research Asst/Intern	36%	0.70	3.00	17,222	17,222	17,222	51,667
		Total USOE Benefits		3.70		41,184	86,112	62,150	189,446
	UCAT	Data Analyst/Statistician	30%	1.00	2.00	0	20,592	20,592	41,184
		Information Analyst/Trainer	30%	0.50	1.00	8,424	0	0	8,424
		IT Analyst	30%	0.50	2.50	9,984	19,968	19,968	49,920
		Research Asst/Intern	30%	0.50	2.00	0	7,176	7,176	14,352
		Total UCAT Benefits		2.50		18,408	47,736	47,736	113,880
	USHE	Data Analyst/Statistician	30%	1.00	2.00	0	20,592	20,592	41,184
		Information Analyst/Trainer	30%	0.50	1.00	0	8,424	0	8,424
		IT Analyst	30%	1.00	2.50	9,984	19,968	19,968	49,920
		Research Asst/Intern	30%	0.50	2.00	0	7,176	7,176	14,352
		Total USHE Benefits		2.50		9,984	56,160	47,736	113,880
	DWS	Data Analyst/Statistician	30%	1.00	2.00	0	20,592	20,592	41,184
		Information Analyst/Trainer	30%	0.50	1.00	8,424	0	0	8,424
		IT Analyst	30%	0.50	2.50	9,984	9,984	4,992	24,960
		Total DWS Benefits		2.00		18,408	30,576	25,584	74,568
	UEN	Mgr	36%	1.00	3.00	24,120	24,120	24,120	72,360
Warehouse Data Architect		36%	1.00	3.00	31,680	31,680	31,680	95,040	
Warehouse Data Architect		36%	1.00	3.00	31,680	31,680	31,680	95,040	
Warehouse Population (ETL)		36%	1.00	3.00	25,200	25,200	25,200	75,600	
Warehouse Population (ETL)		36%	1.00	3.00	25,200	25,200	25,200	75,600	
Systems Administration		36%	1.00	3.00	24,840	24,120	24,120	73,080	
Data Quality Auditor		36%	1.00	3.00	24,120	24,840	24,840	73,800	
Total UEN Benefits			6.00		186,840	186,840	186,840	560,520	
UEPC	Director	36%	0.25	3.00	10,260	10,260	10,260	30,780	
	Research Coordinator/Grant	36%	1.00	3.00	27,000	27,000	27,000	81,000	
	Data Analysts/Statisticians	36%	2.00	3.00	46,800	46,800	46,800	140,400	
	Research Executive Assistant	36%	1.00	3.00	14,400	14,400	14,400	43,200	
	Research Associate	36%	0.50	3.00	8,100	8,100	8,100	24,300	
	Graduate Research Assistant	10%	1.00	3.00	4,800	4,800	4,800	14,400	
	Total UEPC Benefits		5.75		111,360	111,360	111,360	334,080	
ALL BENEFITS TOTALS				22.45	386,184	518,784	481,406	1,386,374	

TRAINING AND TRAVEL		USOE						
		BI Training	\$9,000	5	18,000	27,000		45,000
		SSI Training			15,000	15,000	15,000	45,000
		Yearly SLDS meetings	\$1,250	2	2	2,500	2,500	7,500
		Total Training & Travel			35,500	44,500	17,500	97,500
	UCAT	BI Training	\$9,000	5	45,000			45,000
	USHE	BI Training	\$9,000	5		27,000	18,000	45,000
		Professional Conference	\$2,500	2			5,000	5,000
		Total Travel & Training			0	27,000	23,000	50,000
	DWS	BI Training	\$9,000	5	18,000	18,000	9,000	45,000
	UEN	Mgr	\$4K/yr	1	3	4,000	4,000	12,000
		Warehouse Data Architect	\$4K/yr	1	3	4,000	4,000	12,000
		Warehouse Data Architect	\$4K/yr	1	3	4,000	4,000	12,000
		Warehouse Population (ETL)	\$4K/yr	1	3	4,000	4,000	12,000
		Warehouse Population (ETL)	\$4K/yr	1	3	4,000	4,000	12,000
		Systems Administration	\$4K/yr	1	3	4,000	4,000	12,000
		Total UEN Training and Travel			24,000	24,000	24,000	72,000
	UEPC	HML Licenses			2,500			2,500
		Geographic Information Syst	500	4	2,000			2,000
		Conferences to report findings			7,500	7,500	7,500	22,500
		Research Seminars			3,500	3,500	3,500	10,500
		Total UEPC Training			15,500	11,000	11,000	37,500
ALL TRAIN & TRAV TOTALS					138,000	124,500	84,500	347,000

EQUIPMENT		USOE						
		Laptops	\$2,000	4	8,000			8,000
		SSI Assessments			198,000	99,000	99,000	396,000
		Total Equipment			206,000	99,000	99,000	404,000
	UCAT	Laptops	\$2,000	3	6,000			6,000
	USHE	Laptops	\$2,000	4	2,000	6,000	0	8,000
	DWS	Desktops	\$1,500	3	4,500			4,500
	UEN	ETL - Software Solutions			300,000	60,000	60,000	420,000

		Metadata Repository/Data Dictionary Management			250,000	50,000	50,000	350,000	
		Warehouse DB Software			400,000	80,000	80,000	560,000	
		BI Tools, Analytic, and other software*			0	0	0	0	
		Production/Development							
		Server Hardware			90,000	13,500	13,500	117,000	
		Storage 10TB			80,000	8,000	8,000	96,000	
		Backup/Recovery Client							
		License for DBs			10,000	2,000	2,000	14,000	
		Data Center Racks. Power, Cooling	\$6000/yr	2	3	12,000	12,000	12,000	36,000
		Telcom support Equipment	\$1000/yr	3	3	3,000	3,000	3,000	9,000
		PC/Laptop	\$3,500	6		21,600		21,600	
		Total UEN Equipment			1,166,600	228,500	228,500	1,623,600	
	UEPC	HLM Licenses			2,500			2,500	
		Geographic Information							
		Systems Licenses	250	4	1,000	1,000	1,000	3,000	
		Desktop equipment	1,500	4	6,000			6,000	
		Total UEPC Equipment			9,500	1,000	1,000	11,500	
ALL EQUIPMENT TOTALS					1,394,600	334,500	328,500	2,057,600	
SUPPLIES	UEPC	Office supplies and production costs			5,000	5,000	5,000	15,000	
CONTRACTS	USOE	SSID/SIS Integration			400,000	200,000		600,000	
		Discipline data added			120,000	50,000		170,000	
		Additional pre-K data			148,750			148,750	
		Total USOE Contracts			668,750	250,000	0	918,750	
	UEN	Consulting	\$100/hr		100,000	50,000	25,000	175,000	
ALL CONTRACTS TOTALS					768,750	300,000	25,000	1,093,750	
ALL CATEGORIES GRAND TOTALS					3,825,934	2,833,224	2,363,566	9,022,724	

Notes:

1. In preparing this spreadsheet the USOE understood the RFA asked the percents effort of each position. These columns were omitted to control the complexity of the spreadsheet. Since there are only one to three years involved for a given position the portions of the budget expended by year are apparent by reviewing the dollar amounts per year and the total to all three.