

STATEWIDE LONGITUDINAL DATA SYSTEM GRANTS

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INSTITUTE OF EDUCATION SCIENCES

<http://www.ed.gov/programs/edresearch/applicant.html>

LETTER OF INTENT RECEIPT DATE: May 13, 2005

APPLICATION RECEIPT DATE: June 30, 2005

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1. REQUEST FOR APPLICATIONS

The Institute of Education Sciences (Institute) invites State education agencies (SEAs) to apply for grants to design, develop, and implement statewide longitudinal data systems.

2. PURPOSE OF THE STATEWIDE LONGITUDINAL DATA SYSTEMS GRANTS PROGRAM

The purpose of this program is to provide grants to SEAs to enable such agencies to design, develop, and implement statewide longitudinal data systems to efficiently and accurately manage, analyze, disaggregate, and use individual student data, consistent with the Elementary and Secondary Education Act of 1965. The long term goal of this program is to increase the number of States that maintain statewide longitudinal data systems, in order to assist States in generating and using accurate and timely data to meet reporting requirements; support decision-making at State, district, school, and classroom levels; and facilitate research needed to eliminate achievement gaps and improve learning of all students. These systems will increase efficiency and reduce the burden associated with States reporting to the Federal Government.

3. BACKGROUND

The No Child Left Behind Act of 2001 (NCLB) and State accountability interests require increasingly detailed data and analyses for education decision-making. Meeting these requirements may pose challenges to States, because they may not have the student-level data needed to meet reporting and analytical requirements efficiently. Additionally, States, and the districts that provide them with data, have limited staff resources to address multiple, often simultaneous requests for data from Federal, State, and other customers. Finally, States and districts often lack the technology that can support the varied information and analytic needs of their stakeholders. Statewide longitudinal data systems may be the only efficient means of addressing the growing information needs.

In designing and implementing statewide longitudinal data systems, SEAs should:

- (1) Ensure technical quality of data and data systems to maximize the validity, reliability, and accessibility of statewide cross-sectional and longitudinal data;
- (2) Ensure interoperability of statewide data according to the voluntary standards and guidelines of the National Center for Education Statistics (NCES), described in the *Statewide Longitudinal Data System Requirements* section below;
- (3) Promote timely generation of accurate data for local, State, and Federal reporting requirements;
- (4) Promote linkages across States to allow sharing of historical data on individual students, especially when students move between States; and
- (5) Facilitate analysis and rigorous research to evaluate the effectiveness of programs, improve student learning and academic achievement, and close achievement gaps.

In implementing and using these systems, States must ensure that student and staff privacy is protected and that individually identifiable information about students, their achievements, and their families remains confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Statewide longitudinal data systems developed under this program should make it possible to conduct value-added research¹ that utilizes linked, longitudinal data on students, teachers, and programs/initiatives/interventions. Such research can help the Department of Education, States, districts, and schools identify the most cost effective solutions; lead to eliminating performance

¹ Measuring academic achievement growth of individual students over time, as measured by test scores.

gaps between subgroups of students; and contribute substantially to improving achievement of all students.

4. STATEWIDE LONGITUDINAL DATA SYSTEM REQUIREMENTS

A. General Guidelines

The Institute is interested in applications that offer the greatest promise in meeting the information needs for data-driven decision-making at State, district, school, classroom, and student levels, and in designing, developing, and implementing statewide longitudinal data systems that excel in serving those needs as well as satisfy Federal, State, and local reporting requirements. The Institute encourages applications that, in addition, propose viable means for:

- Establishing partnerships among the State, districts, and schools to assure the highest quality of data being imported into the statewide longitudinal data system and subsequently being used for decision-making at all administrative levels;
- Providing, in a timely fashion, high quality data and analyses to teachers, schools, districts, and other constituents;
- Providing restricted access to data for policy-oriented research, in conformance with FERPA requirements;
- Establishing partnerships among individual States or groups of States for data sharing; and
- Providing leadership in effective and efficient compilation, maintenance, use, and dissemination of data for evaluating programs, improving learning of all students, and closing achievement gaps.

Funds made available under this grant program are to supplement, and not supplant, other State or local funds used for developing State data systems. The grants are expected to assist SEAs in their efforts to develop comprehensive statewide longitudinal data systems, but not to support the ongoing implementation and use of such systems. To maximize the benefit of this grant, by ensuring the conditions described in the *required policy and implementation components* (bullet points I-VI listed on page 5 of this RFA), and to comply with the “supplement, not supplant” requirement, applicants should coordinate the use of State and local resources available for educational data systems with the use of Federal funds in this program.

The use of State cooperatives and other arrangements for maximizing the buying power of grant funds in this program is also strongly encouraged. Priority will be given in the consideration of applications to those States that currently have the most limited ability to collect, analyze, and report individual student achievement data. However, States needing to upgrade or expand existing systems, or to develop decision-support capabilities within existing systems, are also eligible to apply.

In addition, applicants should note that the Institute will use a *cooperative agreement* mechanism that allows Federal involvement in the activities undertaken with Federal financial support. The Institute intends to work with grantees to identify best practices in (1) designing, developing, implementing, and utilizing statewide longitudinal data systems, (2) establishing effective partnerships among States and local schools and districts, (3) establishing partnerships between

States, and (4) disseminating products and lessons learned. The specific responsibilities of the Federal staff and SEA project staff will be outlined in the cooperative agreement.

B. Requirements

Required system components. Grants under this program are intended to help SEAs design, develop, and implement the various components of a well-designed, comprehensive statewide longitudinal data system that will contain high quality, research-ready data that meet the multiple information needs of key stakeholders, both now and in the future. A data system with this capacity must, at a minimum, have the required system components listed in items I through V. Grants awarded under this program will support States in developing some or all of these components. Additional capabilities can be funded under this program, if the minimum required system components will also be developed or already exist. The Institute expects that data systems developed under this grant will eventually include at a minimum the following required system components:

- I. A unique, permanent student identifier assigned by the State or through a process coordinated by the State;
- II. An enterprise-wide data architecture that includes a data model, data dictionary, business rules, and quality assurance procedures:
 - The architecture should be based upon analysis of current data systems, plans for future enhancements, and analysis of information needs across the SEA and districts' program offices, schools, classrooms, and Federal reporting requirements;
 - Data types and items must at minimum include all data elements required for reporting under the Elementary and Secondary Education Act of 1965, be maintained in a longitudinal format (data linked across years), and allow for meaningful longitudinal analyses of student academic growth within all subgroups specified by the No Child Left Behind Act of 2001 (NCLB)². Additionally, SEAs are strongly encouraged to include data elements necessary for research to address the effectiveness of educational programs, staff development, and other central education policy issues;
 - The architecture must be relational in nature by assuring the capacity to link records across information systems (e.g., to associate students with their teachers); and
 - The enterprise-wide data architecture should identify all of the data items to be included in the system;
- III. Procedures for protecting the security, confidentiality, and integrity of data, and for ensuring the accuracy and timeliness of data;
- IV. Vertical integration of local and State data collections, including plans for requiring participation in the statewide data system and an electronic infrastructure to transfer large data files; and

² Examples of needed data elements: unique and permanent student identifier; student demographic information; enrollment of all students throughout the year; student truancy; student graduation and exit data; student data on all assessments administered statewide; student program participation; unique and permanent school identifier; teacher subject and grade assignments; teacher quality measures. States are also encouraged to include data elements that would support longitudinal research and decision-making at State, district, and school level, such as: student grades; student attendance; greater detail on student assessment data with subcategories and/or items; student infractions; student disciplinary actions; student course enrollment; student after-school program participation; main course textbooks; teacher certifications; teacher education history; school days; staff attendance; staff certification scores; staff development program participation; staff employment history; financial systems data; etc.

- V. A data warehouse or comparable means for managing and storing longitudinally linked data and making it accessible and useful to key stakeholders, especially teachers, schools, and districts.

Required policy and implementation components. There are several policy and implementation components that are not part of a data system per se, but are necessary for a statewide longitudinal data system to function effectively. These required policy and implementation components must be addressed in the system to be developed:

- I. Capacity to support research on student academic growth and other factors associated with improving achievement of all students and reducing achievement gaps between different subgroups of students;
- II. Capacity to exchange data across institutions within the State (e.g., between districts or between secondary and postsecondary institutions) and potentially among States (e.g., records transfer for students moving between States);
- III. Capacity to provide reports or *ad hoc* analyses to a wide range of stakeholders such as parents, teachers, administrators, State and local officials, business community, and the general public;
- IV. Capacity to implement and then sustain the statewide longitudinal data system over time (including staff, technical, and monetary resources as well as training and technical assistance to local education agencies);
- V. Procedures that support access to the longitudinal system's database by researchers under conditions specified by the SEA and in compliance with Federal and State privacy regulations (including FERPA); and
- VI. Clear evaluation criteria for determining successful development/implementation of the statewide longitudinal data system, its quality and effectiveness in meeting the reporting and decision support needs of all of its key stakeholders (at minimum parents, classrooms, schools, districts, SEA, and collaborating researchers), and eventually its effectiveness in catalyzing improvement in academic achievement of all students and in closing achievement gaps.

The proposed work should use national technical and data standards where these exist and are appropriate. At a minimum, the statewide longitudinal data system to be developed must be capable of meeting the reporting requirements of the Education Data Exchange Network (EDEN, <http://www.ed.gov/about/offices/list/ous/sas/pbdmi/eden/workbook.doc>), the Common Core of Data (CCD, <http://nces.ed.gov/ccd>), and other requirements under No Child Left Behind.

Additionally, SEAs are encouraged to use the following voluntary standards and guidelines, established or identified by the National Center for Education Statistics (NCES):

1. Data element definitions in the NCES data handbooks:
 - a. NCES Handbooks Online, <http://nces.ed.gov/programs/handbook/>; and
 - b. Financial Accounting for Local and State School Systems: 2003 Edition, <http://nces.ed.gov/pubs2004/h2r2/>;
2. Schools Interoperability Framework (SIF) standards (http://www.sifinfo.org/tool_kit.asp);
3. Recommendation 7 (Integrating Data Systems) of the U.S. Department of Education's National Educational Technology Plan (<http://www.ed.gov/technology/plan/>);

4. Data confidentiality guide of the National Forum on Education (*Forum Guide to Protecting the Privacy of Student Information: State and Local Education Agencies* (2004), http://nces.ed.gov/forum/pub_2004330.asp);
5. Technology security standards of the National Forum on Education (*Weaving a Secure Web Around Education: A Guide to Technology Standards and Security* (2003), http://nces.ed.gov/forum/pub_2003381.asp); and
6. *Map of Core Elements for Establishing a Statewide Longitudinal Data System* (Attachment to this RFA).

5. APPLICATIONS AVAILABLE

Application forms and instructions for the electronic submission of applications will be available for this program no later than May 31, 2005, at <https://ies.constellagroup.com>.

6. MECHANISM OF SUPPORT

The Institute intends to award statewide longitudinal data system grants in the form of cooperative agreements for periods up to three years pursuant to this request for applications.

7. FUNDING AVAILABLE

The Institute estimates that awards will range from \$1,000,000 to \$6,000,000 in total funding over the course of the project, which may extend up to three years. The size of the award will depend on the scope of the project. Larger budgets will be considered if a compelling case is made for such support.

8. ELIGIBLE APPLICANTS

State Education Agencies are eligible to apply. For this program, State Education Agencies include the principal education agencies of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands. State Education Agencies may propose to collaborate in activities to be carried out with grant funds, but a State Education Agency must submit its own application, and is eligible to submit only one application. Collaborative activities should be described in the application of each collaborator.

9. SPECIAL REQUIREMENTS

State education agencies that receive grants pursuant to this competition must agree to develop the capacity to report data to the Department of Education electronically using the Education Data Exchange Network.

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

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

Additionally, applicants should budget for one meeting each year in Washington, DC, with other grantees and Institute staff to discuss accomplishments, problems encountered, and possible solutions/improvements. At least one project representative should attend the two-day meeting.

10. LETTER OF INTENT

A letter indicating an applicant's potential intent to submit an application is optional, but encouraged, for each application. The letter of intent must be submitted electronically by the date listed at the beginning of this document, using the instructions provided at:

<https://ies.constellagroup.com>

The letter of intent should include:

- A descriptive title;
- A brief description of the proposed scope of work and content of the intended final statewide longitudinal data system;
- The name, address, telephone number and e-mail address of the main contact person;
- The name and institutional affiliation of any key collaborators;
- An indication of the duration of the proposed project;
- An estimated budget request for each year; and
- A total budget request.

The letter of intent should not exceed one page, be single-spaced, and use a 12-point font without compression or kerning. Although the letter of intent is optional, is not binding, and does not enter into the review of subsequent applications, the information that it contains allows Institute staff to estimate the potential workload to plan the review.

11. SUBMITTING AN APPLICATION

Applications must be submitted **electronically by 8:00 p.m. Eastern Time** on the application receipt date, using the ED standard forms and the instructions provided at:

<https://ies.constellagroup.com>

Application forms and instructions for the electronic submission of applications will be available for this program no later than May 31st, 2005. Potential applicants should check this site for information about the electronic submission procedures that must be followed and the software that will be required.

The application form approved for this program is OMB Number 1890-0009.

12. CONTENTS AND PAGE LIMITS OF APPLICATION

All applications and proposals must be self-contained within specified page limitations. Internet website addresses (URLs) may not be used to provide information necessary to the review because reviewers are under no obligation to view the Internet sites.

The sections described below (summarized in Table 1), represent the body of proposals to be submitted to the Institute and should be organized in the order they appear in the RFA. Sections *a* (ED 424) through *h* (*Appendix A*) are required parts of the proposal, while section *i* (*Appendix*

B) is optional. Sections *a* (ED 424), *b* (ED 524 – Sections A and B), and *d* (Project Abstract) are filled out on-line. The remaining sections must be organized and submitted electronically in one PDF file. All page number limitations given in table 1 must be observed.

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

Section	Page Limit
a. <i>Application for Federal Education Assistance (ED 424)</i>	N/A
b. <i>Budget Information Non-Construction Programs (ED 524) – Sections A and B</i>	N/A
c. <i>Budget Information Non-Construction Programs (ED 524) – Section C</i>	No page limit
d. <i>Project Abstract</i>	1 page (3,500 characters)
e. <i>Project Narrative</i> *	25 pages
f. <i>Résumés of Key Personnel</i>	3 pages per each
g. <i>Budget Justification</i>	No page limit
h. <i>Appendix A – Timeline</i>	5 pages
i. <i>Appendix B – Optional Attachments</i>	15 pages

* Accompanying figures, charts, tables, diagrams, and letters of agreement may be included in *Appendix B*.

- a. *Application for Federal Education Assistance (ED 424)*. The form and instructions are available on the website.
- b. *Budget Information Non-Construction Programs (ED 524)—Sections A and B*. The application must include a budget for each year of support requested and a cumulative budget for the full term of requested support. Applicants must provide budget information for each project year using the ED 524 form (a link to the form is provided on the application website at <https://ies.constellagroup.com/>). The ED 524 form has three sections: A, B, and C. Instructions for Sections A and B are included on the form.
- c. *Budget Information Non-Construction Programs (ED 524)—Section C*. Instructions for ED 524 Section C are as follows. Section C must provide an itemized budget breakdown for each project year, for each budget category listed in Sections A and B. For each person listed in the personnel category, include a listing of percent effort for each project year, as well as the cost. Section C should also include a breakdown of the fees to consultants, a listing of each piece of equipment, itemization of supplies into separate categories, and itemization of travel requests (e.g. meeting travel, etc.) into separate categories. Any other expenses should be itemized by category and unit cost.
- d. *Project Abstract*. The abstract is limited to one page (about 3,500 characters) and must include: (1) The title of the project and (2) a short description of the proposed project.
- e. *Project Narrative*. Incorporating, but not necessarily limited to, the requirements outlined in the section *Statewide Longitudinal Data System Requirements*, the *Project Narrative* provides the majority of the information on which reviewers will evaluate the application. Applicants should address in the project narrative each of the criteria that will be used by reviewers to evaluate applications. Suggestions and recommendations on how to address the criteria are presented below:

- (1) Need for the Project

Summarize the status of the State's current statewide data systems with respect to each of the required system and policy and implementation components (listed in *Statewide Longitudinal Data System Requirements*), their limitations, and what would be gained through work proposed for this grant program. Clearly specify the need to improve the current system.

(2) Project Design

Present a clear description of plans for developing and implementing the statewide longitudinal data system. Describe details of the data system's components to be addressed through this grant, including, but not necessarily limited to, the required components presented in the section *Statewide Longitudinal Data System Requirements*³. Clearly identify the products that will be developed and how they will be self-contained, i.e., useful even if no further work will be carried out. Describe how the products of this grant will be integrated into the envisioned statewide longitudinal data system.

In *Project Narrative*, in addition to clearly describing what is proposed under this grant, applicants should clarify which core elements for establishing a statewide longitudinal data system have been completed, are in the process of being completed, are planned for the future, or are not in SEA's plan. To provide a common framework and aid applicants in identifying and clearly summarizing the various stages of data system design, development, implementation, and application, a *Map of Core Elements for Establishing a Statewide Longitudinal Data System* is provided in the Attachment to this RFA.

Additionally, describe how the content and architecture of the statewide longitudinal data system will address the needs of, and be accomplished in collaboration with, various stakeholders (students, parents, teachers, schools, districts, the State, researchers, universities, the business community, the public, and the Federal government), what impact it is likely to have on them, and how these stakeholders will be assisted in using the system (including plans for training and technical assistance to local education agencies). In addition to describing how the data system will improve local capacity to monitor and improve teaching and student achievement, describe how it will enhance the SEA's reporting accuracy and timeliness, use of data analysis and research for decision-making, and its understanding of educational issues and of effective strategies to address them.

(3) Project Personnel

Present a clear description of the applicant's capacity for developing and implementing the statewide longitudinal data system. Include brief descriptions of the qualifications of key personnel (information on personnel should also be provided in their résumés). For each of the key personnel, describe the roles, responsibilities, and percent of time devoted to the project.

³ If known, include identification of the data elements that will be included in the statewide longitudinal data system and indicate which of the required and voluntary national technical and data standards and guidelines (listed in section 4.B of *Statewide Longitudinal Data System Requirements*) will be, or have been used, and how, in the resulting statewide longitudinal data system.

(4) Resources

Provide a description of the resources available to support the project, including facilities, equipment, and staff. Include a description of current or planned work, if any, supported under other funding that this grant would supplement, including timelines for the work. Describe how the SEA will ensure that future work not addressed through this grant, but needed to implement and sustain a fully functional statewide longitudinal data system, will be supported and carried out.

Applicants are encouraged to address the issue of how they propose to leverage grant money from this program to maximize the outcomes. The Institute encourages collaboration among States to address common problems or to develop shared solutions.

(5) Management Plan

Provide a description of how the SEA plans to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. Describe what procedures will be used for ensuring feedback and continuous improvement in the quality and operation of the resulting statewide longitudinal data system from the perspectives of different stakeholders (including students, parents, teachers, schools, districts, the State, researchers, universities, the business community, the public, and the Federal Government) and for evaluating the system's effectiveness in improving teaching and student achievement. Provide a clear description of plans for requiring, and collaborating with, districts and/or schools to collect and clean data for the statewide data system. Describe clearly the planned collaborations and agreements established to achieve the objectives of the project, how the collaborating parties will support the project, and how they will use the resulting longitudinal data and analyses for research, decision-making, and improvement of student achievement.

The *Project Narrative* is limited to the equivalent of 25 pages, where a "page" is 8.5 inches x 11 inches, on one side only, with 1 inch margins at the top, bottom, and both sides. Single-space all text in the *Project Narrative*. To ensure that the text is easy for reviewers to read and that all applicants have the same amount of available space in which to describe their projects, applicants must adhere to the type size and format specifications for the entire *Project Narrative*, including footnotes. See frequently asked questions available at <https://ies.constellagroup.com>.

Conform to the following four requirements:

1. The height of the letters must not be smaller than 12 point;
2. Type density, including characters and spaces, must be no more than 15 characters per inch (cpi). For proportional spacing, the average for any representative section of text must not exceed 15 cpi;
3. No more than 6 lines of type within a vertical inch; and
4. Margins, in all directions, must be at least 1 inch.

Applicants should check the type size using a standard device for measuring type size, rather than relying on the font selected for a particular word processing/printer combination. Figures, charts, tables, and figure legends may be smaller in size but must be readily legible. The type size used must conform to all four requirements. Small type size makes it difficult for reviewers to read the application; consequently, the use of small type will be grounds for the Institute to return the application without peer review. Adherence to type size and line spacing requirements is also necessary so that no applicant will have an unfair advantage by using small type, or providing more text in its application. Note that these requirements apply to the PDF file as submitted. As a practical matter, applicants who use a 12 point Times New Roman without compressing, kerning, condensing or other alterations typically meet these requirements.

Use only black and white in graphs, diagrams, tables, and charts. The application must contain only material that reproduces well when photocopied in black and white.

The 25-page limit does not apply to the ED 424 form, the ED 524 form and budget narrative justification, the one-page abstract, the résumés, or the appendixes. Reviewers are able to conduct the highest quality review when applications are concise and easy to read, with pages numbered consecutively.

- f. *Résumés of Key Personnel.* Abbreviated résumés should be provided for the project director and other key personnel. Each résumé is limited to 3 pages and should include information sufficient to demonstrate that personnel possess training and expertise commensurate with their duties (e.g., Information Technology (IT) certificates and relevant experience). The résumé must adhere to the margin, format, and font size requirements described in the *Project Narrative* section.
- g. *Budget Justification.* The *budget justification* must provide sufficient detail to allow reviewers to judge whether reasonable costs have been attributed to the project. It must include the time commitments and brief descriptions of the responsibilities of key personnel. The budget justification should correspond to the itemized breakdown of project costs that is provided in form *ED 524-Section C*. For consultants, the narrative should include the number of days of anticipated consultation, the expected rate of compensation, travel, per diem, and other related costs. A justification for equipment purchase, supplies, travel, and other related project costs should also be provided in the budget narrative for each project year outlined in *Section C*. For applications that include contracts for work, applicants should submit an estimated budget for each contract for each project year, and a description of the contract costs should be included in the budget narrative. Page limit does not apply to this section.
- h. *Appendix A – Timeline.* In *Appendix A* of the proposal, applicants should provide a timeline detailing when each proposed component/stage of data system development and implementation to be addressed through this grant would be initiated and completed. *Appendix A* is limited to 5 pages.

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

Please note that applicants selected for funding will be required to submit the following certifications and assurances before a grant is issued:

- (1) SF 424B-Assurances-Non-Construction Programs
- (2) ED-80-0013-Certification Regarding Lobbying, Debarment, Suspension and other Responsibility Matters; and Drug-Free Workplace Requirements
- (3) ED 80-0014 (if applicable)-Lower Tier Certification
- (4) SF-LLL (if applicable) - Disclosure of Lobbying Activities
- (5) Protection of Human Research Subjects assurance and/or Institutional Review Board certification, as appropriate

13. APPLICATION PROCESSING

Applications must be received by 8:00 p.m. Eastern Time on the application receipt date listed in the heading of this request for applications. Upon receipt, each application will be reviewed for completeness and for responsiveness to this request for applications.

14. PEER REVIEW PROCESS

Applications that are complete and responsive to this request will be evaluated for the content, quality, and feasibility of the data system proposed for completion under this grant. A panel of technical experts who have substantive and methodological expertise appropriate to the design, development, implementation, and utilization of statewide longitudinal data systems will conduct reviews in accordance with the review criteria stated below.

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

15. REVIEW CRITERIA

The goal of this grant program is to assist SEAs in building the data system capacity to: generate and use accurate and timely data to meet Federal, State, and local reporting requirements; allow for value-added and other diagnostic and policy-relevant research; engage in data-driven decision-making; and improve student achievement. Reviewers will be expected to assess the following aspects of an application in order to judge the likelihood that the proposed project will have a substantial impact on the pursuit of that goal. Information pertinent to each of these criteria is described in the section on *Statewide Longitudinal Data System Requirements* and in

the discussion of the *Project Narrative*, in the section on *Contents and Page Limits of Application*:

- (1) Need for the Project
- (2) Quality of Project Design
- (3) Quality of Project Personnel
- (4) Adequacy of Resources
- (5) Quality of Management Plan

16. RECEIPT AND REVIEW SCHEDULE

Letter of Intent Receipt Date: May 13, 2005

Application Receipt Date: June 30, 2005, 8:00 p.m. Eastern Time

Earliest Anticipated Start Date: November 1, 2005

17. AWARD DECISIONS

The following will be considered in making award decisions:

1. Overall technical merit of the proposal as determined by peer review;
2. Responsiveness to the requirements of this request;
3. Performance and use of funds under previous Federal awards;
4. Contribution to developing a model of best practice in the design, development, implementation, and application of statewide longitudinal data systems; and
5. Availability of funds.

18. INQUIRIES ADDRESS

Dr. Kashka Kubzdela

Institute of Education Sciences

National Center for Education Statistics

1990 K Street, NW, Rm. 9067

Washington, DC 20006

Email: Kashka.Kubzdela@ed.gov

Telephone: (202) 502-7411

19. PROGRAM AUTHORITY

20 U.S.C. 9601 et seq., the “Educational Technical Assistance Act of 2002,” Title II of Public Law 107-279, November 5, 2002. This program is not subject to the intergovernmental review requirements of Executive Order 12372.

20. APPLICABLE REGULATIONS:

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

21. ATTACHMENT

Map of Core Elements for Establishing a Statewide Longitudinal Data System

1. Analysis of the business needs (multiple reporting and decision support needs) of key stakeholders, including the State, districts, school boards, schools, teachers, parents, students, the public, and other constituents
2. Cataloging current and planned local data collection methods and data structures
3. Designing statewide longitudinal data systems architecture
 - a. Including in data model the business needs of key stakeholders, who participate as data providers and users, and whose needs should determine the data types and items to be maintained in the system, years of data maintained, and data quality achieved (all of which define the breadth and depth of subsequent possible analyses)
 - b. Developing effective data quality assurance system, that contains:
 - i. Data dictionary, with well-defined content and common definitions for data elements⁴, to assure the same definitions, codes, and periodicity across all schools in the State at data entry points
 - ii. Business rules for data format, acceptable values, missing data options, and logical comparisons to prior data
 - iii. Automated data edit processes to verify data quality and to ensure that rules are met before allowing data into the State's data system
 - iv. Systems and procedures to assure correct utilization of data by the users and providers
 - c. Developing an effective, statewide data model that defines and describes the logical and physical relationships between data items and systems, and system structure that allows efficient data maintenance and retrieval (containing relevant and linked current and historical data)
 - d. Assuring secure access to data and formal reports to protect the confidentiality of individuals, in compliance with FERPA and the statistical reliability of results
 - e. Structured to enable efficient data extraction for time-based analyses
 - f. Allowing modifications and enhancements to the system's data and architecture, including system expansion over time
4. Creating, assigning, and tracking a unique, permanent student identifier assigned at state level
 - a. Allowing the matching of individual student records across databases and years for every student enrolled in preK-12 state education system (using an automatic system creation of IDs or an individual creation through direct online interaction with ID system)
 - b. Allowing for program evaluation (including potential capacity to track students past the 12th grade)
 - c. Allowing for student record transfers among States when students move across state borders (requiring inter-state agreements and compliant with FERPA regulations)
5. Planning and implementing data collection
 - a. From districts and/or schools so that the SEA can incorporate data in the system for all students, classrooms, and schools under the SEA's jurisdiction, including:

⁴ See Data Definitions in NCES Handbooks Online, <http://nces.ed.gov/programs/handbook/> for an example of standards.

- i. Development of collaboration among all parties within the SEA and between the SEA and school districts in data collection, reporting, and dissemination
 - ii. Provisions for the needs of districts that have limited ability to participate in technology systems
 - b. Conducting cost/benefit and sustainability analyses of dynamic vs. static data extraction systems (data entered directly by school personnel into the statewide system, with instantaneous error feedback vs. data files imported from districts on a periodic basis)
 - c. Shortening reporting time and increasing the accuracy of student assessment data (e.g. through technology-based assessments)
6. Implementing statewide longitudinal data system (warehouse)
- a. Development of the system according to the designed architecture
 - b. Testing of the system
 - c. Going live
7. Designing, using, and maintaining business intelligence tools (analytical & reporting)
- a. Streamlining reporting capabilities to local, state, and federal agencies, using pre-defined, automated reports (including for EDEN, NCLB, NCES, and the public)
 - b. Supporting:
 - i. Multiple reporting and analyses needs of different stakeholders
 - ii. High-level longitudinal analyses, required for data-driven decision-making by policymakers, educators, and members of the public
 - c. Providing timely, accurate, and user-friendly dissemination of the needed data, reports, and analyses results to:
 - i. Parents/guardians and students
 - ii. Teachers
 - iii. Schools
 - iv. District administrators
 - v. State officials and administrators
 - vi. Universities/colleges and the business community
 - vii. The public
 - d. Engaging in longitudinal education research to inform policy and decision-making
 - e. Leading the State, districts, and teachers in the development and use of innovative analytical tools and reports to inform policy and decision-making
8. Establishing logistical capacity to create and maintain a statewide longitudinal data system
- a. Developing efficient administrative processes, infrastructure components, and policy commitments for effectively implementing the maintenance of the statewide longitudinal data system, regarding:
 - i. Assuring continued data collection and quality
 - ii. Assuring continued dissemination of data and analyses results
 - iii. Assuring data security and confidentiality, including addressing potential concerns of stakeholders about student privacy in automated systems
 - iv. Assuring continued funding
 - v. Assuring continued adequate human resources
 - vi. Assuring continued enabling legislation
 - vii. Assuring the continued adequacy of hardware, software, and networking capabilities
 - b. Assuring sustainability and effectiveness of the system by:
 - i. Assuring administrative buy-in

- ii. Assuring qualified staff, training, technical, and other resources dedicated to the State's administrative technology over the long term to ensure the system's continued effectiveness (including the commitment and ability of staff to implement, use, and continually develop the data system)
- iii. Developing a strong plan for the SEA and other stakeholders to continually evaluate and improve the effectiveness of the data system and of associated processes, both in their reporting and decision-support functions, and to periodically assess the degree to which they meet agency and other stakeholders' needs
- c. Involving and supporting stakeholders by establishing and/or facilitating the existence of:
 - i. A policy advisory committee that includes representatives from each key stakeholder group
 - ii. A data provider/collection group
 - iii. A data user group
 - iv. An internal agency coordination group to oversee data collection, management, and dissemination
- d. Planning and funding initial and ongoing, efficient and effective training of key state and local data collectors and users, according to their functional needs, on:
 - i. Data Entry, Cleaning, and Transfer
 - ii. Data Extraction
 - iii. Unique Student ID System
 - iv. Business Intelligence Tools and use of data for decision-making