

SECTION A: WISCONSIN SLDS PROJECT—ABSTRACT

(1) Project Title

Advancing and Enriching Education in Wisconsin: Leveraging Partnerships to Accelerate Progress toward a Meaningful Longitudinal Data System.

(2) Project Description

The Wisconsin Department of Public Instruction (DPI) and key partners view the American Recovery and Reinvestment Act (ARRA) state longitudinal data system (SLDS) grant as an opportunity to expand beyond our currently planned PK-16 data system capacity. The proposed grant will enable the implementation of additional capabilities to promote a more robust and sustainable PK-16 data system with greater interoperability among education institutions and other state agencies. While enriching current post-secondary alignment efforts, DPI proposes to incorporate teacher licensure data into the SLDS and study early childhood data collections. Specifically, the proposed upgrades focus on three objectives:

I. Advanced Postsecondary Infrastructure: Leverage momentum to accelerate data sharing and interoperability among state education agencies

To fully capitalize on the investment of federal and state resources to develop a strong LDS, DPI and its key partners, the University of Wisconsin System (UW System), the Wisconsin Technical College System (WTCS), and the Wisconsin Association of Independent Colleges and Universities (WAICU) will transition from patchwork data sharing to an interoperable data system that safely and efficiently enables more informative research.

II. Great Teachers and Leaders: Transition to a web-based, integrated teacher licensing and data management system, improving data accessibility and quality.

As greater emphasis is placed on teacher quality, training, and professional development data, the limitations of Wisconsin's aging teacher licensing and certification system have become increasingly apparent. Creating an SLDS integrated educator licensing system is essential to capture data elements that will enable meaningful analysis to drive improvement of classroom instruction and teacher education. This online program will greatly improve data exchange and accessibility for education institutions, partner agencies, and educators.

III. Early childhood longitudinal research: Develop a high quality data plan around early childhood educational programs.

Research demonstrates the profound impact that early childhood interventions can have on student development and achievement. Like many states, Wisconsin targets crucial resources toward early intervention programs. However, since a comprehensive early childhood data system does not exist, and individual programs are not linked with the SLDS, meaningful program evaluation and cost-benefit analysis remains beyond our grasp. We intend to complete a feasibility study to evaluate current early childhood education data collections and create a plan for eventual data sharing between DPI and partner agencies.

(3) Expected Outcomes: The main goal of our SLDS efforts is development of an interoperable system that supports data exchanges as well as ad hoc research requests. This system will follow students as they transition from early childhood programs through K-12 schools, and on from K-12 to post-secondary institutions. This data stream will enable stakeholders to complete meaningful research that will ultimately inform and improve the education our state provides.

1. Need for Project: Overview

Wisconsin has taken full advantage of federal advocacy and fiscal support for Longitudinal Data Systems (LDS) over the past four years. The state is poised to take dramatic positive steps towards a more comprehensive, informative, and efficient LDS.

Advancing and Enriching Education in Wisconsin: Leveraging Partnerships to Accelerate Progress toward A Meaningful Longitudinal Data System is a proposal that will enable our LDS to better meet the objectives of State Superintendent Tony Evers's goal that Wisconsin provide a quality education for every student, with every child a graduate prepared for further education and the workforce. We are committed to closing the achievement gap, preparing students to be innovative and productive members of the 21st century workforce, and successful participants in higher education. Specifically, we aim to:

- Accelerate postsecondary alignment through the distribution of sub grants to our partner institutions;
- Develop important new online licensure tools to gather meaningful information about educators, the institutions they attend, and workforce trends in education; and
- Forge new paths within the state by completing a feasibility analysis of including early childhood education program information in our LDS.

Our progress to date has been impressive. The foundation of our longitudinal data warehouse is fully functional, and we are piloting a new reporting and analysis tool, which will be widely available in January of 2010. Additionally, we are working to create consensus around common data elements with our postsecondary partners that will enable new research opportunities and program evaluations using longitudinal data. Wisconsin is confident the agenda items presented in this grant will propel our state further towards an LDS that includes easily accessed, high quality data used to inform instruction and improve education in general.

President Obama's recent visit to Wisconsin to discuss education was a testament to the hard work in our state, not only to pull out all stops to produce genuine change in how we educate our students, but also to develop a concrete plan to improve the quality and accessibility of the data we collect to inform that change. As President Obama said, states that are "committed to real change in the way they educate their children," and are "willing to hold themselves accountable...we'll offer you a big grant to help you make that plan a reality." The President went on to say, "In states like...Wisconsin, you're seeing steps taken...so we can have a clear look at how well our children are learning and what can be done to help them learn better."¹

The Wisconsin Department of Public Instruction (DPI) is dedicated to leveraging current momentum—as evidenced by President Obama's recent visit as well as state legislative action to adjust state laws in accordance with Race to the Top requirements—to accelerate progress towards an LDS that will help us better understand the characteristics both of high quality teachers and students prepared to succeed in higher education. Such a data system must include

¹ Obama, Barack. Speech at Wright Middle School. Madison, Wisconsin, November 4, 2009.

information about our educators and the institutions in which they were trained, must link students with their teachers, and it must provide information about graduates of our public high schools that continue in higher education.

President Obama’s visit to Wisconsin coincided with a period of dramatic legislative action to align our state laws with the priorities of Race to the Top and place us in a position to greatly improve the service we provide the students and families of our state. The legislature recently passed laws that will greatly change:

- How data are exchanged among DPI and institutions of higher education;
- What information can be collected about educators, and in what ways that information can be used; and
- The ability for DPI to create authentic and lasting change in school districts.

Specifically, the legislation—called by Governor Doyle a “critical step [to] move Wisconsin forward”—repeals a ban on allowing student test results to be used as part of teacher evaluation, authorizes DPI and institutions of higher education in the state to study each other’s education programs, and requires the establishment of an LDS to collect and manage our student data. (Please see Appendix A for copies of the Acts referenced above.)

The result of four years of diligent work by DPI is apparent both in our technological capacities to maintain a quality, secure LDS as well as our broad stakeholder support for more comprehensive data exchange. Stakeholders in Wisconsin understand the importance of expanding our LDS to include information about our public school educators—including data from teacher preparation programs—and about our students’ transitions to higher education. Additionally, state agency partners, such as the Wisconsin Department of Children and Families, are fully supportive of our efforts to expand our LDS and look forward to assisting with an exploration of early childhood education data possibilities.

This Grant Supplements Current Momentum

DPI currently has the infrastructure, support, and momentum to continue work towards goals aligned with our previous and current SLDS grants:

- The release and continued support of our first secure access reporting and analysis tool;
- The development of a comprehensive Data Dictionary to supplement our LDS and data reporting efforts;
- The creation of a course completion collection to be added into our longitudinal data warehouse;
- The integration of our Vocational Education Enrollment Reporting System (VEERS) data into the LDS;
- The harnessing of the information in our longitudinal collection, including the data from VEERS and our course completion collection, to design innovative and meaningful public and private reports.

However, progress beyond current efforts to add internal datasets into the LDS and develop interactive research and analysis tools to evaluate educational programs and interventions is not possible without additional fiscal support. In particular, valuable postsecondary connections will remain only minimally operative and time consuming if data standards and elements are not

aligned among DPI and postsecondary institutions. Additionally, though efforts to reorganize and revitalize our educator licensure system are widely supported and seen as an appropriate investment, a challenging fiscal reality in the state may leave the project stalled for years to come.

The agenda items we propose in this application represent a holistic approach to improving our data system. First, recognizing the pressing need to expand our LDS to include data beyond high school, we propose to include information about students in higher education. Second, in an effort to greatly improve the data we collect about educators—teachers and administrators—in our state, we propose to develop an integrated, online licensure system that will serve educators, districts, institutions of higher education, and a multitude of partner agencies in the state. Finally, to better understand the quality and impact of early childhood education programs, we intend to conduct an assessment and feasibility study of early childhood education data to include in our LDS.

The three agendas below supplement our current LDS work and compliment current efforts in the state. They also align with the requirements as stated in the Request for Applications (RFA)—that Wisconsin work to develop a system that includes postsecondary data, information about educators, and early childhood education data, all while leveraging partnerships to accelerate progress towards a meaningful and useful LDS.

1.1 Advancing Postsecondary Data Infrastructure: Leverage momentum to accelerate data sharing and interoperability among state education agencies

“And here is what we know: Over the course of a lifetime, those with a college degree -- and I want the young people here especially to listen to this -- over the course of a lifetime, those with a college degree earn over 60 percent more than those with only a high school diploma -- 60 percent more. Most of the fastest growing jobs require a bachelor's degree or more. This is what we were talking about earlier in the classroom. Four out of every 10 new jobs will require at least some advanced education or training within the next decade. So put simply, the right education is a prerequisite for success. There was a time when if you just got a high school education and you were willing to work hard, you could get a job in a trade or in the factory that paid a middle-class wage. And those days are declining. The currency of today's economy is knowledge.”

-- President Barack Obama,
Speech to Wright Middle School
Madison, WI, Nov. 4, 2009

Current Capacities

The Wisconsin Department of Public Instruction began its first major effort to create an integrated, student level data system in 2004. At that time, Wisconsin already had a public reporting web portal, the Wisconsin Information Network for Successful Schools (WINSS). Thus, early initiatives focused on streamlining data collection and integrating existing data systems into our LDS.

DPI's first step in developing our LDS was to assign a unique student number to every public school student in the state. This was accomplished using the Wisconsin Student Locator System (WSLS)—a web application that 1) assigns the unique Wisconsin Student Number (WSN) to each student entering a Wisconsin Public School, 2) ensures that WSNs follow students from school to school within the state, 3) updates our database with any changes in student status, and 4) automatically corrects errors in information such as birthdays or spellings. This application enabled DPI to launch the Individual Student Enrollment System (ISES), our first statewide student-level collection, in 2005. More specifically, ISES is a web-based system that includes state defined data standards, which enabled Wisconsin to begin collecting longitudinal student-level data. In 2006, Wisconsin received its first SLDS grant and proceeded to build a student-level data warehouse using data from WSLS, ISES, and other external sources, such as ACT results. When combined, these operational and decision support systems enabled Wisconsin to begin eliminating data silos, greatly enhancing the quality and accuracy of our public and federal reporting, as well as our analytic program evaluation. Additionally, the LDS system reduced DPI's internal cost of meeting federally mandated reporting, while greatly improving the accuracy of data publicly available through WINSS.

Throughout this process, DPI has collaborated with postsecondary institutions, research organizations, state agencies and public officials to conduct timely and relevant research. In particular, key policy questions have focused on the PK-20 pipeline, examining student preparedness for higher education and the workforce, college access and affordability, and teacher preparation programs. As a result, DPI has developed three postsecondary partnerships: the Wisconsin Technical College System (WTCS), the University of Wisconsin System (UW System), and the Wisconsin Association of Independent Colleges and Universities (WAICU). Together these organizations form the backbone of the state's PK-16 education efforts.

The challenges Wisconsin faces in sharing data across the PK-16 spectrum are not unique. While the state has the capacity to share data among education and other agencies, varying data standards and elements, as well as the absence of a common PK-16 student identifier, requires the use of matching software and workaround strategies to link student data across agencies. Unfortunately, while the acquisition of advanced matching software has generated an impressive match rate for individual projects, it is a time consuming process that must be conducted each time a data request is made. Consequently, Wisconsin has the capacity to exchange PK-16 data, but seeks to establish an interoperable data system that can seamlessly and reliably exchange data among partners.

However, the older and often incompatible data systems maintained by different agencies present implementation challenges that require the same kind of data alignment and systems upgrades DPI has undergone with local education agencies (LEAs) in order to enhance interoperability and data exchange. Notably, the numerous data systems within our postsecondary education systems and among the various college and university campuses were developed thirty to forty years ago. The various upgrades, patches, and redevelopments have left a patchwork information technology (IT) infrastructure across the state, and it is not surprising that the cutting edge technology developed almost four decades ago has created legacy challenges for statewide interoperability. Since these systems were constructed independently, they will require substantial programming and infrastructure upgrades to align standards and create efficient and reliable interoperability.

Finally, while postsecondary campuses and LEAs maintain full student records, the postsecondary systems and DPI only collect certain student data elements, which are not consistent among postsecondary education systems and DPI. Consequently, DPI and our partners are currently working to establish a common set of core data elements and formats that can be aligned across systems to ensure the accuracy of student records matching and exchange. These elements may include, among others, a statewide student identifier, name, and birth date.

Each partner in our PK-16 data system faces different challenges in achieving interoperability. In particular, each partner maintains different data elements and verifies data at different points in time. This diversity of practice and capacity guarantees a complicated, slow exchange of data with limited usefulness, unless system upgrades and data alignments are done.

As part of our current SLDS grant, DPI has convened a stakeholder group to gather information and build consensus around integrating postsecondary agencies and data into the LDS. Along with our primary postsecondary partners, we have established the following challenges in building an interoperable link that bridges the data collection among DPI and our postsecondary partners:

Department of Public Instruction (DPI): DPI has a K-12 unique student identifier (the Wisconsin Student Number) and currently uses matching software to link data collected from postsecondary institutions and state agencies. This process is staff intensive, time consuming, and does not support ongoing, seamless data exchange.

In order for DPI's K-12 statewide student identifier to be integrated with our postsecondary partners, certain data elements will have to be standardized. Additionally, DPI is prohibited from collecting social security numbers, a sensitive data element used for matching records among some state agencies.

DPI has a variety of student, teacher, and school finance data collections that take place throughout the year. However, the student data from a given school year is not fully audited until December of the following school year. This may generate some lag or additional data errors within the PK-16 system.

University of Wisconsin System (UW System): UW System has had a student-level database for over thirty years, and can track students among UW campuses. While UW System has a powerful data system and the capability to exchange data, its data elements and standards do not currently align with other data systems.

Currently, campuses submit student records to UW System on a semester basis. In general, records do not include first and last name, instead utilizing a campus student identifier along with assorted other data elements for internal tracking. Names are included only for financial aid recipients in order to meet federal reporting requirements. However, the absence of student names from many records will present a record matching challenge. Additionally, the UW System data standard for date of birth contains month and year only, which will likely have to be aligned or bridged to facilitate seamless data exchange among partners.

Finally, UW System is already engaged in a massive IT project to redevelop its personnel management system. Consequently, allocating staff and financial resources to implement PK-16 alignment upgrades will be challenging without additional funding.

Wisconsin Technical College System (WTCS): WTCS may have the most extensive data collection of any education system. However, while it amasses a wealth of information from all of its more than fifty institutions, the data system architecture is very old, not easily queried, and maintained by a solo programmer. Due to system architecture and limited staff resources, WTCS has a limited ability to add new data elements, or manipulate current elements, at present.

WTCS colleges submit data throughout the academic year. These student demographic records include student name, date of birth, sex, ethnicity, and district student ID, when available. The data system also collects course information by student. This collection includes course enrollment, completion and grade; and grant activity data which includes a record for every student who was served by a state or federal grant administered by WTCS.

While its existing data sets are sufficient to establish a common set of data elements, the primary challenge for WTCS in implementing the PK-16 upgrades will be the limited staff and technological capacity to incorporate the statewide unique student identifier and align data standards.

Wisconsin Association of Independent Colleges and Universities (WAICU): WAICU is currently piloting a centralized data system to collect information from three of its members. Following the pilot phase, the scope and scale could be expanded to incorporate data from additional WAICU members.

In the WAICU system, students will be tracked by an individual identifier combined with the campus's Integrated Postsecondary Education Data System (IPEDS) unit identifier (UnitID). The data to be collected are largely de-identified. For example, a record may contain the student identifier, date of birth, or age, but not the student's name.

The challenges WAICU faces in participating in an interoperable PK-16 system are (1) staff resources, and (2) incorporating the common data elements and data standards necessary for seamless data exchange.

In November, Governor Jim Doyle signed *2009 Wisconsin Act 59* into law. This Act authorized DPI, UW System, WTCS, and WAICU to study each other's education programs, required a written agreement concerning such studies and data sharing, and required the establishment of a PK-16 LDS of student data.

Staff from each of the four partner education systems immediately began developing an overarching PK-16 compact to implement the system. Additionally, staff members are negotiating a series of subsequent memoranda of understanding to delineate and define data governance, security requirements, research protocols, and any relevant costs. We expect the compact will be signed by the end of the year, and that subsequent agreements will be reached by the end of the first quarter of 2010.

Additionally, DPI's ongoing efforts to bring together a wide array of postsecondary and state agency partners around creating a more robust PK-20 longitudinal data system—one that includes information about students before and after their time in the K-12 system—have been well received. Our current SLDS grant has funded development and consensus building work around integrating postsecondary student data into our LDS, both through Wisconsin's postsecondary education systems as well as through the National Student Clearinghouse.

Capacities to be Developed

The more robust system envisioned by Wisconsin's PK-16 stakeholders would enable a seamless exchange of data among institutions, authorized under state law and governed by an interagency data compact. It would include:

1. A set of common, aligned data elements, including:
 - a common student identifier,
 - other agreed upon common data elements, and
 - aligned data standards
2. An interoperable data exchange for research and reporting, which may include:
 - a system for secure file exchange,
 - protocols for authentication, user authorization, and FERPA compliance, and
 - capacity for ad hoc research requests and reporting capabilities
3. Sub grants for implementation of systems upgrades and data alignments necessary for interoperability across the PK-16 data exchange to our postsecondary partners:
 - the University of Wisconsin System (UW System)
 - the Wisconsin Technical College System (WTCS), and
 - the Wisconsin Association of Independent Colleges and Universities (WAICU)

1. **Establish a set of common, aligned data elements.** Efficient, seamless data exchange will require the three postsecondary partners and DPI to adopt and implement a common statewide student identifier, a set of common data elements, and a set of aligned data standards. The proposed common student identifier will be utilized in addition to other existing identifiers, and will be made available to other state agencies in order to facilitate broader data exchange when appropriate under federal and state law.

As noted previously, the three postsecondary partners and DPI currently collect different data elements used to identify and match student unit record information. Since Wisconsin proposes to establish a data exchange, rather than a single data warehouse, a set of common elements will have to be established in order to validate record matches among systems as well as maintain data integrity and accuracy. Additionally, each education system currently maintains different data standards, which will have to be aligned or bridged for the key common data elements established by the partners.

2. **Create an interoperable data exchange for research and reporting.** Once common data elements and standards have been established, a system for data requests, approval, and secure file exchange will be established in accordance with the governance policies and

requirements of our PK-16 memoranda of understanding. Key system protocols will include authentication, user authorization, and FERPA compliance, ensuring only authorized personnel and approved research project personnel may access personally-identifiable, student-level data. Research protocols for accessing de-identified and aggregate data may also be established. Collectively, these technical tools and system of governance will facilitate both regular data exchanges as well as ad hoc research requests as appropriate under federal and state privacy laws.

- 3. Provide sub grants to our three postsecondary partners to upgrade their data infrastructure.** While our PK-16 data system efforts are underway, consensus building and planning will result in little institutional change without proper resources to enable our postsecondary partners to follow through on measures to create seamless interoperability and data exchange. In order to accelerate progress towards interoperability, DPI proposes to award sub grants to UW System, WTCS, and WAICU (postsecondary partners) for the development of structural capacity that will allow for interagency data sharing. DPI's current SLDS grant will support the systems upgrades or implementation work necessary to achieve seamless interoperability within our agency and the LDS.

Using Data to Support Improvement Efforts

Currently, Wisconsin uses data to support improvement, both in LEAs and statewide, through educational research, policy analysis, and program evaluation.

LEAs and student improvement: The capacity and quality of LEA data systems varies greatly across the state. While our districts meet federal and state reporting requirements, many smaller districts lack the technical infrastructure or staff expertise for sophisticated data analysis and collection.

To that end, DPI created the Wisconsin Information Network for Successful Schools (WINSS). This online reporting site provides publicly reported data on areas such as student achievement, school demographics, and attendance. However, this is an aggregate-level analysis tool, and therefore lacks the capacity for teachers and administrators to retrieve student-level performance data and analysis. Consequently, DPI plans to migrate all WINSS data into the LDS. Additionally, DPI has developed the Multi-Dimensional Analytic Tool (MDAT), which enables authorized users to examine individual student performance over time. Currently, data primarily travels from LEAs to DPI for reporting and analysis, though LEAs have some ability to download DPI data into their systems. Ultimately, DPI wants to develop more substantial two-way data sharing with LEAs; at present, local capacity varies too greatly for this to be effective.

Statewide education improvement: Wisconsin engages in a wide array of research partnerships on student improvement and educational strategies. For example, DPI has recently worked with the Value-Added Research Center at UW-Madison to study growth models, has facilitated a charter school study with La Follette School of Public Policy Professor John Witte, conducted research on the SAGE small class size program in K-3, and annually produces supply and demand reports on teacher employment.

Additionally, Wisconsin has a rich array of two-year community and technical colleges and is a national leader in awarding associates degrees. Furthermore, secondary, career, and technical

education programs are transforming courses to implement programs of study in high skill, high wage, and high demand career areas as well as career and technical education. To improve the transition to technical training and the workforce, DPI and Wisconsin school districts have worked with postsecondary partners on curricular alignment, credit transfer, and data exchange across the PK-16 system. The data collected through DPI's student level Vocational Education Enrollment Reporting System (VEERS), which will be integrated into the LDS under our current grant, is a rich complement to data on post-secondary readiness and course data—greatly informing student success in higher education and the workforce.

However, non-aligned data systems and complicated research agreements have often slowed down the study and improvement processes. As Wisconsin moves toward a more data-informed approach to education policy and school improvement, the state's recently enacted PK-16 data system legislation and proposed interoperability will greatly facilitate and expedite our research and analysis process.

1.2 Great Teachers & Leaders: Transition to a web-based, integrated teacher licensing system, greatly improving data quality and accessibility

DPI recognizes the need for readily available and reliable information about the educators in our state—where they received their degree and subsequent training, what type and category of license(s) they have, and for how long they have been teaching and where. We intend to create an online teacher licensure program which will result in greater data integrity, a more cohesive and reliable structure within current data collections, easier-to-access data, and valuable connections between DPI, institutions of higher education, our Cooperative Educational Service Agencies (CESAs, which serve as a service unit between the school district and the State Superintendent), and the 425 school districts in Wisconsin.

A comprehensive on-line licensure system will

- ✓ link agencies in the state, including LEAs, institutions of higher education, other state departments, and CESAs;
- ✓ expedite initial license application and renewal processes; and,
- ✓ store for more accurate and timely reporting—in our longitudinal data system—important data about educators, educator preparation programs, and licensure trends in the state.

Current Capacities

Wisconsin is proud of its educators, and strives to make certain that those educators are well-trained and receive appropriate support in the classroom. Driven by the beliefs that standards should guide what students know, and that greater accountability in a results-driven system improves student learning, the state has also taken steps to ensure that educators participate in career-long professional development. To address the needs to support educators—especially those new to the field—while requiring greater accountability, the State Superintendent appointed an Education Task Force in 1994. This task force was given a mission to study, develop, and propose a new system for preparing and licensing educators.

The result of the task force's work and recommendations was Wisconsin Administrative Code PI-34, or the Wisconsin Quality Educator Initiative. The Initiative, which was adopted in 2000, is built on the foundation of Wisconsin's Educator Standards. Simply put, the Quality Educator

Initiative put into place career-long professional development that includes a Professional Development Plan requirement for licensed initial educators. This Plan involves convening a team of trained educators to review, approve, provide support for, and verify completion of a new educator's professional development goals.

Charged with managing the requirements of PI-34, DPI's Teacher Education, Professional Development, and Licensing (TEPDL) Office is notably located in the Department's Division for Academic Excellence. The mission of this Office is:

- to serve and support the Wisconsin education community in meeting Wisconsin statutory and code requirements; and
- to ensure high quality educators and strong leadership in every school.

The Office does this by:

- aligning teacher education, professional development programs, and program approval and licensing to all components of Wisconsin's Quality Educator Initiative (PI-34);
- working to ensure that all Wisconsin educators are highly qualified licensed staff who have demonstrated the knowledge, skills, dispositions, and performances that substantiate competence in Wisconsin's standards;
- coordinating and providing leadership in the program approval process for all institutions of higher education in the state offering programs that prepare educators; and
- ensuring continued professional growth for educators using the licensing process for Initial, Professional, and Master Educators.

TEPDL serves an important function for the educators—teachers and administrators—of the state, as well as for LEAs, CESAs, and institutions of higher education.

As the primary regulator of PK-12 licensing in Wisconsin, TEPDL receives applications for over 35,000 license issuances or renewals each year, and currently manages licenses for over 225,000 educators. However, the state of TEPDL's licensure system is, by many standards, antiquated. DPI currently stores licensure data in a multitude of formats (including scanned documents), and data structures that are difficult to access, and even more difficult to manage. As a result, important analyses about teacher supply and demand, preparation programs, and quality remain beyond our reach. While current capabilities require a focus on process, our new system will allow for greater focus on information. The changes we propose will dramatically shift the methodology of TEPDL—and indeed, DPI—from a document-driven to a data-driven decision-making organization.

As it stands, the licensure process operates as efficiently as possible, given current capacity. Still, the system includes a labyrinth of steps. (TEPDL's Current Educator License Application Processing Flow is attached in Appendix A.) Staff must manually scan and input data into a variety of databases and image documents. A majority of the licensing staff's time is consumed with this data entry and paper handling. Time not consumed with data entry is often spent answering inquiries about either the current process or a specific application. Though TEPDL employees navigate the process well, many questions arise for educators attempting to apply for their initial license or renew existing licenses. Without doubt, the current process is confusing,

unwieldy, and slow. Additionally, DPI anticipates that the licensure workload will soon exceed staff resources, and budgetary concerns in the state portend challenges in hiring new positions.

TEPDL has already invested significant personnel time and fiscal resources in researching and initial planning of a potential online program. The team and its leadership are intensely dedicated to improving the system with which they work on a daily basis. They know that a better system, though convenient for staff in DPI, and certainly helpful for educators, will also input valuable information into our LDS that will allow DPI to better understand teacher training, supply, demand, and effectiveness, thereby enabling us to provide more focused support for our educators and the institutions that train them. They know that a better licensure system will ultimately improve education in Wisconsin.

Though the need for a new system to collect, store, and manage data about educators in Wisconsin is widely recognized within DPI and among key stakeholders in the State, previous efforts to update the system have repeatedly come to a formidable dead-end: lack of funds. In many ways, important pursuits such as improvements to our teacher licensure program have been sacrificed on the altar of equally vital efforts to develop the foundations of our LDS and accompanying reporting methods. Race to the Top has quickly focused and improved understanding of the value and importance of thoughtfully gathering information about our educators and the institutions in which they were trained. Given this greater collective awareness, and DPI's substantial work to develop our LDS, DPI is perfectly poised to utilize Federal funds to 1) improve an important service we provide for educators; 2) collect and better manage data about educators; and, 3) develop useful, innovative, and sustainable ways to use those data to better understand and address our successes and struggles in educating the youth of our state.

Using Data to Support Improvement Efforts

Reporting

In addition to responsibilities for educator licensure, TEPDL is a representative for the state superintendent regarding educator licensure standards for initial licensure and license renewal; regularly prepares reports for the education committees of the legislature; conducts approval reviews of Wisconsin educator preparation programs every five years; and prepares an annual report on the supply and demand of educational personnel. These efforts serve to inform the public and fulfill reporting requirements of the federal Individuals with Disabilities Education Act (IDEA).

We are certain that the data collection and assessment necessary for this work will be well served by an online licensure system with higher quality and more easily accessed data. Important policy questions about teacher distribution, the impact of teaching preparation initiatives such as PI-34, and the ability to identify quality educators are currently addressed through the above methods. However, better quality and more diverse data will surely provide a richer and more complete picture of education in Wisconsin. Specifically, a data system that can track students, link those students to their teachers, and link educators to their preparation programs will undoubtedly provide invaluable information to guide reform. Though we currently collect information about teachers, the complicated nature of the data collection, structures, and management processes makes taking full advantage of our data to create a robust picture of education in our state difficult.

Capacities to be Developed

Interoperability

Though the vision for TEPDL's integrated online licensure system is one of interoperability, the current outdated licensure process lacks the capacity to communicate efficiently with other state or district institutions, or even with other offices within DPI. We consider interoperable data sharing between the various institutions involved in the licensing process to be an integral part of our streamlined new system. This system will:

- Create web-based, customer-friendly license application and renewal processes for educators, including:
 - Paperless application/renewal procedures and status tracking
 - An online forum to track PI-34 requirements
 - Automated, electronic fee payment, transcripts, background checks, fingerprint results tracking, and professional development data submission
 - Reduced license application turnaround time
- Offer an automated platform for institutions of higher education to provide program participation and completion data to our LDS, resulting in:
 - Automated initial educator licensing
 - Automated educator supply data for DPI's annual report on Supply and Demand of Wisconsin Education Personnel
- Provide automated data exchanges and electronic communication with employing school districts and providers of professional development plan resources, including:
 - Emergency license requests
 - Auditing of school personnel
 - On-request reports from the educator license database
 - Searchable index of approved educator preparation programs
 - Automated educator demand data for DPI's annual Supply and Demand of Wisconsin Education Personnel Report

Ultimately, this system will be interoperable with LEAs, CESAs, Wisconsin institutions of higher education, and a variety of agencies in the state, including the Departments of Revenue (DOR), Justice (DOJ), Regulation and Licensing (DRL), Transportation (DOT), and Children and Families (DCF).

Data Quality

We propose to greatly improve the data quality of DPI collections managed by TEPDL. Under the current system, educator data—collected on paper—are manually entered in discrete collections and spreadsheets that, in addition to being difficult to access and manage, are also challenging to verify for data quality. Consolidating and cleansing these data sets, and ultimately storing them in our LDS, are important steps for our overall vision.

1.3 Early Childhood Data Strategy: Assessing early childhood data collection and capacity and developing a strategy for integration into the LDS.

A true longitudinal view of student progress must not only extend beyond high school; it must also include early childhood education programs. Stakeholders, including child advocates, Head Start staff, the Department of Children and Families and the Governor's Council on Early Childhood Education and Care, recognize the tremendous value in creating a data-driven view of student achievement that starts before kindergarten. Important policy questions about program participation, longitudinal outcomes for early childhood education program participants, and program characteristics remain unanswered as long as DPI is unable to identify, capture, and incorporate early childhood data elements into our LDS.

In an effort to carry forward the momentum created in our PK-20 stakeholder meetings, DPI proposes to conduct a feasibility study of early childhood education data sharing throughout the state. This important first step will include an internal inventory and assessment of paths to creating a continuous data flow starting with education programs before kindergarten.

This necessary expansion of our LDS to include early childhood data must begin with a careful evaluation of current data collections; it must consider data collection possibilities; and, it must evaluate and determine a best method to improve interoperability between early childhood education providers and the K-12 education system.

Current Capacities

Currently, DPI only collects early childhood data for a few specific program areas and interventions, including early childhood special education services. Both DPI and the Department of Children and Families coordinate and provide grants for early childhood programs and are deeply interested in expanding the LDS into the early childhood arena. However, there is little inter-agency understanding of the data collected relating to pre-K programs and less knowledge of data collected throughout the state by early childhood education providers.

Capacities to be Developed

Many important policy and research questions will get richer and more comprehensive answers with the addition of early childhood education data into our LDS. To that end, we must carefully assess not only our internal data collections, but also external data collections and sharing feasibility. We expect to evaluate current data collections from a variety of sources, including:

- 1. Wisconsin Head Start state supplement:** Wisconsin provides federal Head Start grantees with supplemental funding through the Wisconsin Head Start State Supplement. This program provides state funded slots to service additional children on the federal Head Start waiting lists. Currently, no data is collected at the state level for the children served by this program. As DPI explores the collection and alignment of this data, the first priority would be data from Head Start in schools or cooperative educational service agencies that receive

supplemental state funding. The second priority would be expanding to all additional Head Start grantees.

- 2. Individuals with Disabilities Education Act (IDEA) Part C:** Through a federal general supervision grant from the US Department of Education, Wisconsin's Department of Health Services (DHS) and DPI have just completed the implementation of a new data collection system that allow county programs to make electronic referrals for children transitioning into school district IDEA services. As DPI explores data alignment, one goal would be the extension of the DPI portion of this data system to allow alignment with the DPI individual student data.
- 3. Child care food program:** DPI currently has a shared data collection system with the Department of Children and Families related to the child care food program. While this system is primarily program data, it does involve specific child data related to monitor the weekly attendance of subsidized children versus the number of enrolled children claimed for CACFP reimbursement.

1.4 Need for Project: Summary

State Fiscal Stabilization Fund (SFSF) Requirements

The State Fiscal Stabilization Fund requires Wisconsin to comply with the seven capabilities and 12 elements outlined in the America COMPETES Act. Wisconsin currently has, at a minimum, a rudimentary capacity to meet all these requirements. However, our current State LDS (SLDS) grant, this new proposal, and our Race to the Top application seek to create a powerful LDS capable of efficiently and seamlessly exchanging data to support student improvement. To that end, this grant proposal addresses almost every capability and element. For more information, please see our Proposed Objectives in Section 2.4 and the chart of our current LDS status in Appendix C.

Data Security and Accessibility

Confidential student data is the core of any LDS. Such data must be protected. Wisconsin's laws and citizenry are unequivocal: pupil data privacy must be protected with utmost vigilance. DPI has instituted state-of-the-art security systems and continues to implement strict security rules regarding use of and access to confidential data in accordance with state and federal privacy laws. To that end, DPI's legal counsel and pupil data policy advisor are integral parts of the overall LDS team, and additional security measures are being negotiated as part of our PK-20 data exchange agreements.

2. Proposed Objectives: Three Overarching Agendas

Wisconsin is confident in our ability to report by September of 2011 that we have, at a basic level, the data elements and capabilities of the America COMPETES Act. However, this basic level of competency is not enough to address the educational priorities and concerns in Wisconsin. We seek to do more to provide educators, families, education agencies, and policymakers better resources to attend with focus to the educational needs of our state: addressing the overwhelming achievement gap between black and white students, ensuring our

students are educated by the highest quality teachers, and developing the next generation of assessments that engage students and accurately measure achievement of content standards.

Current work to enhance our longitudinal data system focuses primarily on changes within DPI. The following objectives answer the unavoidable call to substantially expand our LDS to include additional data and foster partnerships outside the PK-12 arena. Below, we have listed each outcome and its accompanying components for each of our three agendas. These outcomes were determined through a needs assessment, keeping under consideration the required elements and capabilities of the America COMPETES Act. We thus end the section by summarizing the elements and capabilities each of our outcomes will help DPI fulfill.

2.1 Advancing Postsecondary Data Infrastructure

Tremendous energy and effort in Wisconsin is centered on developing a robust PK-16 data system that supports high quality research as well as the secure, reliable transmission of pupil data among education institutions. This momentum is reflected both in our efforts to date, which have created the ground work for us to move quickly in establishing higher level interoperability.

Current Efforts:

- ✓ Enacted state legislation authorizing a PK-16 data system in November 2009
- ✓ All four education systems (DPI, UW System, WAICU, and WTCS) will sign an interagency compact to govern PK-16 data exchanges and ad hoc research requests by December 2009.
- ✓ All four members of the compact will sign memoranda of understanding governing data sharing, research protocols, security and any relevant costs by March, 2010.

Outcome #1: A set of common, aligned data elements, including:

- a common student identifier,
- other agreed upon data elements, and
- aligned data standards

Outcome #2: An interoperable data exchange for research and reporting, which may include:

- a system for secure file exchange,
- protocols for authentication, user authorization and FERPA compliance, and
- capacity for ad hoc research requests

Outcome #3: Sub grants provided to postsecondary partners to implement systems upgrades and data alignments necessary for interoperability across the PK-16 data system, including:

- the University of Wisconsin System (UW System),
- the Wisconsin Association of Independent Colleges and Universities (WAICU), and
- the Wisconsin Technical College System (WTCS).

2.2 Great Teachers & Leaders

Much thought has been given to realistic, measurable, and useful outcomes within Educator Licensure. An approach that incorporates our goals of 1) having a strong planning and analysis

foundation, 2) an integrated online teacher licensure application and data management tool, and 3) high-quality educator data integrated into our LDS, into three outcomes provides an excellent blueprint for implementation.

Outcome #1: A Strong Foundation: Analysis, Requirements Gathering, and Workflow Development

In order to create an integrated system of data collection and processing, we must first address issues of data quality and accessibility within DPI. While an integrated online teacher licensure data system is appealing, and the temptation to hasten work on this part of the project is strong, TEPDL currently suffers under a system that is the result of ad hoc data collection and maintenance architecture; the result is dysfunctional. Consequently, the team is deeply dedicated to fulfilling the following components of this first outcome—seen as necessary first steps towards a highly efficient system:

- An inventory of TEPDL data collections, including an assessment of additional data to collect.
- Requirements gathering and plan development to fully functionalize a unique teacher identifier.
- Workflows and accompanying business rules for the upcoming new system.
- A plan of project implementation phases, timeline, final staff allocation, and hardware and software acquisition and integration.

Outcomes #2 and #3: A Comprehensive Online Data Management and Educator Licensing Portal

An integrated, online, licensure management system and database is at the heart of this effort. Such a program will create valuable data-sharing connections between DPI and LEAs, institutions of higher education, and other state departments. Additionally, this system will reap an abundant harvest of useful data for the LDS: data that will be used to answer important policy and educational questions; data that will be used to understand what it means to be a high-quality teacher, to understand the distribution of high quality educators in our public schools, and the effectiveness of teacher preparation programs.

The implementation of such an application involves two developmental phases, the outcomes of which are online modules that will together form a comprehensive system. The modules begin with an internal web application that will ensure a timely move towards cleaner and more manageable data. This application will improve data capture, facilitate exchange of data within DPI, and include a secure login capacity for agencies integral to the licensure process. The module, or outcome, created in the second phase, will provide online functionality for educators in the state to apply for initial or master licensure, or to renew or change an existing license.

Following are the descriptions of each module, as well as the components associated with development.

Outcome #2: An Internal Web-based Data Management Module with Connections for External Partners

Development of a DPI web application will allow for internal workflow and document management, an integral first step to improve data quality within the agency. This module will include role-based security authentication that ensures the privacy of data and authorizes access only to legitimate users of the system. It will allow for increased data capture, data validation, and a data-driven workflow, thereby improving educator and licensure data quality and integrity within the agency. This internal system will also provide TEPDL staff with sufficient opportunity to fully learn the components of the application, thereby improving the technical and implementation support they can provide future system customers. Thus, the components of the internal aspect of this outcome are twofold:

- A security administration feature
- Training documentation to accompany all Module One components

The external partner component of this module will include secure logins, reporting tools, and data submission tools for education program providers, LEAs, and CESAs. It will allow institutions of higher education to report education preparation program participants and completers and complete follow-up research on graduates of their programs. It will also provide LEAs and CESAs access to tools and reports related to education staff licensure: to verify enrollment status in a higher education program, to verify license status and type, and to complete reporting requirements for DPI. The outcomes for this module relate to the need to provide efficient and expedient connections and communications between DPI and our external partners.

In creating the application connections to our external partners, we expect to produce the following components:

- An online application module to serve education program providers
- An online application module to serve LEAs, CESAs

Outcome #3: A Web Module with Initial License and Renewal Application Programs

This outcome completes the circle of our integrated online licensing system by providing an online portal for initial and renewing applicants to manage their licensure process. Such a process will incorporate the enhanced data collection and validation determined in Outcome One: A Strong Foundation. More specifically, this online module will include the following components:

- Web-based license application intake—for initial licenses
- Web-based license renewal component
- Training documentation to accompany all Module Two components

Outcome #4: Migration of Educator Licensure and Training Data into LDS

Our final goal for the comprehensive educator licensure portal project is one of integration. Starting with our foundation building stage, we intend to plan for and incorporate data elements about educators into our LDS. The addition of this educator data will culminate our efforts to collect and maintain clean and manageable data that 1) is of high quality, 2) is more accessible, and 3) improves reporting capacity within the department. As mentioned above, TEPDL is

responsible for annual reports at a state and federal level. Having higher quality and more accessible data will not only improve the accuracy of these reports; it will also make the process of reporting more efficient and timely. Further, integrating our educator data into the LDS will provide for richer and more complete information that we as a state agency can provide the people, agencies, and education institutions of Wisconsin.

In an effort to ensure transparency and build positive anticipation for these outcomes, DPI intends to continue building support for this project throughout from the start of the process: informing and involving all parties—LEAs, CESAs, institutions of higher education, educators, and other state departments—throughout the progress.

2.3 Early Childhood Data Strategy

Outcomes for the Early Childhood Data Strategy first address the need to identify the multitude of programs within the State which provide educational value to the pre-kindergarten student. Once these programs are recognized, analysis will be completed to determine what data is currently collected, available, and transportable. This analysis will help determine the feasibility of adding data from the different programs to the LDS. The three outcomes of our Early Childhood component are:

Outcome #1: Analyze the current early childhood data environment

Identify early childhood programs with the following information: data elements collected, method of collection, availability of the data collected, data standards used, and the capacity available for data sharing.

Outcome #2: Establish data sharing methodologies

Build consensus around common data elements, other data elements needed, and common data standards between DPI and early childhood education partners.

Outcome #3: A work plan to realize data sharing process

Create a work plan to indicate how, what, and when the identified data elements can be added to the LDS on a per program schedule.

2.4 Outcomes: Summary

With this grant, Wisconsin has a singular opportunity to unite under the banner of LDS the many valuable, but currently disparate, efforts throughout the state to collect and report education data in meaningful ways. Ultimately, the outcomes associated with Advancing Postsecondary Data Infrastructures, Great Teachers & Leaders, and our Early Childhood Data Strategy agendas will enhance data integrity, accessibility, reporting, and the quality of connections and communications with all of the people and agencies with whom we work. Though DPI will achieve these improvements only through partnerships with other state agencies, LEAs, program providers, and educators, we are confident the outcomes will benefit all parties.

SFSF Required Element	Outcomes that enhance current progress towards SFSF requirements throughout DPI
Element #1	<i>Advancing Postsecondary Data Infrastructure:</i> Agreement upon and development of a statewide unique student identifier that allows for the exchange of data between DPI and postsecondary institutions, but that does not permit a student to be individually identified by users of the system (except where allowed by Federal and State law).
Element #2	<i>Advancing Postsecondary Data Infrastructure:</i> Inclusion of student-level enrollment, demographic, and program participation information that extends beyond K-12. <i>Great Teachers & Leaders:</i> Capture of enrollment, certification, and completion information for teachers and administrators in Wisconsin.
Element #3	<i>Advancing Postsecondary Data Infrastructure:</i> Improved interoperability, combined with recent state legislation, and the development of memoranda of understanding with postsecondary partners will allow for the exchange of student-level information about the points at which students exit, transfer in or out, drop out, or complete postsecondary education programs.
Element #4	<i>Advancing Postsecondary Data Infrastructure:</i> Realization of interoperability framework between DPI and postsecondary partner institutions <i>Great Teachers & Leaders:</i> Comprehensive educator licensure web-portal will allow two-way communication between DPI and education program providers
Elements #5-7	Wisconsin currently meets these elements (see chart in Appendix C).
Element #8	<i>Great Teachers & Leaders:</i> Assessment of current teacher identifier and implementation of plan to ensure identifier meets new requirements for matching and confidentiality.
Elements #9-10	Wisconsin currently meets these elements (see chart in Appendix C).
Element #11	<i>Advancing Postsecondary Data Infrastructure:</i> Interoperability with postsecondary partners will allow for the exchange of data that provide information regarding the extent to which students transition successfully, including whether students enroll in remedial coursework.
Element #12	<i>Advancing Postsecondary Data Infrastructure:</i> Agreed upon data elements expected to include data that provide other information necessary to address alignment and adequate preparation for success in postsecondary education. <i>Great Teachers & Leaders:</i> Improvement of manageability and quality of educator data, and migration of that data into LDS, will provide information to address questions of transitions and success in postsecondary education.

SFSF Required	Outcomes that meets or enhance current progress towards SFSF
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Capability	requirements throughout DPI
Capability #1	<p><i>Advancing Postsecondary Data Infrastructure:</i> Student-level data will be captured from institutions of higher education, expanding our LDS to include postsecondary data.</p> <p><i>Great Teachers & Leaders:</i> The myriad of connections created with an online teacher licensure and data capture system will allow Wisconsin to examine student progress over time, including connections for public school graduates who pursue higher education degrees in education and enter the workforce as a teacher or administrator.</p>
Capability #2	<p><i>Advancing Postsecondary Data Infrastructure:</i> Our proposal accelerates 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>Great Teachers & Leaders:</i> Comprehensive educator licensure web-portal will facilitate and enable exchange of data among agencies and institutions within the state.</p>
Capability #3	<p><i>Great Teachers & Leaders:</i> Implementation of plan to ensure unique teacher identifier meets new requirement to match student and teacher data.</p>
Capability #4	<p><i>Great Teachers & Leaders:</i> Improved manageability and integrity of educator data will enable seamless matching of teachers with information about their certification and teacher preparation programs.</p>
Capability #5	<p><i>Advancing Postsecondary Data Infrastructure:</i> The interoperable system we propose to facilitate will allow for a seamless exchange of data that will greatly improve our ability to easily access data for continuous improvement and decision-making.</p> <p><i>Great Teachers & Leaders:</i> Improved manageability and integrity of educator data will allow for more timely and accurate reporting to parents, students, teachers, and school leaders.</p>
Capability #6	<p><i>Great Teachers & Leaders:</i> Development of an integrated, online educator license tool will decrease chances of data entry error, improve the manageability of data, and ensure quality and integrity of data in the system.</p>
Capability #7	<p><i>Great Teachers & Leaders:</i> Improved manageability and integrity of educator data will provide State with ability to more accurately and efficiently meet reporting requirements of the Department of Education.</p>

3. Timeline for Project Outcomes

3.1 Advancing Postsecondary Data Infrastructure

Under our current SLDS grant, DPI is leading a process to expedite the development of the postsecondary component of our PK-16 data system. DPI and our postsecondary partners have worked with the Governor's office and State Legislature to create the legal authority and governance agreements necessary to transition from patchwork data sharing among PK-16 education organizations into an interoperable, efficient, and reliable PK-16 data system.

Additionally, we have brought together key stakeholders from across the PK-20 spectrum, including various educational institutions and state departments, to engage in a consensus building process around both a list of the crucial questions we want our LDS to answer as well as a strategic framework for growing and integrating our LDS.

This is no small task. Consensus building made possible by our current grant is no match for reality: each postsecondary system represents a myriad of unique complications on the path to interoperability, not the least of which is a basic structural deficiency that would inherently restrict the efficient exchange of data between systems.

Consequently, the proposed grant focuses on the implementation of specific common data elements, standards, and a unique student identifier shared by DPI and Wisconsin's three postsecondary education systems. Rather than focusing on broad, general agreements, the work of this grant will concentrate on the specific technical capacities necessary, and legal agreements required, under FERPA for Wisconsin to maintain a truly interoperable, secure PK-16 data system.

Fortunately, Wisconsin's Race to the Top efforts, coupled with concurrent work from our current grant, have positioned us to quickly disburse sub grant funds, resolve major planning and alignment issues, and focus most of the grant work on technical implementation and system development. However, because the technical infrastructure in each partner institution has different assets and liabilities, the specific implementation timeline will vary among partners. A timeline by outcome is included below:

Outcome: Sub grants to postsecondary partners to implement systems upgrades and data alignments necessary for interoperability across the PK-16 data system

<u>TIMELINE</u>	<u>TASK</u>	<u>PARTY RESPONSIBLE</u>
Year 1 Q1	Finalize common data standards and elements.	DPI, UW System, WTCS, and WAICU
	Sign grant agreement and provide sub grant to UW System for implementation of PK-16 data system functionalities.	DPI and UW System
	Sign grant agreement and provide sub grant to WTCS for implementation of PK-16 data system functionalities.	DPI and WTCS
	Sign grant agreement and provide sub grant to WAICU for implementation of PK-16 data system functionalities.	DPI and WAICU

Outcome: A set of common, aligned data elements including: a common student identifier, other agreed upon common data elements, and aligned data standards.

<u>TIMELINE</u>	<u>TASK</u>	<u>PARTY RESPONSIBLE</u>
Year 1 Q1 – Q2	<p>Hold a series of meetings to:</p> <ul style="list-style-type: none"> ● Review existing memoranda of understanding and governance agreements signed by the partners ● Develop a core list of data elements necessary for useful and expedient matching of pupil records ● Individually assess the necessity and feasibility of adding any new, relevant data elements ● Identify current data standards for each data element under consideration for each partner organization. ● Resolve final list of common data elements and standards ● Agree on a data standard for the LDS student key (common identifier). ● Develop an implementation timeline for all common elements and standards based on each partner’s unique needs and existing capacity. ● Sign an interagency agreement establishing the common data elements, standards and student identifier. 	DPI, UW System, WTCS, and WAICU

Outcome: An interoperable data exchange for research and reporting, which may include: a system of secure file exchange; protocols for authentication, user authorization and FERPA compliance; and the capacity for ad hoc research requests.

<u>TIMELINE</u>	<u>TASK</u>	<u>PARTY RESPONSIBLE</u>
Years 1 – 2 Q3 – Q6 (Support: Q7 – Q12)	Commence initial development of the common LDS student key	DPI, UW System, WTCS, and WAICU
	Align data element around standards	
	Implement LDS student key	
Years 2 – 3 Q5 – Q12	Develop a system for secure file exchange	DPI, UW System, WTCS, and WAICU
	Create protocols that may include: authentication, user authorization and FERPA compliance	
	Develop ad hoc extract and reporting capabilities	

3.2 Great Teachers & Leaders

As described in Need for Project, Section 1.2, the Office of TEPDL has given much thought to the development of a highly functional integrated online licensing system. DPI proposes to complete a thorough data inventory of TEPDL’s collections, including an assessment of unnecessary elements and additional elements needed. During this phase, TEPDL—with input from throughout the agency, and guidance from the LDS Project Manager and staff—will evaluate current teacher identifier methods and determine the necessary steps to upgrade our system to include a unique teacher identifier appropriate to meet new requirements. Additionally, careful planning of new system workflows and business rules must occur before application development. The TEPDL team will plan the project implementation phases, timeline, and final staff allocation. Final hardware and software needs, acquisition and integration methods will also be determined during the foundation building period.

Having developed a clear plan for implementation during the first stage of the overall project, the second stage will be application development. DPI expects this project to be implemented in two phases, represented by modules that fit together to form the overall application.

Data collected through the online program will be incorporated (according to plans developed in the foundation building process), into DPI’s longitudinal data system when it is most appropriate. This process will be coordinated by the LDS Project Manager, and implemented by staff in the IT Team.

As mentioned above, the LDS Project Manager and team will work directly with TEPDL and the Teacher Licensure Project Lead throughout all phases of the project to ensure that 1) meaningful data are collected, and 2) that the data are collected in a way conducive to storage and management in our LDS. Additionally, the TEPDL and LDS teams will work to provide transparency about the project, building support and positive anticipation for the upcoming system changes.

Outcome: A strong foundation: analysis, requirements gathering, and workflow development

<u>TIMELINE</u>	<u>TASK</u>	<u>PARTY RESPONSIBLE</u>
Year 1 Q1 – Q2	An inventory of TEPDL data collections and architecture, including an assessment of additional data to collect.	<u>Leadership:</u> Assistant State Superintendent for Academic Excellence <u>Planning & daily oversight:</u> Project Lead <u>Implementation:</u> TEPDL, developers/analysts to be hired <u>Additional Support:</u> LDS Project Manager and Education Consultant
	Requirements gathering and plan development to functionalize a unique teacher identifier that will meet new requirements.	
Year 1 Q2 – Q3	Workflows and accompanying business rules for the upcoming new system.	Same as above
	A plan of project implementation phases, timeline, final staff allocation, and hardware and software acquisition and integration.	

Outcome: An Internal Web-based Data Management Module with Connections for External Partners

<u>TIMELINE</u>	<u>TASK</u>	<u>PARTY RESPONSIBLE</u>
Years 1 – 2 Q4 – Q8	Development of online application module to serve education program providers	<u>Leadership:</u> Assistant State Superintendent for Academic Excellence <u>Internal Accountability:</u> Licensure project Steering Committee <u>Planning & daily oversight:</u> Project Lead <u>Implementation:</u> TEPDL, developers/analysts to be hired <u>Additional Support:</u> LDS Project Manager
	Development of online application module to serve LEAs, CESAs	
	Development of online application module for security administration	

		and Education Consultant
Year 2 Q8	Training documentation to accompany all Module One components	Same as above

Outcome: A Web Module with Initial License and Renewal Application Programs		
<u>TIMELINE</u>	<u>TASK</u>	<u>PARTY RESPONSIBLE</u>
Years 2 – 3 Q5 – Q9	Web-based application intake—for initial licenses	<u>Leadership:</u> Assistant State Superintendent for Academic Excellence <u>Planning & daily oversight:</u> Project Lead <u>Implementation:</u> TEPDL, developers/analysts to be hired <u>Additional Support:</u> LDS Project Manager and Education Consultant
	Training documentation to accompany all initial license component	
Years 2 – 3 Q5 – Q12	Web-based application intake—for license renewals	Same as above
	Training documentation to accompany license renewal component	
Years 3 Q9 - Q11	Integration of initial license and license renewals module with the data management module	Same as above

Outcome: Migration of Educator Licensure and Training Data into LDS		
<u>TIMELINE</u>	<u>TASK</u>	<u>PARTY RESPONSIBLE</u>

Year 1 Q1 – Q2	Development of LDS Educator Data Plan: determine data to be integrated into the LDS and when	<u>Leadership:</u> Assistant State Superintendent for Academic Excellence <u>Planning & daily oversight:</u> Project Lead <u>Implementation:</u> TEPDL, developers/analysts to be hired
Years 2 – 3 Q5 – Q12	Migration of educator data into LDS	<u>Additional Support:</u> LDS Project Manager and Education Consultant
Years 1 – 3 Q1 – Q12	Communications and support-building with education community: LEAs, CESAs, institutions of higher education, teachers, and administrators	

These timelines are a best estimate upon submission of this application. We anticipate changes in the process as a result of the research and analysis accomplished during the first phase of the Great Teachers and Leaders Agenda. For a more specific timeline, please see our work plan in Appendix A.

3.3 Early Childhood Data Strategy

The important questions to be answered with early childhood data are well recognized within DPI and among our PK-20 partners. It is apparent that a true longitudinal view of student achievement must include early childhood data as well. While the capacity to add this data to the LDS is unknown at this time, we need to analyze all early childhood programs according to the timeline and tasks below to determine the overall workplan necessary to link early childhood data within the LDS to increase the longitudinal view of a student.

<i>Outcome:</i> Analyze the current early childhood data environment		
<u>TIMELINE</u>	<u>TASK</u>	<u>PARTY RESPONSIBLE</u>
Year 2 Q5 – Q6	Identify early childhood programs with the following information: data elements collected, method of collection, availability of the data collected, data standards used, and the capacity available for data sharing.	DPI and the Department of Children and Families

Outcome: Establish data sharing methodologies

<u>TIMELINE</u>	<u>TASK</u>	<u>PARTY RESPONSIBLE</u>
Years 2 – 3 Q7 – Q10	Build consensus around common data elements, other data elements needed, and common data standards between DPI and early childhood education partners.	DPI and the Department of Children and Families

Outcome: Develop work plan to realize data sharing process

<u>TIMELINE</u>	<u>TASK</u>	<u>PARTY RESPONSIBLE</u>
Year 3 Q9 – Q12	Create a work plan to indicate how, what, and when the identified data elements can be added to the LDS on a per program schedule.	DPI and the Department of Children and Families

4. Project Management and Governance

This proposal is submitted with full support and approval of all levels of DPI leadership. At the highest level, the project is the responsibility of State Superintendent Tony Evers. The LDS Project sponsor remains, by appointment of the Superintendent, Rick Grobschmidt, Assistant State Superintendent for Libraries, Technology, and Community Learning. (His résumé is attached in Appendix B.) He is ultimately responsible for the successful implementation of all aspects of Wisconsin’s LDS, and participates regularly in collaborative LDS efforts within the agency while also facilitating partnerships with other institutions and organizations in the state.

The basic structure of the LDS Project involves three structural components:

- Grant oversight and plan approval by the Executive Steering Committee
 - Established under the original LDS governance structure, and will remain in place through subsequent phases of LDS development.
 - Membership includes the Deputy State Superintendent (Please see résumé of Michael Thompson.).
 - Led by the project sponsor, Assistant State Superintendent of Libraries, Technology, and Community Learning.
 - Comprised of management from across DPI and legal counsel.
 - The primary responsibility: to ensure the project remains aligned with the needs and priorities, and compatible with other initiatives, of the agency, thus serving educators and students in Wisconsin.
- Project planning managed by LDS Project leadership
 - This component involves 1) development of a detailed internal plan—with specific workflows, timelines, and expectations—for completion of goals aligned with the Executive Steering Committee’s vision, and 2) facilitation of communication between all

LDS staff; distribution of clear plans to all teams involved in the project; and provision of regular updates to the Executive Steering Committee.

- Plan implementation by cross-agency teams with content area and data expertise integral to the project

The LDS is a collaborative effort throughout DPI, one that involves the expertise of various program area staff serving to guide the applications development work of the Information Technology Bureau. Thus, all committees and teams associated with the LDS Project include staff from throughout DPI. In particular, the DPI offices of Content and Learning and Educational Accountability are integral to the development of the LDS. Both are represented on the Executive Steering Committee and throughout the other teams of the LDS project. These content experts are familiar with the aims of the longitudinal data system, and come vested with a solid understanding of project objectives, history, and stakeholder needs.

Work that started in DPI over four years ago—and continues with our current SLDS grant—has created an agency infrastructure that will not only support additional LDS efforts; it will also provide for the sustainability of the LDS as a high-priority component of DPI’s work. Two full-time LDS project staff positions have recently been filled, ensuring the project has staff focused and specialized for LDS work. Additionally, with input and recommendations from LDS team members, the Steering Committee regularly evaluates the LDS framework and process flow plan to ensure efficient work towards project goals.

In addition to LDS Steering Committee oversight and guidance, DPI’s Data Management Steering Committee handles data governance for DPI. This group includes cabinet-level leadership and data management experts from throughout DPI. In addition to setting data governance policy for DPI, this group may serve as a resource for LDS initiatives working to ensure compliance with federal, state, and DPI policies.

Daily project oversight will be the responsibility of the LDS Project Manager. (Please see the attached résumé of Melissa Straw.) The Project Manager reports directly to the Chief Information Officer (see résumé of Rod Packard). Additionally, the Project Manager, with assistance from the Education Consultant (see résumé of Laura Pinsonneault), will provide regular updates to members of the Implementation teams and the Executive Steering Committee.

A general note on the oversight of our proposed activities: a project of this magnitude is considered “high profile” as defined by the Wisconsin Legislature, and therefore subject to additional monitoring by the state legislature. One of the criteria defining “high profile” is any project with a budget over one million dollars. In such instances, DPI is required to submit monthly Dashboard Reports to the Secretary of the Department of Administration. These reports contain status updates for Schedule, Scope, Budget, and Other Issues, and are signed by the Director of Information Technology, the Executive Sponsor, Finance Authority, Business Authority, and Contract Administrator.

Below, we address specific oversight and management plans for our three agendas. We realize that an LDS is a comprehensive project that will find greatest success when it incorporates a true cross-agency approach. Thus, regular communication between teams and updates to the executive steering committee will be included in all plans.

4.1 Advancing Postsecondary Data Infrastructure

General oversight and responsibility for the postsecondary team within DPI lay with the Assistant Superintendent for Libraries, Technology, and Community Education. Oversight of the IT Team lay with the IT Director, Rod Packard. In addition to daily project oversight, the LDS Project Manager will be responsible for providing direction for this initiative. Each postsecondary partner will provide a project lead to manage efforts within their organization. Please see the résumés for each partner. The Education Consultant, Laura Pinsonneault, will provide assistance as needed to the postsecondary partners during their analysis.

4.2 Great Teachers & Leaders

Ultimately, the responsibility for all aspects of the Great Teachers & Leaders Agenda lay with TEPDL. This office, under the leadership and management of the Assistant Superintendent for Academic Excellence (Please see the attached résumé for Deborah Mahaffey), will develop work groups and implementation teams fitting the different tasks for each major goal of the project. (Please see the attached proposed organization chart in Appendix A.)

As this agenda represents a significant effort by DPI not only to create internal change, but also to enhance communication, connections, and partnerships with departments, LEAs, institutions of higher education, and educators throughout the state, the Integrated Educator Licensure System effort will have a specialized steering committee. The Teacher Licensure Steering Committee will have ultimate oversight of this project. To facilitate communication between the groups, and overall compatibility with our LDS goals, this group will include members from the LDS Executive Steering Committee. The group will also include representatives from our partner agencies and institutions to ensure greater communication and eventual interoperability between all parties

The majority of organization and detailed planning will be handled by the Teacher Licensure Project Lead (position to be filled), who will work with a business analyst, technical lead, writer, and several developers to create and implement the online modules. The Project Lead will provide important planning and oversight of day-to-day activities, and maintain regular communication with the LDS Project Manager to ensure alignment of the work in TEPDL with overall LDS goals. It is expected that the Teacher Licensure Implementation Team report regularly to the LDS Executive Steering Committee. Additionally, the current LDS Project Manager and education consultant will regularly monitor progress and provide support for TEPDL activities.

4.3 Early Childhood Data Strategy

General oversight and responsibility for the early childhood team also lay with the Assistant Superintendent for Libraries, Technology, and Community Education. Oversight of the IT Team lay with the IT Director, Rod Packard. In addition to daily project oversight, the LDS Project Manager will be responsible for providing direction for this initiative. The Education Consultant, Laura Pinsonneault, will provide assistance as needed to internal staff and our Early Childhood partners during their analysis.

5. Staffing

Efforts to build, sustain, and support an LDS must be comprehensive and long-term. They must also include considerations of implementation and customer support. In addition to the individuals listed above currently supporting the project management efforts of each overarching agenda, DPI has reviewed the possible scope of work to determine the resources that will be needed above and beyond what we currently have today. Staffing needed to support the shared tasks of the three agendas include a Project Lead, Educator's Liaison, and a Help Desk Analyst. Given our dedication to further develop our LDS and design accompanying applications that are useful and sustainable, it is necessary to incorporate into our current Help Desk Team a Help Desk position specifically for the LDS. The effort needed to support our partners will continue to grow as we add to our LDS. As a team, we hope to continue to provide this service at the same level of quality we do today. Current positions within DPI, funded by a myriad of sources, will also support efforts to complete the grant objectives.

5.1 Advancing Postsecondary Data Infrastructure

An Analyst and Policy Analyst will be needed to support the outcomes within this agenda. For each of the individual outcomes, a separate Developer is needed to complete the scope of work. As the proposed efforts are in combination with current work in progress on our LDS, we feel the addition of these positions will provide DPI with necessary support for the supplemental efforts associated with this proposal.

5.2 Great Teachers & Leaders

A Project Lead is necessary to manage the significant outcomes associated with our Great Teachers & Leaders agenda. Along with a Technical Lead and a Technical Writer, the Project Lead will support TEPDL staff efforts aligned with development of the comprehensive educator licensure and data management application. Completion of the specific outcomes associated with development of the online program will be facilitated by addition of an analyst and six developers.

5.3 Early Childhood Data Strategy

An additional analyst will be added to the LDS Project Team to support the research and collaboration efforts associated with the feasibility study.

Professional Development

An integral part of any LDS is often left out of specific plans: professional development and training. Yet, without support for new and existing data customers, our ultimate goal of creating a culture of educated data use throughout our state, one that in turn improves the education we provide our students, will flounder. Misused or misunderstood data may cause just as much harm as lack of information. Thus, we intend to incorporate thoughtful implementation and comprehensive trainings around all components of our LDS. We anticipate the dedication of staff with project area expertise to facilitate user support functions and assist with professional development and application implementation.

Our proposed work plan is attached in Appendix A.

BUDGET NARRATIVE

The information included in this section will provide detail regarding the proposed projected budget. Each section included in the budget is necessary to enable completion of the scope of work for each of the grant agendas. All estimates are based on current costs and/or Department of Public Instruction (DPI) past purchases, accounting data, known costs incurred on similar projects, and/or costs scoped out for similar work. Additional budget items related to our Advancing Postsecondary Infrastructure Agenda are based on estimated budgets submitted to DPI by our postsecondary partners. The budget presented in ED 524, Section C, is in two different formats. The Budget by Agenda format lists out each expense based on each individual agenda. The Budget by Category format lists out each expense within a budget category. Both formats include the same costs but distributed differently for reviewing purposes.

Below are the descriptions of the expenses included in each category of our budget:

1. Personnel

For each of our three overarching agendas, DPI has reviewed the possible scope of work to determine which resources will be necessary above and beyond what we currently have today. Staffing needed to support the shared tasks of the three agendas include a Project Lead, Educator's Liaison, Policy Analyst, and a Help Desk Analyst.

Project Lead and Educator's Liaison (two positions): Our current grant is staffed with a Project Lead and Educator's Liaison, positions necessary to proceed with the agendas of this grant proposal. Since the agenda items for this grant proposal will be an extension of the work necessary for our current grant, the Project Lead and Educator's Liaison will put forth 25% of effort for the first two years and then 100% of effort for the last year.

Policy Analyst: The Policy Analyst is a new overall position. A policy analyst dedicated to the project is necessary to work as a liaison between the LDS efforts (including work with our partner agencies and institutions) and the Legal team at DPI. This relationship will be necessary to enable productive discussion between DPI and each higher-education partner to build a system for data exchange.

Help Desk Support: Efforts to build, sustain, and support a longitudinal data system (LDS) must be comprehensive and long-term. They must also include considerations of implementation and customer support. Given our dedication to develop an LDS and accompanying applications that are useful and sustainable, it is necessary to incorporate into our current Help Desk Team a Help Desk position specifically for the LDS. The effort needed to support our partners will continue to grow as we add to our LDS. As a team, we intend to provide this service at the same level of quality we do today.

Both the Policy Analyst and Help Desk Analyst will be full-time 100% project positions. Current positions within DPI, funded by a myriad of sources, will also support efforts to complete the grant objectives.

Advancing Postsecondary Infrastructure Agenda

An Analyst and Developer will be needed to support the first outcome of analyzing, identifying, and implementing the common and aligned data elements and data standards within DPI. For the second outcome, a separate developer will be needed to complete the work necessary to develop the method of data exchange as well as to support ad hoc report development. All three positions will be full-time, 100% project positions. Based on the Work Plan and Staffing information in Appendix A, the second developer will not need to start until the second year. Since the outcomes in this proposal are in combination with current work in progress of creating an LDS, we feel that these positions will provide us with the necessary staff to support additional efforts. All positions, once they are filled, will be needed to work through the life of the grant.

Great Teachers & Leaders Agenda

A Project Lead is necessary to manage this significant effort, along with a Technical Lead and a Technical Writer. Since many developers are needed to support this Agenda, a technical lead will be a necessary liaison between the Project Lead and the development team. As this agenda requires the development of a new, highly-integrated online application, we require a Technical Writer to create all documentation. To complete the analysis, requirements gathering, and workflow development involved in outcome one, a separate Analyst will be needed. Three developers will be needed to complete the second outcome of building the Web-Based Data Management Module. Two additional developers will be needed to complete the third outcome of building the online Modules for License Applications. One additional developer will be needed to move this data into the LDS. All of these positions are considered full-time, 100% project positions. Three of the developers will not be needed, according to the Work Plan, until the second year. All positions, once they are filled, will be needed to work through the life of the grant.

Early Childhood Data Strategy Agenda

An additional analyst will be added to the LDS Project Team to support the efforts aligned with the goals of this proposal. Specifically, this analyst will document and analyze the current environment and capacity to determine data sharing methodologies and a work plan for eventual inclusion of early childhood data into the LDS. This position will be a full-time, 100% project position. Based on the Work Plan and Staffing information in Appendix A, this effort will not start until the second year of the grant. All positions, once they are filled, will be needed to work through the life of the grant.

2. Fringe Benefits

Each specific position mentioned in the budget will be considered a full-time project employee. Fringe benefits for a full-time employee are calculated at an agency rate of 41.499%. In the Budget by Agenda (ED 524, Section C) the fringe percent has been included within each position. In Budget by Category (ED 524, Section C), fringe is a separate section.

3. Travel

All reimbursements for transportation, lodging, meals, and related costs are included in this category. Travel expense reimbursements are made on the basis of actual and reasonable expenditures. Payments are governed by Wisconsin State Statutes and Travel Regulations. Travel

estimates are based on past accounting experience, allowable travel expenses based on the State of Wisconsin travel regulations, and travel quotes from Madison travel agencies.

The budget includes travel for DPI to meet with key stakeholders throughout the state of Wisconsin. DPI will collaborate with many different groups and agencies while completing the objectives within this grant. Probable groups will include local education agencies (LEAs), vendors, Cooperative Education Service Agencies (CESAs), higher education partners, and early childhood partners.

4. Equipment

Hardware: DPI will leverage the existing LDS production and development/quality assurance environment as we enter the next phase of this project. The hardware will need to be upgraded as more data is moved to the system. We also anticipate that the network infrastructure will need to be upgraded to support an interoperable data system between the higher-education partners.

The current hardware environment for TEPDL is out-dated and will be unable to support the goals of our Great Teachers & Leaders Agenda. All equipment will need to be replaced, purchased, or upgraded to meet the needs of the project.

Software: DPI must continue to pay for the licensing costs of the existing LDS infrastructure. These costs are paid primarily to Oracle, for both their database solution as well as their Fusion Middleware Suite of products which includes the security and web portal for the LDS system. The online educator licensure infrastructure will incur similar costs.

Please see the Equipment Budget for the complete list of equipment needed as well as the break out between the Advancing Postsecondary Infrastructure Agenda and the Educators Licensing System Agenda.

5. Supplies

This category covers the DPI's fixed cost allocations and an information technology (IT) desktop service fee charged to all full time employees. In the Budget by Agenda (ED 524, Section C), the supplies category has been included within each position. In the Budget by Category (ED 524, Section C), the supplies cost is a separate section.

6. Contractual / Sub-Grant

The contract section of the proposed projected budget includes three separate lines for each post-secondary partner we will be working with to create an interoperable data system. The costs projected for each partner utilizes the same structure (personnel, equipment, etc.) that DPI used for the overall budget. The overall goal of this grant is to be able to link data from the current LDS—which contains K-12 data—with postsecondary data. Our partners are very interested in this initiative but do not have the funds, capacity, or personnel to complete this work. With the aid of this grant money we will be able to fund the work necessary for each partner to develop common data elements that meet common data standards, thus linking data

to provide a longitudinal picture of student achievement. Please see the proposed projected budgets for WAICU, WTCS, and UW System in Section C.

7. Indirect Costs

This line covers the following project support costs: administration of grants, contracts, subcontracts and agreements; budget consultation and preparation; programmatic accounting; financial reporting/monitoring; fiscal consultation; expenditure audit/review; telephone installation, rental, and general usage; normal equipment service; normal editorial service; normal graphic service; office supplies; miscellaneous program support; facility operation and maintenance; and building usage charge. In the Budget by Agenda (ED 524, Section C), the indirect costs category has been included within each position. In the Budget by Category (ED 524, Section C), indirect costs category is a separate section.

8. Training Stipends

Training is budgeted for both internal DPI staff as well as external stakeholders. The software and hardware being utilized is complex and difficult to master. Developers and technical support staff need to continue to expand their knowledge of the systems in order to obtain the most efficient use of the system. External stakeholders will need to be trained either in-person or via web-based training on how to access the system and utilize the tools that are available.

Budget Summary by Agenda

	Year1	Year 2	Year 3	Project
Total Budget	\$4,275,729	\$4,726,425	\$4,806,887	\$13,809,040
Overall Project Staffing	\$376,986	\$376,986	\$582,508	\$1,336,480
Overall Training	\$5,000	\$5,000	\$5,000	\$15,000
Overall Travel	\$5,000	\$5,000	\$5,000	\$15,000
Non-Personnel Indirect Costs	\$4,410	\$4,410	\$4,410	\$13,230
Agenda 1: Advanced Postsecondary Infrastructure	\$2,491,773	\$2,561,529	\$2,436,469	\$7,489,771
Agenda 2: Great Teachers and Leaders	\$1,392,560	\$1,617,803	\$1,617,803	\$4,628,166
Agenda 3: Early Childhood Longitudinal Research	\$0	\$155,697	\$155,697	\$311,393

	Year1	Year 2	Year 3	Project
1 Personnel (Salary, Fringe, IT Costs, Fixed Costs, Indirect Costs)	\$1,654,940.00	\$2,567,575.00	\$2,773,097.00	\$6,995,612.00
Project Staffing	\$376,986.42	\$376,986.42	\$582,508.49	\$1,336,481.33
LDS Educator's Liaison	\$25,535.58	\$25,535.58	\$102,142.33	\$153,213.49
LDS Project Lead	\$42,971.78	\$42,971.78	\$171,887.10	\$257,830.66
LDS Policy Analyst	\$152,782.58	\$152,782.58	\$152,782.58	\$458,347.74
LDS Help Desk Analyst	\$155,696.48	\$155,696.48	\$155,696.48	\$467,089.44
Agenda 1: Advanced Postsecondary Infrastructure	\$311,392.96	\$467,089.44	\$467,089.44	\$1,245,571.84
Overall Staffing				
Analyst 1	\$155,696.48	\$155,696.48	\$155,696.48	\$467,089.44
Outcome 1 Additional Staffing				
Developer 1	\$155,696.48	\$155,696.48	\$155,696.48	\$467,089.44
Outcome 2 Additional Staffing				
Developer 2	\$0.00	\$155,696.48	\$155,696.48	\$311,392.96
Agenda 2: Great Teachers and Leaders	\$966,560.12	\$1,567,802.79	\$1,567,802.79	\$4,102,165.70
Overall Staffing				
Project Lead	\$171,887.10	\$171,887.10	\$171,887.10	\$515,661.30
Technical Lead	\$171,887.10	\$171,887.10	\$171,887.10	\$515,661.30
Technical Writer 1	\$0.00	\$134,153.23	\$134,153.23	\$268,306.46
Outcome 1 Additional Staffing				
Analyst 2	\$155,696.48	\$155,696.48	\$155,696.48	\$467,089.44
Outcome 2 Staffing				
Developer 3	\$155,696.48	\$155,696.48	\$155,696.48	\$467,089.44
Developer 4	\$155,696.48	\$155,696.48	\$155,696.48	\$467,089.44
Developer 5	\$155,696.48	\$155,696.48	\$155,696.48	\$467,089.44
Outcome 3 Staffing				
Developer 6	\$0.00	\$155,696.48	\$155,696.48	\$311,392.96
Outcome 4 Staffing				
Developer 7	\$0.00	\$155,696.48	\$155,696.48	\$311,392.96
Developer 8	\$0.00	\$155,696.48	\$155,696.48	\$311,392.96
Agenda 3: Early Childhood Longitudinal Research	\$0.00	\$155,696.48	\$155,696.48	\$311,392.96
Outcome 1, 2, 3 Staffing				
Analyst 3	\$0.00	\$155,696.48	\$155,696.48	\$311,392.96

	Year1	Year 2	Year 3	Project
2 Equipment (Hardware & Software)	\$649,000.00	\$160,000.00	\$160,000.00	\$969,000.00
Agenda 1: Advanced Postsecondary Infrastructure	\$223,000.00	\$110,000.00	\$110,000.00	\$443,000.00
Application Server (2)	\$12,000.00			\$12,000.00
Database Server (1)	\$60,000.00			\$60,000.00
Dev/Test Server (1)	\$6,000.00			\$6,000.00
SAN Expansion (1)	\$20,000.00			\$20,000.00
Network Infrastructure (1)	\$15,000.00			\$15,000.00
Oracle Application Suite Maintenance Fees	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
HP UNIX Maintenance	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00
Agenda 2: Great Teachers and Leaders	\$426,000.00	\$50,000.00	\$50,000.00	\$526,000.00
Imaging Servers (3)	\$18,000.00			\$18,000.00
Application Server (1)	\$6,000.00			\$6,000.00
Database Server (1)	\$6,000.00			\$6,000.00
Dev/Test Server (1)	\$6,000.00			\$6,000.00
Blade Chassis (1)	\$40,000.00			\$40,000.00
SAN Expansion (1)	\$20,000.00			\$20,000.00
Network Infrastructure (1)	\$15,000.00			\$15,000.00
Imaging Scanner (3)	\$15,000.00			\$15,000.00
Application Software-Initial Purchase	\$250,000.00			\$250,000.00
1-Year Software Maintenance Fees	\$50,000.00	\$50,000.00	\$50,000.00	\$150,000.00

	Year1	Year 2	Year 3	Project
3 Sub-Grant Partners	\$1,957,380.00	\$1,984,440.00	\$1,859,380.00	\$5,801,200.00
Agenda 1: Advanced Postsecondary Infrastructure	\$1,957,380.00	\$1,984,440.00	\$1,859,380.00	\$5,801,200.00
WAICU	\$708,000.00	\$642,000.00	\$650,000.00	\$2,000,000.00
UWS	\$600,000.00	\$500,000.00	\$500,000.00	\$1,600,000.00
WTCS	\$649,380.00	\$842,440.00	\$709,380.00	\$2,201,200.00

Budget Summary by Category				
	Year1	Year 2	Year 3	Project
1 - Personnel				
LDS Educator's Liaison	\$14,134.12	\$14,134.12	\$56,536.48	\$84,804.72
LDS Project Lead	\$24,514.36	\$24,514.36	\$98,057.44	\$147,086.16
LDS Policy Analyst	\$86,684.00	\$86,684.00	\$86,684.00	\$260,052.00
LDS Help Desk Analyst	\$88,418.72	\$88,418.72	\$88,418.72	\$265,256.16
Analyst 1	\$88,418.72	\$88,418.72	\$88,418.72	\$265,256.16
Developer 1	\$88,418.72	\$88,418.72	\$88,418.72	\$265,256.16
Developer 2	\$0.00	\$88,418.72	\$88,418.72	\$176,837.44
Project Lead	\$98,057.44	\$98,057.44	\$98,057.44	\$294,172.32
Technical Lead	\$98,057.44	\$98,057.44	\$98,057.44	\$294,172.32
Analyst 2	\$88,418.72	\$88,418.72	\$88,418.72	\$265,256.16
Technical Writer 1	\$0.00	\$75,593.44	\$75,593.44	\$151,186.88
Developer 3	\$88,418.72	\$88,418.72	\$88,418.72	\$265,256.16
Developer 4	\$88,418.72	\$88,418.72	\$88,418.72	\$265,256.16
Developer 5	\$88,418.72	\$88,418.72	\$88,418.72	\$265,256.16
Developer 6	\$0.00	\$88,418.72	\$88,418.72	\$176,837.44
Developer 7	\$0.00	\$88,418.72	\$88,418.72	\$176,837.44
Developer 8	\$0.00	\$88,418.72	\$88,418.72	\$176,837.44
Analyst 3	\$0.00	\$88,418.72	\$88,418.72	\$176,837.44
Total Personnel	\$940,378.00	\$1,458,065.00	\$1,574,011.00	\$3,972,454.00
2 - Fringe Benefits @ 41+%	\$390,250.00	\$605,086.00	\$653,202.00	\$1,648,538.00
3 - Travel				
Travel Expenses	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
4 - Equipment				
Application Server (2)	\$12,000.00			
Database Server (1)	\$60,000.00			
Dev/Test Server (1)	\$6,000.00			
SAN Expansion (1)	\$20,000.00			
Network Infrastructure (1)	\$15,000.00			
Oracle Application Suite Maintenance Fees	\$100,000.00	\$100,000.00	\$100,000.00	
HP UNIX Maintenance	\$10,000.00	\$10,000.00	\$10,000.00	
Imaging Servers (3)	\$18,000.00			
Application Server (1)	\$6,000.00			
Database Server (1)	\$6,000.00			
Dev/Test Server (1)	\$6,000.00			
Blade Chassis (1)	\$40,000.00			
SAN Expansion (1)	\$20,000.00			
Network Infrastructure (1)	\$15,000.00			
Imaging Scanner (3)	\$15,000.00			
Application Software-Initial Purchase	\$250,000.00			
1-Year Software Maintenance Fees	\$50,000.00	\$50,000.00	\$50,000.00	
Total Equipment	\$649,000.00	\$160,000.00	\$160,000.00	\$969,000.00
5 - Supplies				
Fixed Costs Allocation	\$155,354.27	\$240,878.24	\$260,032.89	\$656,265.40
Desktop Fees	\$70,875.00	\$111,375.00	\$121,500.00	\$303,750.00
Total Supplies	\$226,229.00	\$352,253.00	\$381,533.00	\$960,015.00
6 - Contractual / Sub-Grant				
WAICU	\$708,000.00	\$642,000.00	\$650,000.00	\$2,000,000.00
UWS	\$600,000.00	\$500,000.00	\$500,000.00	\$1,600,000.00
WTCS	\$649,380.00	\$842,440.00	\$709,380.00	\$2,201,200.00
Total Sub-Grant	\$1,957,380.00	\$1,984,440.00	\$1,859,380.00	\$5,801,200.00
7 - Total Direct Costs	\$4,168,237.00	\$4,564,844.00	\$4,633,126.00	\$13,366,207.00
8 - Indirect Costs				
DPI Indirect Costs @ 6.3%	\$102,492.00	\$156,580.00	\$168,761.00	\$427,833.00
9 Training Stipends				
Training/Professional Development	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
Total Project Budget	\$4,275,729	\$4,726,424	\$4,806,887	\$13,809,040

Budget Equipment Detail

Hardware / Software	Quantity	Cost	Price
Agenda 1: Advanced Postsecondary Infrastructure			
<i>Hardware</i>			
Application Server	2	\$6,000	\$12,000
Database Server	1	\$60,000	\$60,000
Dev/Test Server	1	\$6,000	\$6,000
SAN Expansion	1	\$20,000	\$20,000
Network Infrastructure	1	\$15,000	\$15,000
Total Hardware			\$113,000
<i>Software</i>			
Oracle Application Suite Maintenance Fees	3	\$100,000	\$300,000
HP UNIX Maintenance	3	\$10,000	\$30,000
Total Software			\$330,000
Total Advanced Postsecondary Infrastructure			\$443,000
Agenda 2: Great Teachers and Leaders			
<i>Hardware</i>			
Imaging Servers	3	\$6,000	\$18,000
Application Server	1	\$6,000	\$6,000
Database Server	1	\$6,000	\$6,000
Dev/Test Server	1	\$6,000	\$6,000
Blade Chassis	1	\$40,000	\$40,000
SAN Expansion	1	\$20,000	\$20,000
Network Infrastructure	1	\$15,000	\$15,000
Imaging Scanner	3	\$5,000	\$15,000
Total Hardware			\$126,000
<i>Software</i>			
Application Software-Initial Purchase	1	\$250,000	\$250,000
1-Year Software Maintenance Fees	3	\$50,000	\$150,000
Total Software			\$400,000
Total Great Teachers and Leaders			\$526,000
Agenda 3: Early Childhood Longitudinal Research			
None			\$0
Total Early Childhood Longitudinal Research			\$0
Total Equipment			\$969,000

Wisconsin Association of Independent Colleges and Universities (WAICU)
Budget Detail

Budget Categories (Per ED Form No. 524)	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (f)
1. Personnel (Project Lead, Technical Services Manager, Research Coordinator, Program Administrator, Admin Staff, Reimbursement to WAICU members for personnel and LDS related activities.)	\$ 490,000	\$ 500,000	\$ 505,000	\$ 1,495,000
2. Fringe Benefits	\$ 50,000	\$ 57,000	\$ 63,000	\$ 170,000
3. Travel	\$ 10,000	\$ 5,000	\$ 5,000	\$ 20,000
4. Equipment (Server-HW, SW, Firewall, and Installation, 2 desktop computers, Additional Software)	\$ 20,000	\$ -	\$ 4,000	\$ 24,000
5. Supplies	\$ 36,000	\$ 38,000	\$ 40,000	\$ 114,000
6. Contractual	\$ 99,000	\$ 40,000	\$ 31,000	\$ 170,000
7. Construction				\$ -
8. Other				\$ -
9. Total Direct Costs (lines 1-8)	\$ 705,000	\$ 640,000	\$ 648,000	\$ 1,993,000
10. Indirect Costs	see Note B			
11. Training Stipends	\$ 3,000	\$ 2,000	\$ 2,000	\$ 7,000
12. Total Costs (lines 9-11)	\$ 708,000	\$ 642,000	\$ 650,000	\$ 2,000,000

Note B: WAICU does not have an Indirect Cost Rate Agreement approved by the Federal Government.

University of Wisconsin System (UWS)

Budget Detail

1 - Personnel

Most of the tasks required by this grant will be completed by current staff within UW System Administration and at UW System institutions. The titles of these staff are listed below. Some of the work may be completed by contractual staff. The precise split between current and contractual staff is not known at this time, so all personnel costs are shown in this section of the proposed budget.

Security Officer
Server Administrator
Lead Technical Developer
Technical Developer
Database Administrator
Data Administrator
Policy and Research Analysts

The total salary costs for the project are estimated to be \$1,064,700.

2 - Fringe Benefits

The fringe benefit costs for the project are estimated to be \$435,300.

3 - Travel

Any travel costs associated with the project will be covered within current resources.

4 - Equipment

The anticipated equipment needs for the project are shown below.

Quality Assurance/Development Environment

- > (1) six-core 2.4 Ghz AMD processor with 32Gb RAM
- > (1) dual -channel Fiber Channel HBA
- > 6 Terabytes of disk space consisting of fully redundant disk expansion array populated with 5.4k rpm SATA drives

Production Environment

- > (3) quad-core 64bit servers, each with (2) six-core 2.4Ghz AMD processors with 64Gb RAM and (1) dual-channel Fiber Channel HBA
- > (1) fully redundant SAN controller
- > 3 Terabytes of usable disk residing on 10k rpm Serial Attached SCSI drives
- > Fiber channel switches and fabric components

The total equipment costs are estimated to be \$100,000.

5 - Supplies

Any supplies costs associated with the project will be covered within the equipment budget and current resources.

6 - Contractual

Costs for contractual staff will be covered within the personnel and fringe benefits budget shown above.

7 - Indirect Costs

There are no indirect cost charges proposed for this project.

8 - Training Stipends

Any training costs associated with the project will be covered within the personnel budget shown above.

Wisconsin Technical College System (WTCS)

Budget Detail

1 & 2 Personnel/Fringe Benefits		Year 1	Year 2	Year 3	Total
	<i>IT Programmers/Developers/DB Administrators</i>	350,000	400,000	350,000	1,100,000
	<i>WTCS Administration Staff</i>	30,000	40,000	30,000	100,000
	Total Personnel	380,000	440,000	380,000	\$ 1,200,000
3 Travel		Year 1	Year 2	Year 3	Total
		25,000	50,000	25,000	100,000
	Total Travel	25,000	50,000	25,000	100,000
4 Equipment		Year 1	Year 2	Year 3	Total
	<i>Server Replacement, software upgrades, computer upgrades, Cisco Switch, hardware for transfer, firewall upgrade.</i>	75,000	65,000	60,000	200,000
	Total Equipment	75,000	65,000	60,000	200,000
5 Supplies		Year 1	Year 2	Year 3	Total
	<i>Including electrical work</i>	15,000	20,000	15,000	50,000
	Total Supplies	15,000	20,000	15,000	50,000
6 Contractual		Year 1	Year 2	Year 3	Total
	<i>Project Lead</i>	60,000	120,000	60,000	240,000
	Total Contractual	60,000	120,000	60,000	240,000
7 Indirect Costs	<i>WTCS Approved indirect rate = 5.1%</i>	Year 1	Year 2	Year 3	Total
		19,380	22,440	19,380	61,200
	Total Indirect costs	19,380	22,440	19,380	61,200
8 Training Stipends		Year 1	Year 2	Year 3	Total
	<i>Programmer Staff Training</i>	75,000	75,000	50,000	200,000
	<i>End User training</i>		50,000	100,000	150,000
	Total Training	75,000	125,000	150,000	350,000
Total for 3 year budget		\$649,380	\$842,440	\$709,380	\$ 2,201,200

APPENDIX A: Optional Attachments

Advancing and Enriching Education in Wisconsin: Leveraging Partnerships to Accelerate Progress toward a Meaningful Longitudinal Data System

Wisconsin Legislation

- 2009 Wisconsin Act 59
- 2009 Wisconsin Act 60

Work Plans, Staffing, & Organization

- DPI Work Plan and Staffing Spreadsheet
- DPI Organizational Chart

Miscellany

- Current Educator License Application Process
- Postsecondary Data Exchange Vision



2009 Senate Bill 371

Date of enactment: **November 9, 2009**
Date of publication*: **November 23, 2009**

2009 WISCONSIN ACT 59

AN ACT to create 36.11 (31), 38.04 (19) and 115.297 of the statutes; **relating to:** authorizing the Department of Public Instruction, the University of Wisconsin System, the Technical College System, and the Wisconsin Association of Independent Colleges and Universities to study each other's education programs, requiring a written agreement concerning such studies, and requiring the establishment of a longitudinal data system of student data.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION 1. 36.11 (31) of the statutes is created to read:

36.11 (31) COOPERATIVE RESEARCH ON EDUCATION PROGRAMS. The board shall enter into a written agreement with the department of public instruction, the technical college system board, and the Wisconsin Association of Independent Colleges and Universities to cooperatively conduct research on preschool through postsecondary education programs under s. 115.297, except as provided in s. 115.297 (5) (b).

SECTION 2. 38.04 (19) of the statutes is created to read:

38.04 (19) COOPERATIVE RESEARCH ON EDUCATION PROGRAMS. The board shall enter into a written agreement with the department of public instruction, the board of regents of the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities to cooperatively conduct research on preschool through postsecondary education programs under s. 115.297, except as provided in s. 115.297 (5) (b).

SECTION 3. 115.297 of the statutes is created to read:

115.297 Cooperative research on education programs; statewide student data system. (1) DEFINITIONS. In this section:

(a) "Agencies" means the department, the board of regents of the University of Wisconsin System, the technical college system board, and the Wisconsin Association of Independent Colleges and Universities.

(b) "Personally identifiable" means personally identifiable information, as defined in 34 CFR 99.3.

(c) "Postsecondary education" means education at an institution of higher education occurring after the completion of high school, including undergraduate, graduate and professional education.

(d) "Student data" means information contained in education records, as defined in 34 CFR 99.3, and pupil records, as defined in s. 118.125 (1) (d).

(2) EVALUATIONS AND STUDIES OF EDUCATION PROGRAMS. Any of the agencies on their own or jointly with one or more of the other agencies may evaluate and study education programs operated or supervised by one or more of the other agencies, pursuant to the written agreement entered into under sub. (3), for the purpose of improving student academic achievement beginning

* Section 991.11, WISCONSIN STATUTES 2007-08 : Effective date of acts. "Every act and every portion of an act enacted by the legislature over the governor's partial veto which does not expressly prescribe the time when it takes effect shall take effect on the day after its date of publication as designated" by the secretary of state [the date of publication may not be more than 10 working days after the date of enactment].

with preschool programs and continuing through postsecondary education.

(3) **WRITTEN AGREEMENT.** By the first day of the 3rd month beginning after the effective date of this subsection [LRB inserts date], the agencies shall enter into a written agreement that does all of the following:

(a) Requires that the agencies establish and maintain a longitudinal data system of student data that links such data from preschool programs to postsecondary education programs, and describes the process by which the data system will be established and maintained. The data system may consist of separate record systems integrated through agreement and data transfer mechanisms.

(b) Describes the process by which any of the agencies on their own or jointly with one or more of the other agencies may evaluate and study education programs operated or supervised by one or more of the other agencies for the purpose of improving student academic achievement beginning with preschool programs and continuing through postsecondary education.

(c) Prohibits any of the agencies from evaluating or studying another agency's education programs without the approval of the latter agency and a written agreement specifying the level of supervision and involvement that each of the agencies will have in the work performed.

(d) Requires the agencies to exchange student data to the extent necessary to perform the evaluation or study approved under par. (c).

(e) Establishes a system for the agencies to enter into data-sharing agreements with each other and with public and private research organizations under sub. (4).

(f) Establishes a process by which one or more of the agencies may collaborate with other persons, including state agencies, to import workforce or other data into the longitudinal data system under par. (a) to assist with an evaluation or study approved under par. (c).

(g) Commits the agencies to protect student privacy and comply with laws pertaining to the privacy of student data.

(4) **DATA SHARING.** (a) Except as provided in par. (b), any of the agencies may submit student data to the longitudinal data system under sub. (3) (a), to another agency,

or to a public or private research organization, to support an evaluation or study under this section.

(b) Any of the agencies may disclose personally identifiable student data to the longitudinal data system under sub. (3) (a), to another agency, or to a public or private research organization, to support an evaluation or study under this section if the disclosure is in connection with a data-sharing agreement that does all of the following:

1. Specifies the purpose, scope, and duration of the data-sharing agreement.

2. Requires the recipient to use personally identifiable student data only for the purpose specified in subd. 1.

3. Describes the specific data access, use, and security restrictions with which the recipient will comply.

4. Requires that the personally identifiable student data be destroyed or returned when no longer needed for the purpose specified in subd. 1. or upon expiration of the data-sharing agreement, whichever occurs first.

5. If the disclosure is to a public or private research organization, prohibits the personal identification of any person by individuals other than authorized representatives of the recipient who have legitimate interests in the information.

(5) **EXISTING AUTHORITY; EXCEPTIONS.** (a) Nothing in this section, and nothing in the written agreement under sub. (3) or in a data-sharing agreement entered into under sub. (4), may be construed to infringe upon or diminish the legal authority of any of the agencies.

(b) Failure of any of the agencies to enter into a written agreement under sub. (3) does not affect the powers and duties conferred upon the other agencies under this section or under s. 36.11 (31) or 38.04 (19).

(c) Notwithstanding sub. (3), the Wisconsin Association of Independent Colleges and Universities is not required to enter into the written agreement under that subsection. Notwithstanding sub. (2), if the Wisconsin Association of Independent Colleges and Universities does not enter into the written agreement, none of the other agencies may evaluate or study the association's education programs without the approval of the association.



2009 Senate Bill 372

Date of enactment: **November 9, 2009**
Date of publication*: **November 23, 2009**

2009 WISCONSIN ACT 60

AN ACT *to amend* 111.70 (1) (a), 118.30 (2) (c) and 119.04 (1); and *to create* 111.70 (4) (o) and 118.225 of the statutes; **relating to:** using the results of standardized examinations to evaluate teachers and requiring the development of a teacher evaluation plan to be a mandatory subject of collective bargaining.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION 1. 111.70 (1) (a) of the statutes, as affected by 2009 Wisconsin Act 28, is amended to read:

111.70 (1) (a) "Collective bargaining" means the performance of the mutual obligation of a municipal employer, through its officers and agents, and the representative of its municipal employees in a collective bargaining unit, to meet and confer at reasonable times, in good faith, with the intention of reaching an agreement, or to resolve questions arising under such an agreement, with respect to wages, hours and conditions of employment, and with respect to a requirement of the municipal employer for a municipal employee to perform law enforcement and fire fighting services under s. 61.66 and for a school district with respect to any matter under sub. (4) (o), except as provided in subs. (3m), (3p), and (4) (m) and (mc) and s. 40.81 (3) and except that a municipal employer shall not meet and confer with respect to any proposal to diminish or abridge the rights guaranteed to municipal employees under ch. 164. The duty to bargain, however, does not compel either party to agree to a proposal or require the making of a concession. Collective bargaining includes the reduction of any agreement reached to a written and signed document. The municipal employer shall not be required to bargain on subjects

reserved to management and direction of the governmental unit except insofar as the manner of exercise of such functions affects the wages, hours and conditions of employment of the municipal employees in a collective bargaining unit. In creating this subchapter the legislature recognizes that the municipal employer must exercise its powers and responsibilities to act for the government and good order of the jurisdiction which it serves, its commercial benefit and the health, safety and welfare of the public to assure orderly operations and functions within its jurisdiction, subject to those rights secured to municipal employees by the constitutions of this state and of the United States and by this subchapter.

SECTION 2. 111.70 (4) (o) of the statutes is created to read:

111.70 (4) (o) *Mandatory subjects of bargaining.* In a school district, in addition to any subject of bargaining on which the municipal employer is required to bargain under sub. (1) (a), the municipal employer is required to bargain collectively with respect to the development of or any changes to a teacher evaluation plan under s. 118.225.

SECTION 3. 118.225 of the statutes is created to read:
118.225 Teacher evaluations. A school board may use the results of examinations administered to pupils under s. 118.30 and 20 USC 6311 (b) (3) to evaluate

* Section 991.11, WISCONSIN STATUTES 2007-08 : Effective date of acts. "Every act and every portion of an act enacted by the legislature over the governor's partial veto which does not expressly prescribe the time when it takes effect shall take effect on the day after its date of publication as designated" by the secretary of state [the date of publication may not be more than 10 working days after the date of enactment].

teachers if the school board has developed a teacher evaluation plan that includes all of the following:

- (1) A description of the evaluation process.
- (2) Multiple criteria in addition to examination results.
- (3) The rationale for using examination results to evaluate teachers.
- (4) An explanation of how the school board intends to use the evaluations to improve pupil academic achievement.

SECTION 4. 118.30 (2) (c) of the statutes is amended to read:

118.30 (2) (c) The results of examinations administered under this section or under 20 USC 6311 (b) (3) to pupils enrolled in public schools, including charter schools, may not be used to ~~evaluate teacher performance~~, to discharge, suspend or formally discipline a

teacher or as the reason for the nonrenewal of a teacher's contract.

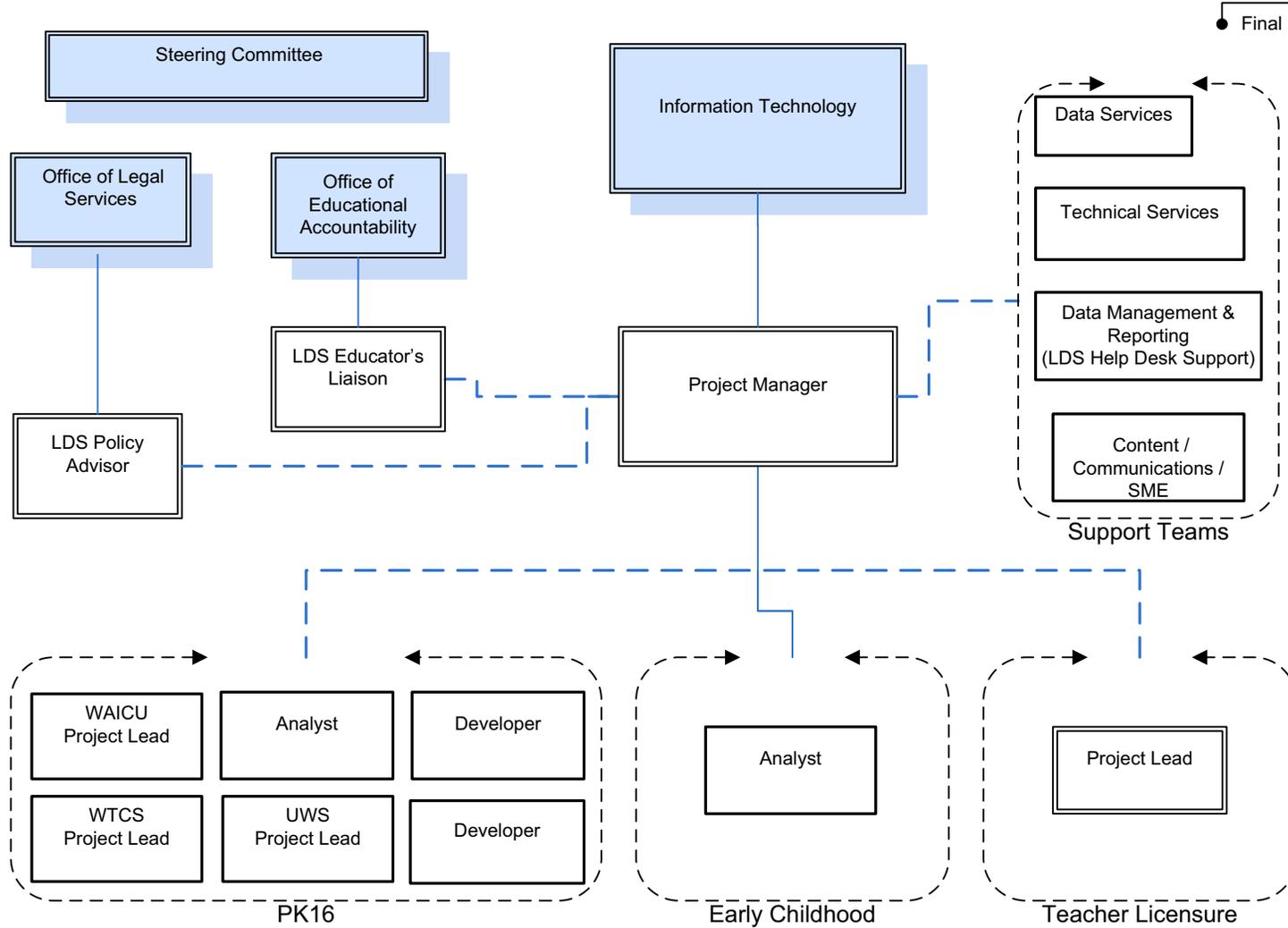
SECTION 5. 119.04 (1) of the statutes, as affected by 2009 Wisconsin Act 28, is amended to read:

119.04 (1) Subchapters IV, V and VII of ch. 115, ch. 121 and ss. 66.0235 (3) (c), 66.0603 (1m) to (3), 115.01 (1) and (2), 115.28, 115.31, 115.33, 115.34, 115.343, 115.345, 115.361, 115.365 (3), 115.38 (2), 115.445, 115.45, 118.001 to 118.04, 118.045, 118.06, 118.07, 118.10, 118.12, 118.125 to 118.14, 118.145 (4), 118.15, 118.153, 118.16, 118.162, 118.163, 118.164, 118.18, 118.19, 118.20, 118.225, 118.24 (1), (2) (c) to (f), (6) and (8), 118.255, 118.258, 118.291, 118.30 to 118.43, 118.51, 118.52, 118.55, 120.12 (5) and (15) to (25), 120.125, 120.13 (1), (2) (b) to (g), (3), (14), (17) to (19), (26), (34), (35), (37), (37m), and (38), 120.14, 120.21 (3), and 120.25 are applicable to a 1st class city school district and board.

WI-Work Plan and Staffing-ARRA SLDS

PROJECT DELIVERABLE	PERSONNEL	Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
Project Staffing													
Lead overall LDS III Efforts	LDS Project Lead	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	1.0	1.0	1.0	1.0
Communication / PD	LDS Educator's Liaison	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	1.0	1.0	1.0	1.0
Define Policy, Data Governance, Pupil Data Confidentiality	LDS Policy Analyst	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
LDS Help Desk Support	LDS Help Desk Analyst	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Agenda 1: Advanced Postsecondary Infrastructure													
Outcome 1 Additional Staffing													
Analysis to identify a set of common and aligned data elements, data standards, and method of data exchange	Analyst 1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Build and Support Common, Aligned Data Elements	Developer 1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Outcome 2 Additional Staffing													
Data Exchange System	Developer 2					1.0	1.0	1.0					
Ad hoc extracts Development & Support	Developer 2								1.0	0.5	0.25	0.25	0.25
Reporting	Developer 2									0.5	0.75	0.75	0.75
Agenda 2: Great Teachers and Leaders													
Overall Staffing													
Lead Overall Educators Licensure System Efforts	Project Lead	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Lead Technical Educators Licensure System Efforts	Technical Lead	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
PD / Technical Writing	Technical Writer 1					1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Outcome 1 Staffing / Overall Staffing													
Analysis, Requirements Gathering, and Workflow Development	Analyst 2	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Outcome 2 Staffing													
Build Internal Web-Based Data Management Module with Connections for External Partners	Developer 3	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	Developer 4	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	Developer 5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Outcome 3 Staffing													
Web Module with Initial License and Renewal Application Programs	Developer 6					1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	Developer 7					1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Outcome 4 Staffing													
Integrate Application Data into LDS	Developer 8					1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Agenda 3: Early Childhood Longitudinal Research													
Outcome 1 Staffing													
Analyze Current Environment / Identify Current Capacity	Analyst 3					1.0	1.0	0.5	0.5				
Outcome 2 Staffing													
Establish Data Sharing Methodologies	Analyst 3							0.5	0.5	0.5	0.5		
Outcome 3 Staffing													
Develop Workplan	Analyst 3									0.5	0.5	1.0	1.0

Proposed Organization Chart

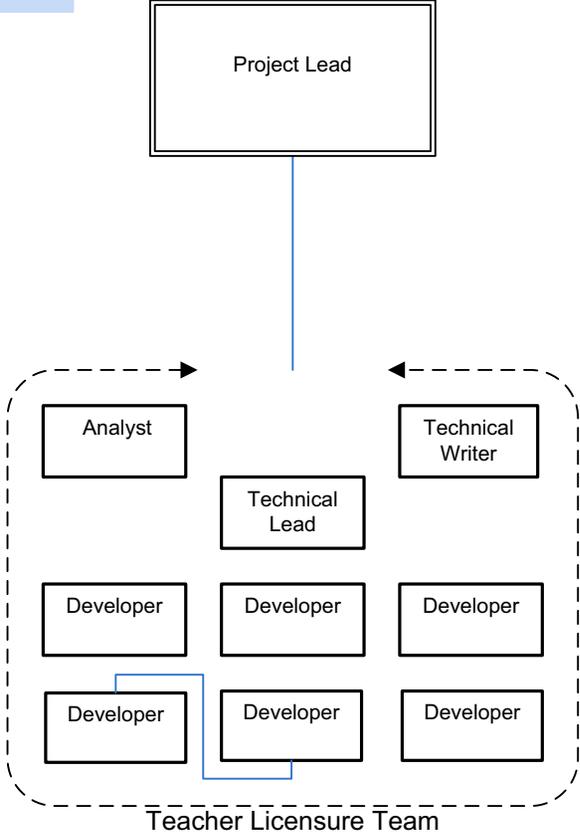


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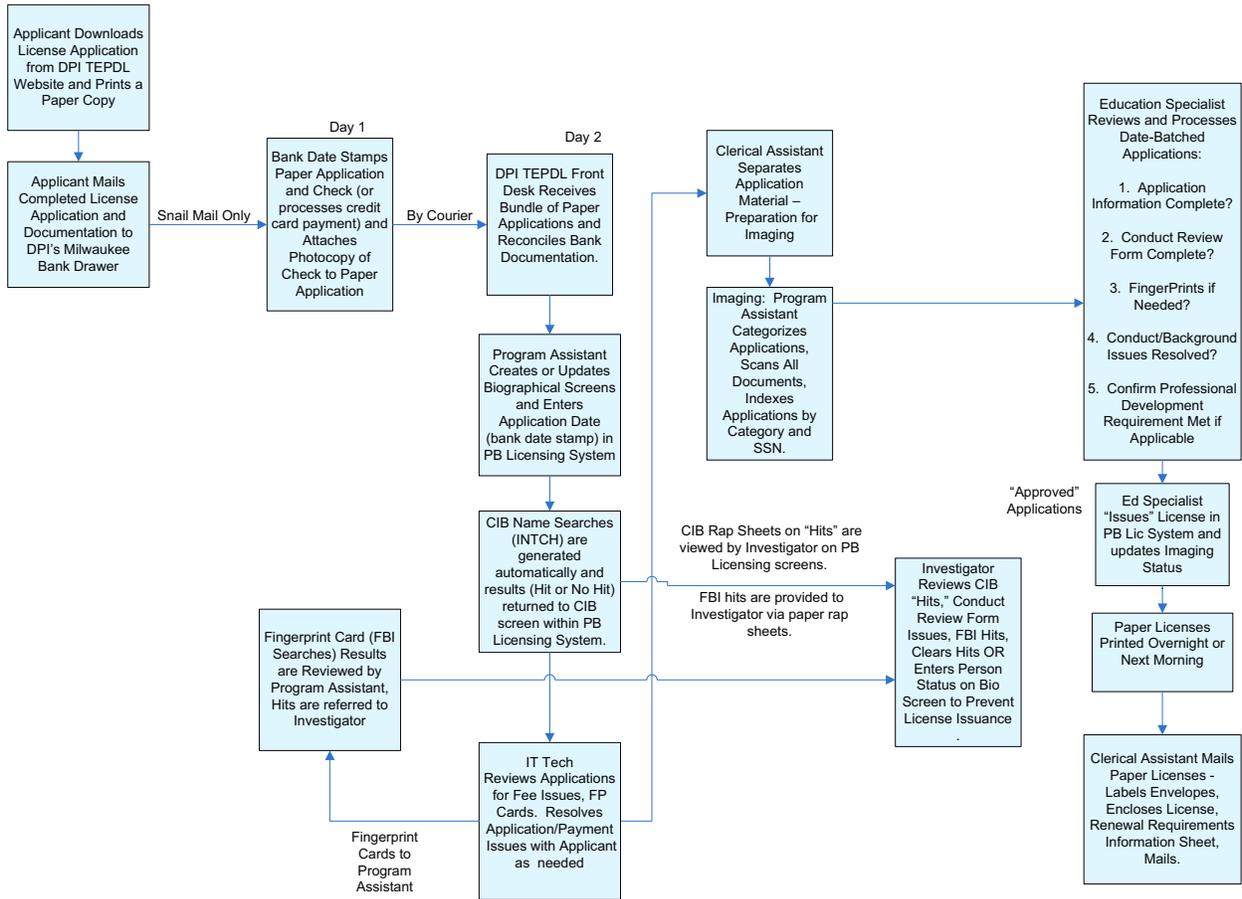
Proposed Organization Chart

● Final

Teacher Licensure Steering Committee



Educator License Application Processing Flow



May 2009

Interoperable PK16 Longitudinal Data System

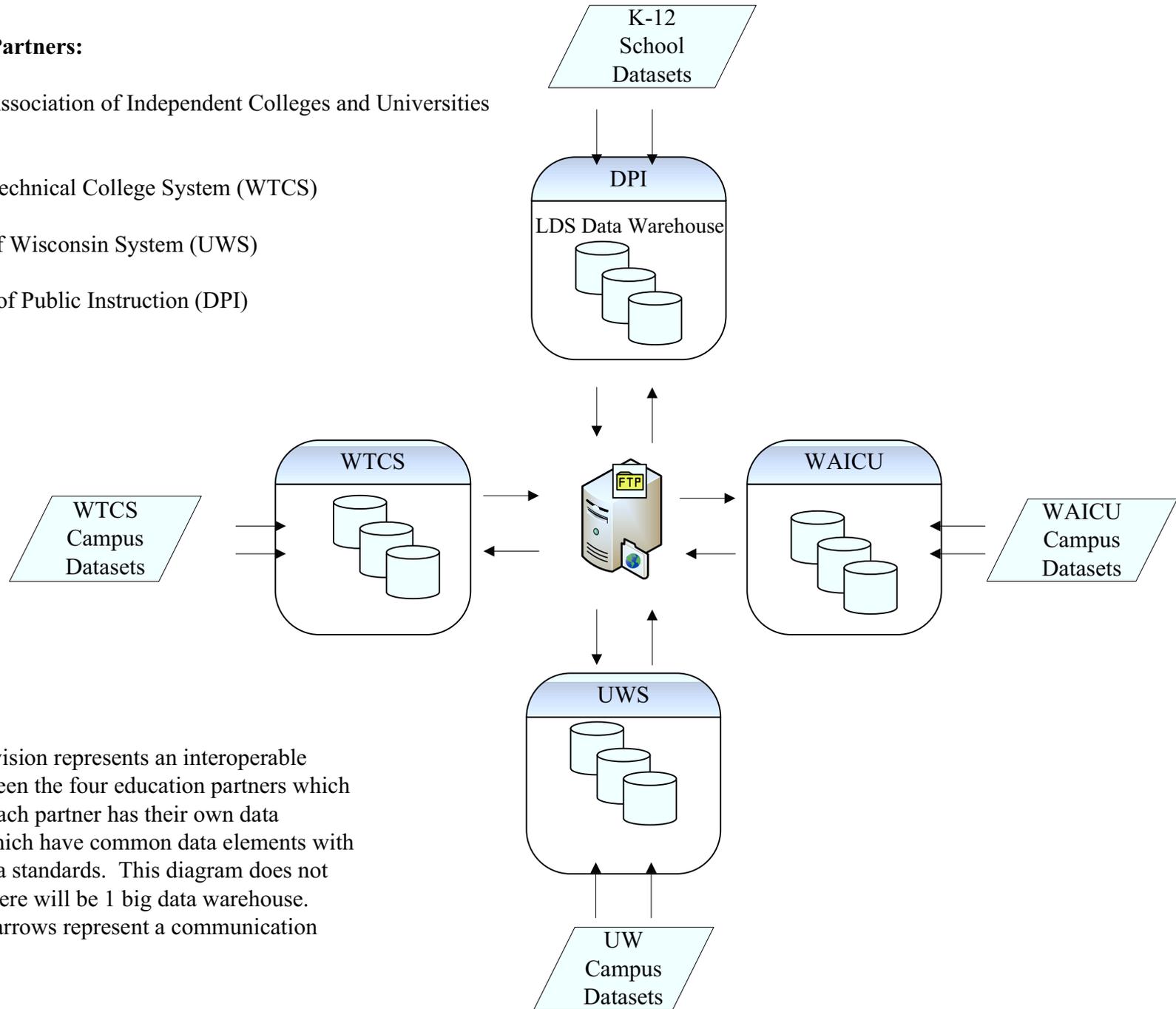
Education Partners:

Wisconsin Association of Independent Colleges and Universities (WAICU)

Wisconsin Technical College System (WTCS)

University of Wisconsin System (UWS)

Department of Public Instruction (DPI)



Note: This vision represents an interoperable system between the four education partners which means that each partner has their own data structures which have common data elements with common data standards. This diagram does not imply that there will be 1 big data warehouse. Instead, the arrows represent a communication pipeline.

APPENDIX B: Resumes of Key Personnel

Advancing and Enriching Education in Wisconsin: Leveraging Partnerships to Accelerate Progress toward a Meaningful Longitudinal Data System.

Postsecondary Partners

- Nancy Crabb, University of Wisconsin System
- Kelly Shisler, Wisconsin Technical College System
- Tim Wetter, Wisconsin Technical College System
- Karin Wells, Wisconsin Association of Independent Colleges and Universities

Dept. of Public Instruction

Division for Libraries, Technology and Community Learning

Rick Grobschmidt, Assistant State Superintendent

Technical Services Team

- Rod Packard (Information Technology Director)
- Tim Last (Technical Services)
- Gorm Heilskov (Database Administrator)
- Melissa Straw (LDS Project Manager)

Community Learning and Partnerships

- Jane Grinde
- Jill Haglund

Division of Academic Excellence

Debra Mahaffey, Assistant State Superintendent

Teacher Education, Professional Development and Licensing Team

- Judy Peppard

Content and Learning

- Paul Sandrock

Division of Reading and Student Achievement

Jennifer Thayer, Assistant State Superintendent

Office of Educational Accountability

- Lynette Russell
- Phil Olsen
- Laura Pinsonneault (LDS Education Consultant)

Office of the State Superintendent

Michael Thompson, Deputy State Superintendent

Jeff Pertl, Senior Policy Advisor

NANCY M. CRABB

1905 West Lawn Avenue
Madison, WI 53711
(H) 608/251-8654
(W) 608/265-5042

CAREER SUMMARY

Information Technology Manager with over twenty five years of progressive experience focusing on applications development and technology, administration and fiscal services, customer support, resource and data management, network infrastructure and telecommunications support, and production/platform support. Experienced in strategic information technology planning, project management, applications development, data management and access, support of the network and its infrastructure, and hardware and software recommendation and acquisition.

WORK HISTORY

UNIVERSITY OF WISCONSIN SYSTEM ADMINISTRATION, Madison, WI
Office of Information Services

1987 - Present

Director

March, 1994 - present

Acting Director

October, 1993 - March, 1994

Manage the Office of Information Services. Direct budget development, long range planning, project management, and policy development. Develop, promote, and implement the Information Technology plan. Professional staff of 22 with an annual budget of over \$1 million.

- Developed, wrote, and implemented the University of Wisconsin System Administration Information Technology Plans
- Develop and administer the UW System Administration Information Technology budget. The budget includes hardware and software acquisition, maintenance and upgrades.
- Responsible for the operational aspects of the UW System Administration local and wide area networks.
- Responsible for UW System Administration desktop and web services and support, as well as application development services and maintenance.
- Direct the development and implementation of the University of Wisconsin System data warehouse to include human resource, budget, student, curricular, financial aid, and facility data. Recommend and acquire the hardware and software to support the data warehouse.
- Develop standards and toolsets for data access, web based development, application development, and relational data base on a variety of hardware and software platforms in support of UW System Administration distributed computing.
- Develop personal computer desktop configuration standards. Recommend and acquire the software and hardware.
- Develop program and budget to continually upgrade UW System Administration personal computers on a 3 to 4 year replacement cycle.
- Coordinate information technology training for UW System Administration staff.
- Responsible for the administration of the HELP desk to respond to UW System Administration staff information technology crises.
- Represent UW System Administration on the UW CIO Council (this council is composed of the Chief Information Officers of each UW institution).
- Represent UW System Administration on the Wisconsin Information Technology Director's Council (this council is composed of the information technology directors of each state agency).

Acting Associate Director January, 1993 - October, 1993
Managed the Application Development and Computer Operations Sections. Assumed responsibility for mainframe operations during transition of resources to the Madison campus Division of Information Technology. Continued to manage application development and maintenance efforts. Professional staff of 21 with a budget of \$1.5 million.

Assistant Director January, 1987 - January, 1993
Managed the Applications Development Section. Was responsible for large critical application systems development. Professional staff of 13 with budget of \$500,000.

OFFICE OF THE COMMISSIONER OF INSURANCE, Madison, WI **1978 - 1987**
Data Processing Section

Section Chief December, 1983 - January, 1987
Managed the Data Processing Section. Directed budget development, long range planning, project management, and policy development. Professional staff of 6 with an annual budget of \$300,000.

Programmer/Analyst October, 1978 - December, 1983
Application system analysis, design and implementation.

EDGEWOOD COLLEGE, Madison, WI
Instructor September, 1982 - May, 1983

TETRA TECH SERVICES, San Diego, CA
Computer Systems Analyst June, 1977 - June, 1978

SAN DIEGO STATE UNIVERSITY, San Diego, CA
Graduate Teaching Assistant September, 1976 - June, 1977

EDUCATION

M.S., San Diego State University, San Diego, CA, 1977
Major: Computer Science

B.A., University of Wisconsin-Madison, Madison, WI, 1966
Major: Mathematics

PROFESSIONAL ORGANIZATIONS

National Association of Computing Machinery
National IEEE Society
EDUCAUSE

Kelly J. Shisler, CPA

**479 Rushmore Lane
Madison, Wisconsin 53711
(608) 271-9677 (H)
(608) 266-2947 (W)**

Work Experience

May 2006-Present

Wisconsin Technical College System Board

Associate Vice President, Office of System Finance and Administration – Oversee integrated system-wide Electronic Data Processing (EDP) reporting of the 16 Technical College districts. Plan and direct complex and diverse system-wide business, budget, and management operations involving annual operational and capital expenditures of over \$1 billion, which annually impacts over 400,000 students.

Supervise staff who support the information technology systems utilized in the administration and management of all federal and state programs administered by WTCS. Oversee the management of data across multiple statewide locations, and across multiple platforms and operating systems. Direct the evaluation, design and development, implementation and maintenance of information data systems for interfaces, data sharing and data transfer with partner agencies.

June 2001- May 2006

Wisconsin Department of Workforce Development

Financial Management Supervisor – Supervised the Policy and Financial Systems Section, in the Bureau of Finance, which included two Financial Management supervisors, five professional accountants and two financial specialists. Directly supervised staff responsible for operating the department's financial data warehouse which provides financial and programmatic information to users throughout the department.

Worked with DWD program divisions to evaluate the effectiveness of program operations, made recommendations and implemented process improvements. Acted as the department liaison with external auditors.

Financial Manager – Deputy Bureau Director, Bureau of Finance. Administered and developed department accounting and financial systems, policies and procedures. Responsible for delegated fiscal operations including, general ledger, federal grant programs, audit liaison, payroll and accounting systems. Provided technical assistance in developing and interpreting policies and procedures related to accounting practices throughout the department. In association with the Bureau Director, developed and monitored the Bureau of Finance operating budget and budgets related to IT projects.

June 1999 – June 2001

Wisconsin Department of Natural Resources

Financial Management Supervisor – Bureau of Finance. Supervised the accountants responsible for the review and submission of applications for grants and cooperative agreements, preparation of financial reports and reimbursement billings. Assumed the lead role working with program divisions to initiate process improvements and ensure program compliance with regulations. Acted as the department liaison with external auditors, prepared written responses to audit correspondence and lead efforts to resolve audit recommendations and questioned costs with awarding agencies.

December 1992 – June 1999

Wisconsin Department of Workforce Development

Auditor - Financial Management – Bureau of Finance. Consulted with program divisions in the design and implementation of automated financial systems and system enhancements. Ensured systems served the purposes intended by management, were in compliance with state and federal regulations, included adequate information to meet reporting requirements and incorporated a sufficient internal control structure to preserve the security and reliability of data. Assisted in the development of bureau policies and work performance strategies. Served as liaison between the Department and federal and state auditors. Prepared responses to audit correspondence and worked with awarding agencies to resolve deficiencies identified in audit reports.

June 1987 - December 1992

Wisconsin Legislative Audit Bureau

Legislative Auditor - Supervised and staffed financial and operational audits of state agencies and programs. Prepared work expectations and evaluations for professional accountants. Delegated work assignments based on staff ability and knowledge.

Educational Background and Qualifications

Certified Public Accountant, Certificate granted by the State of Wisconsin Accounting Examining Board, 1991

Bachelor of Science - University of Wisconsin - La Crosse, Diploma granted May 1987
Accountancy Major

TIMOTHY WETTER

4622 University Avenue

Madison, WI 53707

608-266-5349

Email: tim.wetter@wctsystem.edu

TECHNICAL SKILLS

J2EE – JDBC, EJB

JSP

Struts

Hibernate

SQLJ

XHTML

JavaScript - AJAX

CSS

Eclipse

CVS

Oracle 10g - PLSQL

Oracle Reports

UML

ERDs

Perl

XML

XSLT

Microsoft Office

Visio

Classic ASP

SQL Server - TSQL

Visual Basic

Visual Studio.Net

ASP.Net

ADO.Net

C#.Net

PHP/MySQL

PROFESSIONAL EXPERIENCE

Wisconsin Technical College System, Madison, WI

2009 – Present

Information Systems Data Services Specialist (Programmer/DBA)

Support information technology systems utilized in the administration and management of all federal and state programs administered by WTCS. Manage data across multiple statewide locations, and across multiple platforms and operating systems. Design, development, implement, and maintain information data systems for interfaces, data sharing and data transfer with partner agencies.

Responsibilities include analysis and development of data relationships; management of databases including monitoring, diagnosing, and correcting potential problems; implementation of policies and procedures to enable users to access data, and safeguarding the privacy of collected data.

Electronic Data Systems (EDS), Madison, WI

2006 – 2009

Information Analyst

Technical Team Lead/Consultant responsible for full SDLC including identifying problems, opportunities and objectives, determining system requirements, analyzing system needs, designing, developing, testing, and maintaining. Typical responsibilities include coordinating and conducting meetings with clients, Business Analysts, Developers, and Project Managers to identify objectives, determine problems and opportunities.

Performed analysis using diagrams such as data flow diagrams, data dictionaries, activity diagrams, and use cases to analyze structured decisions and to provide recommendations and estimates. Familiar with use cases, activity diagrams, and sequence diagrams for analysis of system behavior; and class diagrams for structural design. Completed several complex entity relationship diagrams (ERDs) as part of the analysis of table data.

Accomplishments:

I implemented the Wisconsin-based Immunization Registry for Nebraska's Department of Health. The system has multiple J2SE processes, multiple J2EE applications, and PLSQL packages. This was the first Windows Server based conversion and implementation. I coordinated all system implementation activities, worked with state representatives both technical and non-technical, to complete this project on time and I received a bonus for its implementation.

I designed and constructed a reporting framework that utilized Reflection and polymorphism to render reports based on iText. This framework has been mandated by management for training and replication in other systems. I was selected and completed this training for technical staff.

I also have extensive experience in file input/output operations. I designed and implemented two fixed length file formats and corresponding batch processes which involved the uploading and asynchronous batch processing of the files, and extracting resulting output files for system users.

United States Postal Service, Madison, WI
Information Systems Specialist

2003 – 2006

Web Analyst/Programmer for the USPS intranet web site. Designed, constructed, and maintained three new systems. Utilized techniques such as polymorphism, inheritance, type casting, use of collections, and method overloading. Created supporting technical and user documentation.

Provided training to computer users and assisted with computer problems including providing Excel macro/scripting solutions. Assisted other IT staff on web development projects. Experience with the following technical environment: Visual Studio.Net, ASP.Net, C#, SQL Server, Active Directory.

United States Postal Service, Madison, WI
Supervisor, Distribution Operations

1994 – 2003

- Supervised approximately twenty-five employees in a high-speed environment.
- Awarded temporary shift manager position for a nine-month period and received achievement award for performance.
- Provided support to staff in the form of planning, staffing, training, motivation, monitoring, coordinating, counseling, directing, performance evaluation and management, and salary administration.
- Received two achievement awards for designing and implementing new processing methods.

Spring Green Cablevision, Spring Green, WI
Cable Television Technician

1989 – 1991

- Primary technician responsible for maintaining multiple city cable systems including performing service calls, trouble-shooting system problems.

Wisconsin Army National Guard, Prairie du Chien, WI

1987-1999

- Honorable discharge as SGT E-5
- 229th Engineer Company
- Veteran, (Operation Desert Storm)
 - Awarded National Defense Service Medal
 - Southwest Asia Medal
 - Kuwait Liberation Medal
 - Army Service and Wright ribbons
 - Excellence in Competition Badge
 - Eisenhower Unit Citation
 - NCO Development Ribbon
 - Humanitarian Service Ribbon.
- 1st place at the Wisconsin Adjutant General's Combat Rifle Match in 1993
- Competed at the 1993 National Combat Rifle Match in Camp Robinson, AR for the Wisconsin National Guard
- Trained as a General Construction Equipment Operator

EDUCATION & TRAINING

Madison Area Technical College, Madison, Wisconsin

- Associate of Arts Degree: IT Web Analyst/Programmer
- Dean's Honors List
- IT Web Analyst/Programmer program included
 - 3 semesters of Java including J2EE.
 - 3 semesters of Design and Analysis including Object-Oriented Design with UML, Object-Oriented Systems Analysis, System Design and Implementation
 - 3 semesters of database design including Oracle PLSQL
 - 2 semesters of JavaScript, CSS, HTML, XML and XSLT.
- Educational highlights included completion of a J2EE RSS News Aggregator web application which utilized Hibernate, JSTL, Ant, XML processing, Struts, and CVS as a requirement for the Enterprise Java course.
- Completed the Advanced Topics in .Net which included Web Services, calling stored procedures from ASP.Net, Globalization in Visual Studio.Net, and Windows Services.
- Completed Oracle PLSQL statements including DML, DDL, sequences, triggers, stored procedures, joins and sub queries.

ADDITIONAL TRAINING

United States Postal Service, Madison, Wisconsin

- Certified as Facilitative Instructor.
- Date Attained: May, 1999

United States Army/National Guard, Ashland Nebraska

- Completed the Platoon Leadership Development Course (PLDC).
- Completed in 1994.

Karin L. Wells, Ph.D.
Vice President for Research
Wisconsin Association of Independent Colleges and Universities

EMPLOYMENT EXPERIENCE

VICE PRESIDENT FOR RESEARCH

Wisconsin Association of Independent Colleges and Universities (WAICU)

October 2007 – Present

- Project manager for WAICU's student longitudinal data system
- Conduct research on a wide spectrum of higher education issues
- Provide technical consultation to institutional researchers at member institutions
- Instruct institutional researchers, registrars, financial aid administrators at WAICU member institutions, and nationwide on IPEDS and HEOA related topics
- Coordinate IPEDS for the Wisconsin non-profit sector
- Coordinate the Wisconsin Student Support Information System Survey for the Wisconsin non-profit sector
- Collaborate with internal staff and external customers on various projects

ECONOMIST AND PROJECTIONS PROGRAM LEAD

Office of Economic Advisors

Wisconsin Department of Workforce Development

October 1997 – October 2007

- Provided technical consultation on various economic issues to a diverse customer base, including government officials, educators, economic developers, and business owners
- Managed the development of labor force and employment projections for Wisconsin
- Authored and designed a biennial book about Wisconsin's job outlook
- Engaged a wide variety of audiences in discussions about Wisconsin's economy
- Directed the work of staff in the projections unit
- Collaborated with internal and external staff on various projects
- Represented Wisconsin and other states at federal-state policy meetings

ASSISTANT TO THE DIRECTOR

Dominican Center for Women, Inc.

August 1996 – June 1997

- Established and managed a satellite adult education center in central city Milwaukee
- Assisted adult students with their educational goals through tutoring and mentoring
- Taught English to immigrants from Mexico, the Dominican Republic, and Laos
- Recruited and coordinated volunteers
- Identified additional funding sources

EMPLOYMENT EXPERIENCE (continued)

TEACHING AND RESEARCH ASSISTANT

University of Notre Dame

August 1989 – May 1995

- Designed, conducted, and analyzed a survey of working poor households; designed and maintained a database of survey records
- Maintained a database on the elderly poor in the U.S.
- Taught statistics and econometrics to upper level economics majors

EDUCATION

DOCTOR OF PHILOSOPHY IN ECONOMICS

University of Notre Dame

Areas of Specialization: Econometrics, Public Policy Analysis, Labor Economics

MASTER OF ARTS IN ECONOMICS

University of Notre Dame

- Areas of Specialization Econometrics, Public Policy Analysis, Labor Economics

BACHELOR OF ARTS

Lamar University

- Major: Economics; Minor: Mathematics

RELATED PROFESSIONAL DEVELOPMENT AND TRAINING

- STATA
- SAS
- Longitudinal Databases
- Event History Analysis
- Logit and Probit Analysis
- Panel Study of Income Dynamics
- IPEDS
- Leadership Roles and Practices
- Team Leader and Facilitator Skills
- Project Management
- Survey Design
- Enhancing the Presentation of Data and Information

OTHER RELATED EXPERIENCE/MEMBERSHIPS

- National NCES/AIR IPEDS Trainer
- Midwest Higher Education Compact Advisory Committee on Student Flow Models
- Wisconsin Higher Educational Aids Board Need-Based Financial Aid Task Force
- Wisconsin Making Opportunity Affordable Data Team
- Wisconsin Sector Strategies Initiative

Richard Grobschmidt

Wisconsin Department of Public Instruction

Assistant State Superintendent for the

Division for Libraries, Technology and Community Learning, 2003 – present:

- Responsible for the collection and reporting of student data and the technology infrastructure that supports these efforts.
- Supervised the development and implementation of Wisconsin's comprehensive individual student enrollment and data collection system. This included the initiation of a unique student identifier for every K-12 public school student in Wisconsin.
- Managed the successful application and execution of our first USDOE Longitudinal Data System Grant. This included "one click" school district performance reports and the development of a Multidimensional Analytical Tool for use by school and classroom teachers in the analysis of student achievement progress.
- Managed the successful application and implementation of our second USDOE Longitudinal Data System Grant. This grant will initiate a PK-20 data system.
- Supervised the collection of public library statistics for the state of Wisconsin.

Wisconsin State Senator, 1995 – 2003:

- Chair of the Senate Education Committee
- Committee on Universities, Housing, and Government Operations

Wisconsin State Assembly, 1985 – 1995:

- Chair of the Assembly Education Committee

High School Social Studies Teacher, South Milwaukee High School, 1972 – 1985

Education:

- MS Curriculum and Instruction, University of Wisconsin – Milwaukee, 1980
- BS Secondary Education, University of Wisconsin – Oshkosh, 1972

RODNEY A. PACKARD, PMP
5832 Sandhill Drive, Middleton, Wisconsin 53562
608-833-7559 / rodneyp1@tds.net

PROFESSIONAL EXPERIENCE

State of Wisconsin, Madison, Wisconsin, May 2005 – Present

Information Technology Director / CIO, Department of Public Instruction, June 2008 - present

Responsible for the leadership of a forty person staff including applications, technical support and data reporting.

Section Chief, Information Technology, Department of Public Instruction, March 2007 – June 2008.

Responsible for the leadership of an eighteen person application development team working in alignment with the Department's mission for quality education for every child.

- Responsible for the development and implementation of the annual IT Plan, assuring alignment of IT efforts with agency needs. Meet routinely with Agency leadership to review their business needs and prioritize IT projects.
- Leading the \$3M project to build the Wisconsin Longitudinal Data System (educational data warehouse). Developed and implemented a strategy to outsource the setup and support of server hardware plus low level Oracle technologies; enabling the DPI IT team to collaborate with the program areas and focus on building reports, data marts and business solutions.
- Representing the DPI at State and National associations and educational conferences.

Application Supervisor, Bureau of Technology Management, Department of Corrections, May 2005 – 2007.

Responsible for the technical team's development and support of applications necessary to the daily operations of the Department of Corrections. Supervised fifteen direct reports including programmers, analysts, DBAs and project leaders.

- Developed the processes and procedures necessary to support efficient daily operations including clear roles and responsibilities for the team, problem ticket management and project management.
- Led the effort to build the department's first data warehouse, including the creation of a data warehouse development methodology.
- Actively built the team through hiring, JIT training and mentoring of staff.

Aquent, Milwaukee, Wisconsin, December 2004 – May 2005

Aquent is a professional services firm specializing in people, process and information technology consulting.

Project Manager – Responsible for leading client teams in the successful completion of IT projects.

- Led a technical team in the upgrade of an Image Management application at a Wisconsin based insurance company. Responsibilities included cost management, time management, quality management, communications management and risk management.

Marshall Erdman & Associates, Madison, Wisconsin, 1999 – May 2004.

ME&A is a national, fully integrated, Design-Build firm specializing in health care facilities. Supporting businesses units include manufacturing of architectural case goods, steel fabrication, and fine art sales. Combined sales total \$240M+ annually.

Manager, Information Technology – Responsible for the technical team implementing and supporting business applications. Supervised up to ten direct reports.

- Led the effort to implement JD Edwards and a manufacturing execution system at ME&A's Techline furniture manufacturing facility. New system and business processes resulted in a reduction in lead time from 5 to 3 weeks and the shift from make-to-stock to make-to-order.
- Led the effort to implement JD Edwards at the ME&A Corporate offices including GL/AP/AR, payroll, purchasing and job cost management. This effort led to enhanced profitability by providing real-time information and better tools for analysis of long running construction jobs.
- Led the effort to select and implement Prolog Manager for use at large construction sites, thus enabling ME&A to standardize business processes across construction projects, capture consistent information from the job sites and better manage critical documents.
- Managed department and project budgets in excess of \$1M annually.
- Responsible for the upgrade of the IT organization including the definition of staffing requirements, job descriptions, pay grades, career paths and training plans.
- Reviewed and recommended new business technologies.
- Identified, selected and negotiated contracts with hardware, software and telecommunications providers.
- Partnered with representatives from the business community to ensure IT resources remained aligned with business objectives.
- Facilitated cross-functional teams working to solve business problems and leverage IT.

Wipfli Young LLC, Madison, Wisconsin, 1998 – 1999.

Formally Williams Young, LLC. WY is a regional CPA and consulting firm specializing in accounting, business planning, people systems and information technology.

Management Consultant – Specializing in the business application of Information Technology and business process improvement initiatives. Engagements varied from the strategic to the tactical.

- Led client companies in the development of IT strategies, including the development of a technology plan for a large, multi-state, design/build firm.
- Led client companies in the selection of new software, including the selection of Oracle Financials for a national non-profit organization.
- Managed client projects, including the upgrade and standardization of PCs and networks across regional offices in seven states.

Whirlpool Corporation, Benton Harbor, Michigan, 1990 – 1998

Whirlpool is the world's leading manufacturer and marketer of major home appliances, with annual sales of over \$11 billion and 68,000 employees around the globe.

Project Manager, 1996 – 1998. Implemented purchased software at North American manufacturing sites in support of Maintenance Management and Procurement functions. Pilot site implemented in June 1996, with full implementation for over 350 users, at 7 different North American sites, completed in late 1997.

- Led a team of technical analysts and business experts in the delivery of new non-production procurement and asset management functionality.
- Partnered with business experts in the redesign of business processes to maximize the value of new applications.
- Directly responsible for a capital budget of over \$2M and an annual expense budget of over \$1M.
- Supervised activities and completed annual performance reviews of eight team members.
- Delivery of the final manufacturing facility ahead of schedule resulted in bonuses for the entire team.

Lead Analyst/Project Leader, 1994 - 1996. Led cross-functional team of programmer/analysts and business experts in the development of Whirlpool's first data warehouse application.

- Managed project from conceptualization through implementation.
- Resulting application enabled Manufacturing and Technology groups to identify appliance field failures, and determine root-cause problem, significantly faster.
- Implemented in multiple phases with the first full year benefits exceeding \$1M.
- Developed and delivered user training which was consistently rated superior by attendees.
- Instrumental in the subsequent development of the Whirlpool methodology for building the data warehouse.
- Awarded the Whirlpool *Exceptional Contributor* Award in 1995 as a result of this effort.
- Technologies included: NCR Teradata, Hummingbird BI Query, client/server, Windows.

Systems Analyst, 1990 - 1994. Supported Whirlpool manufacturing as a member of the team maintaining and enhancing the Whirlpool Manufacturing Control System including BOM, Routings, Cost and New Model Planning applications. Technologies included: IBM 3090, JCL, COBOL, ADSO, IDMS/R.

EDUCATION

PMP Certification, Project Management Institute, September 2005

Bachelor of Science Degree, Western Michigan University.

Double Major: Computer Science and Public Administration; Double Minor: Mathematics and Economics

TIMOTHY M. LAST

PROFESSIONAL EXPERIENCE

Wisconsin Department of Public Instruction - Madison, Wisconsin Jul 06 – Present
Technical and Customer Support Section Chief

- Managed the hardware infrastructure for the Longitudinal Data System Data Warehouse . Successfully created and implemented a request for bid to allow for an outside vendor to provide support and maintenance for the system.
- Assisted in the creation of the strategic information technology plan which included the implementation of the Longitudinal Data System to consolidate agency-wide data collection and reporting initiatives.
- Creation and implementation of a time-tracking process to process chargebacks to individual program areas throughout the agency.
- Migrated the agency from a legacy e-mail system to Exchange 2007 with web and smart phone availability.
- Implemented an annual replacement cycle to replace both workstations and servers that are not able to support the technology business needs.
- Managed a staff of 13 full and part-time employees.

Ciber - Madison, Wisconsin Sep 03 – Jul 06
Operations Manager / Project Manager

- Provided leadership and direction to the staff of 22 employees and contractors. This involved operational personnel such as server engineers, infrastructure engineers, desktop imaging and application support staff.
- Upgraded the network infrastructure to Windows 2003 Active Directory from a Windows NT domain structure. Determined staffing requirements and hired additional staff to complete the upgrade.
- Project manager for the consolidation and relocation of all servers to the Department of Administration.
- Planned the infrastructure upgrades throughout the system which were necessary to accommodate the deployment of an enterprise-wide system for offender management.
- Led the upgrade of all workstation hardware and software to the Windows XP operating system and Microsoft Office 2003 suite. Communicated with all divisions to test and certify every piece of hardware and software on the network.
- Assisted in the creation and execution of the annual budget.

Lovelace Health Systems - Albuquerque, New Mexico

Sep 02 – Aug 03

Technical Support Director

- Led a team of over 20 staff members consisting of data center staff, system administrators, helpdesk, workstation technicians, and project managers.
- Led the operational systems during a period of a multi-company merger. Interfaced with business units of all companies to develop solutions that satisfied all business objectives.
- Lead project manager for the hardware infrastructure during the implementation of the Cerner Millennium medical management software throughout the organization.

Sun Healthcare - Albuquerque, New Mexico

May 00 – Jun 02

Data Systems Manager

- Managed a group of 8 high-level system engineers responsible for Active Directory, Exchange, web and database applications, file and print servers, and all other infrastructure systems.
- Led the implementation of increased network security to comply with the government HIPAA regulations.
- Project manager for the Windows 2000 Active Directory project which upgraded the entire enterprise network from multiple Windows NT domains and Novell networks to an Active Directory structure.

Web Manager

- Managed a group of 6 web developers, infrastructure personnel, and contractors that were responsible for the corporate Intranet site and all related web servers.
- Project manager and technical lead the migration of the main Intranet site to a multiple-server Windows 2000/SQL 2000 cluster solution.
- Led multiple programming projects that allowed all users to access critical applications through the company Intranet.

Cerebus Consulting - Albuquerque, New Mexico

Apr 99 – May 00

Contractor - Web Manager

- Managed the web department for Sun Healthcare's web department.
- Project manager for the migration of a single Intranet web server to a load balanced / clustered server farm.

Professional Computer Services - Minneapolis, Minnesota

Nov 96 – Mar 99

Senior Network Engineer

- One of two senior network consultants responsible for all larger clients.
- Project manager for multiple companies involving Internet connectivity and e-mail implementation.
- Project lead and supervisor responsibilities for technical staff on many consulting engagements.
- Developed information technology objectives and direction for companies. Directly responsible for client account management which included the creation of detailed strategic planning documents.

ALT-KIE Computer Consultants - Minneapolis, Minnesota

Jun 93 – Nov 96

Senior Network Consultant

- Provided network consulting for a client base of over 100 companies.
- Installation and configuration of many NetWare servers in different environments.
- Supervisor and technical mentor for multiple junior consultants.

Capital City Distribution - Madison, Wisconsin

Feb 92 – May 93

Support Technician / Paradox Programmer

- End-user support technician for a multi-server Novell network.
- Extensive phone support of 19 remote Novell networks.
- Database programmer and support for Paradox DOS applications.

EDUCATION & CREDENTIALS

Bachelor of Science in International Relations · University of Wisconsin-Madison · Dec 91

WI Enterprise Management Development Academy Leadership Training · Oct 07-Oct 08

Informational Technology Infrastructure Library [ITIL]. Foundations Certified · Oct 07

Project Management Professional [PMP] · Sep 05

Microsoft Certified System Engineer [MCSE] plus Internet · Aug 99

Master Novell Certified Network Engineer [MCNE] · Oct 97

Gorm R. Heilskov
5201 Bremer Road
McFarland, WI 53558
(608) 267-0376 (W) (608) 838-8952 (H)

Objective: Opportunity to utilize technical and supervisory experience in the field of database administration.

P R O F E S S I O N A L E X P E R I E N C E

**Wisconsin Department of Public
Instruction**

August 1996 to Present

DATABASE ADMINISTRATOR. Oracle

Served as DBA for five production and three test Oracle Databases on Netware 411 and 50 platforms and then on Windows platforms. Created, administered and upgraded these databases. Installed sqlnet in client/server environment. Upgraded these databases from version 7.1.6 to 7.2.4.14 and then to 8.0.4.2.3 and 8.0.4.2.6 and then to 8.1.7 and then to 9.2.0.4 and then to 11.1.0.6. Starting in July 2007, served as DBA on two Oracle 10g databases on an HP-UX Itanium platform.

**UW-Madison Department of
Information Technology**

March, 1994 to August, 1996

DATABASE ADMINISTRATOR.
Oracle and ADABAS

Served as DBA for six Oracle Databases and two ADABAS databases on four IBM RS/6000 UNIX platforms. Created, administered and upgraded these databases. Built Oracle Data Warehouse for University Data. Installed sqlnet in client/server environment. Designed and implemented system for scheduling and loading tables into Warehouse automatically. Served as DBA for two additional ADABAS databases on a DOS/VSE platform.

**University of Wisconsin-System
Administration**

February, 1990 to February, 1994

SYSTEMS PROGRAMMER

Served as Systems Programmer in charge of installing and supporting Software AG products in a DOS/VSE environment on an IBM 4381. Installed and supported the SAG products ADABAS, NATURAL, NATURAL VSAM, NATURAL SECURITY, PREDICT, SUPER NATURAL, NATURAL CONSTRUCT, NATURAL ADVANCED FACILITIES, NATURAL CONNECTION. Installed and supported ADABAS, NATURAL, PREDICT and NATURAL CONSTRUCT on an IBM RS/6000.

Became familiar with and trained others in the use of all of the above products excluding NATURAL CONSTRUCT. Wrote assembler user exits for ADABAS Hyperdescriptors and NATAF RJE.

Served as DBA starting in 1993.

University of Wisconsin-System
Administration

October, 1982 to January, 1990

INFORMATION SYSTEM AREA
CONTACT

Served as the area contact in coordinating work activities and performing all necessary lead work functions for all U.W. Centers and Office of Analysis Services computer systems operating at this office. Proposed and developed security system used as the standard in office on-line applications under Natural. Proposed and developed data access interface used as the standard in office batch COBOL applications which access ADABAS. Converted existing systems, brought up new systems and designed and implemented file structures under ADABAS.

University of Wisconsin Centers

July, 1981 to October, 1982

MANAGER OF INFORMATION
SYSTEMS

Directed and reviewed work of two classified MIS programmer-analysts. Supervised Analysis, programming and operations efforts for a small data processing office.

University of Wisconsin Center
System

June, 1977 to June, 1981

LEAD PROGRAMMER

Directed and reviewed work of one classified MIS programmer. Supervised programming and operations efforts for a small data processing office.

University of Wisconsin Center
System

February, 1976 to June, 1977

APPLICATIONS PROGRAMMER

Programmed fluently in COBOL and RPGII.

Programmed in Fortran and Assembler.

E D U C A T I O N

University of Wisconsin, Madison
Received BBA May 1980.

19XX to 19XX

MAJOR INFORMATION SYSTEMS ANALYSIS & DESIGN.

MELISSA M. STRAW
Department of Public Instruction
(608) 266-1085
melissa.straw@dpi.wi.gov

PROFESSIONAL SUMMARY

- Senior level Business Intelligence project lead, developer and analyst with B.S. in Business, Computer Information Systems.
- Trained in multiple BI environments including Business Objects XIr2, Business Objects 6.0, Microstrategy 7i, Cognos ReportNet, and Crystal, with focused expertise in large-scale Oracle 10g warehouses.

PROFESSIONAL EXPERIENCE

9/09-Present **Department of Public Instruction** *Madison, WI*
Current Position – Data Warehouse Project Manager

- Provide leadership for the Longitudinal Data Systems team in order to accomplish project objectives.
- Manage daily activities in support of the LDS data warehouse.
- Lead sub-projects and manage team efforts during the analysis, design, development and implementation of new systems or enhancements to the LDS.
- Develop project plans including tasks to be performed, effort estimates, target dates, and cost estimates.
- Analyze and design components of the LDS.
- Act as a consultant to IT management, program area management and other staff in making overall key decisions to support Business Intelligence at DPI.

8/06-9/09 **EDS, an HP company** *Madison, WI*
2/06-9/09 – LTCare Data Warehouse Project Lead/ BI Developer/ BI Analyst

- Successfully played multiple roles within project including Project Lead, Business Lead, Test Lead, Data Modeler, Business Objects Developer, and Business Objects Analyst.
- Coordinated full life-cycle data warehouse project with more than 10,000 hours allocated for development and testing. Indirectly managed multiple teams for development and testing efforts which included a Technical Lead, 3 developers, and 6 testers.
- Defined scope, project plans, and deliverables for the project.
- Reviewed and clarified requirements to provide detailed technical information to determine a solution.
- Conceptualized, designed, constructed, tested, and implemented project despite roadblocks, issues, and setbacks.
- Administered Business Objects XIr2 Windows 2003 server environment.
- Developed 9 universes using Business Objects XIr2 Designer.
- Utilized Business Objects XIr2 Central Management Console to create and administer groups and users.
- Documented project and utilized a project web page to track requirements, development, testing, and documentation.

MELISSA M. STRAW

Department of Public Instruction

(608) 266-1085

melissa.straw@dpi.wi.gov

- Maintained great working relationship with the customer every step of the way to gain an understanding of the business and technical environment to develop a solution within the organizations strategic direction.

12/05-8/06

EDS (VisionIT)

Madison, WI

2/06-8/06 – Mental Health Reporting System Project Lead/Business Analyst

- Lead developer and analyst for 5 Business Objects 6.0 universes.
- Directed efforts to update, modify, and add objects to universes.
- Maintained billing reports to stay informed of project budget.
- Created and revised additional and existing Mental Health reports for the federal government Data Infrastructure Grant.
- Led efforts to increase data quality.

12/05-2/06 – FamilyCare Business Analyst

- Created documentation to train new analysts.
- Gathered requirements and developed reports in Business Objects 6.0 for state customers.
- Led efforts to analyze Oracle 10G migration issues for the team.

1/03-12/05

Discover Financial Services

Riverwoods, IL

6/05-12/05 - Senior BI Associate

- Project Lead for Microstrategy Reporting conversion to Cognos environment; included approximately 100 reports and 300 objects.
- Architect of Cognos Framework Manager model for adhoc Oracle warehouse projects.
- Subject Matter Expert and project lead for high priority efforts in Marketing Services, Individual Cash Limits, Recurring Billing, and Customer Contact Strategies.
- Coordinated full life-cycle report and warehouse development using PDP Project Management and SDLC Techniques. Indirectly managed 4 employees and 2 offshore contractors.
- Liaison between multiple business units and data warehouse teams for project development.
- Project Lead for Crystal Reporting conversion to Cognos environment.

1/04-6/05 - BI 2nd Level Associate

- Lead Microstrategy developer for multiple operational data warehouse projects.
- Managed Oracle reporting environment migration from 8i to 9i.
- Managed Microstrategy environment migration from 7.2.1 to 7.2.3.
- Administered Microstrategy environment on MS Windows OS, including Narrowcaster and Enterprise Manager applications.
- Maintained Narrowcaster environment for scheduled report publication via email and web portal.

MELISSA M. STRAW

Department of Public Instruction

(608) 266-1085

melissa.straw@dpi.wi.gov

- Maintained and utilized Enterprise Manager for gathering statistical data on the Microstrategy tool.
- Designed standards for Microstrategy conversion to Cognos including Erwin model use, Framework Manager Modeling, Query Studio usage, report authoring, metric standardization, and support initiatives.
- Five time nominee and one time winner of the distinguished Business Technology yearly President's Plate award.

1/03-12/03 - BI Associate

- Reporting lead for multiple warehouses supporting business users from Marketing, Risk Management, Finance, and Operations.
- Streamlined Cash Back Bonus Partner reports allowing business user to provide information in a timelier manner from 3 weeks to 1 day.
- Coordinated Enterprise Microstrategy help desk, servicing approximately 200 business users.
- Created user training manuals and led Microstrategy training classes for business users.

EDUCATION

1998-2002 **Indiana University, Kelley School of Business** *Bloomington, IN*

- BS in Business, Computer Information Systems (3.2 Cumulative GPA)
- Minor in Psychology
- Kelley School of Business Dean's List
- Director of Computer Information Systems Club

TECHNICAL QUALIFICATIONS

Business Intelligence: Business Objects XIr2 (Web Intelligence, Desktop Intelligence, Designer, CMC Administration, Server Administration), Business Objects 6.0 Product Suite (Desktop Intelligence, Designer), Microstrategy 7i Product Suite including Narrowcaster and Enterprise Manager, Cognos ReportNet Product Suite

Database: Oracle SQLPlus, TOAD, SQLDeveloper, Oracle, Teradata, DB2

Servers: Windows NT, 2000, 2003 Server

Other: VeriSign, HTML, Microsoft Office, Data Modeling (Erwin), ETL, Systems Analysis and Design, Systems Documentation

BUSINESS QUALIFICATIONS

Project Management, Strong Communication Skills, Able to effectively Multi-Task, Able to play multiple roles within a project, Off-shore and On-shore Resource Management, Peer Mentoring and Training, SDLC Management, Experience in dynamic team environments, Financial Services, Healthcare Industry

Jane Lepeska Grinde

jane.grinde@dpi.wi.gov

608-266-9356

- Director of Community Learning and Partnerships Team for the Wisconsin Department of Public Instruction (DPI) within the Division for Libraries, Technology, and Community Learning. Works in the areas of family-school-community partnerships, youth service-learning, community education, and early childhood education. Administers several grants. Staffs the State Superintendent's Parent Leadership Corps. Represents DPI on Wisconsin State PTA Board. Directs VISTA, AmeriCorps, and Learn and Serve America grants.
- Has worked at the DPI since 1981, starting as special assistant to the elected state superintendent. Responsible for media relations, communications, and publications for the department for 12 years prior to current position.
- Worked for five years as communications director for the Wisconsin Association of School Boards. Also worked in the private sector in Chicago in communications positions for a national trade association and transportation corporation and as a procedural auditor for transportation corporation.
- Past president of the Wisconsin School Public Relations Association and an officer of the national Council of State Education Communicators.
- Served on the National Education Goal 8: Parental Participation Resource Group to develop standards for meeting the goal, spring 1995.
- Member of the National and Wisconsin Family Impact Seminars steering committees.
- Presented at numerous state and national conferences and written articles on family-school-community partnership topics.
- Co-chaired DPI's participation in the State Employees' Combined Campaign, two years.
- Received Leadership Award from the National Network of Partnership Schools at Johns Hopkins University for contribution to national advances in state leadership in family, school, and community partnerships.
- Bachelor's degree in political science and journalism from the University of Wisconsin-Platteville and Master's degree in public policy and administration from the UW-Madison. Editor of college newspaper.
- Parent of four children and active school, church, and community volunteer.

Jill Haglund
4271 Venetian Lane
Madison, WI 53718
(608) 223-9090

EMPLOYMENT EXPERIENCES

Wisconsin Department of Public Instruction: Early Childhood Education Consultant, 1989-present.

- Lead staff in the promotion of four-year-old kindergarten and community approaches that link schools services with child care and Head Start. Includes coordination of foundation grants to promote universal services to four-year-old children.
- Provide statewide leadership and consultation to develop and enhance the role of the school as an important stakeholder in the early childhood community.
- Provide leadership for and collaboration with agencies and associations on a state and local level (such as Head Start, child care, health, and parent education) in order to develop high quality and developmentally appropriate programs that help prepare children for schools.
- Implement early childhood leadership activities including the management of early childhood websites and listserver; promotion of partnership networks; development of written resource materials offering strategies for local efforts; promotion of blended methods of service delivery; and facilitate related workshops and inservice activities.
- Work on the state and local level to improve services for young children with disabilities and special needs, ages birth through five including liaison to Department of Health and Family Services relative to Individuals with Disabilities Education Act, Part C, Early Intervention Programs; participate in the development of state early intervention and special education rules and policy papers; development of state and local interagency agreements; and promotion of inclusive child care and least restrictive environments.
- Create linkages within the DPI to ensure consistency between the various department teams and staff in relation to early childhood approaches, partnerships with parents of young children, and blended services, including Goals 2000, Prevention/Health and Wellness, Special Education, Head Start, Partnership Schools Network, Improving America's Schools Act (IASA), 21st Century Schools and Community Learning Centers, VISTA, Charter Schools, and other related programs.
- Work to enhance state professional development systems including promotion of appropriate early childhood teacher training standards at the university level; creation of articulation between technical and university early childhood teacher training programs; development of an early childhood care and education career ladder; promotion of training and credentialing systems for paraprofessionals; and collaboration between state early childhood technical assistance agencies.
- Provide direction and support for local planning efforts to assist communities in maximizing funds, blend service delivery models, implement community based 4 year-old-kindergarten approaches, and establish early childhood councils and committees.

Dane County Parent Council - Dane County Head Start: Various Positions from 1975-89

- Interim Executive Director with overall responsibility for operation of the federally funded Dane County Head Start Program which served 295 children/families and employed 75 staff persons.
- Instructional Services Director responsible for leadership, development and implementation of education, mental health and disability performance standards, and personnel development.

- Special/Exceptional Needs Facilitator focusing on the delivery of services to children with special needs or disabilities including service coordination, staff training, and collaboration with the school and disability community.
- Teacher Director in Montessori classroom and Handicapped Demonstration Training Project providing services to preschool children in an inclusive classroom that served as the demonstration training site for programs throughout Wisconsin.

BOARDS, COUNCILS, AND AFFILIATIONS

- Governor's Advisory Council on Early Care and Education: Staff (2009)
- State Superintendent's Task Force on Four-Year-Old Kindergarten and Community Approaches: Staff (2000-present)
- Preknow State Network (2002-present)
- Department of Health and Family Services Early Childhood Comprehensive Systems Committee (2004-present)
- The Registry Board (2003-present)
- Wisconsin Action Team National Governor's Association Grant Building the Public and Political Will for Early Childhood Care and Education (2000 to 2004)
- Department of Health Services Birth to 3 Interagency Coordinating Council (1999 to present)
- Wisconsin Early Childhood Collaborating Partners (1994 to present)
- Wisconsin Division of Early Childhood (1991 to present)
- City of Madison After School Child Care Committee (1994-1996)
- Great Lakes Regional Access Project Advisory Committee (1990-1994)
- State Day Care Advisory Committee (1993-1995)
- Creative Learning Preschool and Child Care Board (1991-1993)
- Governor's Commission on Schools for the 21st Century, Readiness Committee staff, (1990-91)
- Madison Area Technical College, Child Care Advisory Board (1985-1989)
- Wisconsin Child Development Associate (CDA) State Advisory Committee (1980-1983)

PUBLICATIONS

Oversight and/or contributions to the following publications:

- Web site oversight: www.collaboratingpartners.com and <http://www.dpi.wi.gov/ec/index.html>
- Lessons Learned from Wisconsin Communities: Community Approaches to Serving Four-Year-Old Children, 2003.
- The Wisconsin Early Childhood Collaborating Partners Report: Transforming Early Childhood Care and Education, 2001.
- The Wisconsin Early Care and Education Career Guide, Wisconsin Department of Public Instruction et. al., March 2001
- Together Children Grow – Quality Child Care for Children with Special Needs, Wisconsin Child Care Information Center et.al., 2000
- New Vision: Wisconsin Communities Creating New Visions for Serving Young Children and Their Families, Wisconsin Department of Public Instruction, 1999
- Collaboration because it's good for children and families – A Wisconsin Resource Manual, Wisconsin Department of Public Instruction, Quality Improvement Center for Disabilities, Cooperative Educational Services Agency 5, 1999 and 1994.

SELECT CONFERENCE PRESENTATIONS

- Preserving Early Childhood Conference: Community Approaches to Serving Young Children (planning and presentations 2002-present)
- WI four-year-old kindergarten workshops (planning and presentations each year since 1999)

- Birth to 5 Collaborative Conference (planning and sessions each year since 1996)
- Family and Provider Conference (planning and sessions each year since 1996)
- Strongest Link Conference (planning and sessions each year since 1998)
- The Journey Upstream: System Change and Early Education (1998, 1997, 1996, 1995)
- National and Regional Head Start Conference (1997 and 1987)
- Wisconsin Early Childhood Town Meeting and Satellite Teleconference (1995)
- 4 C's Day Care Administrator's Conference (1997 and 1985)
- Wisconsin Early Childhood Association Conferences (1996, 1994, 1987)
- Council for Exceptional Children (1986 and 1996)
- Head Start Regional Access Project Conferences (1982-83)
- Madison Area Technical college, instructor for Young Child I Class (1979)

EDUCATIONAL BACKGROUND

Viterbo College – 2009

1 credit course on early childhood community approaches

Viterbo College – 2005

3 credit online course Early Childhood Mentoring

University of Wisconsin - Milwaukee, 1999

3 credit course Early Intervention Natural Environments

University of Wisconsin - Madison, 1984-1985

9 graduate credits in Educational & Public Administration

University of Wisconsin - Whitewater, 1980

Masters Degree: Special Education/Early Childhood

University of Wisconsin - Madison, 1972

Bachelor Degree: Behavioral Disabilities

DEBORAH J. MAHAFFEY
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Madison, Wisconsin 53719
(608) 848-9681 Home
(608) 266-3361 Office
deborah.mahaffey@dpi.state.wi.us

WORK EXPERIENCE

September, 2004 to
Present

**Assistant State Superintendent
Division for Academic Excellence
Wisconsin Department of Public Instruction**

- Administrative leadership for policy development and educational programming in PK-12 education, including development of model academic standards; career and technical education; English language learners and international educational programs; alternative education and GED/HSED programs.
- Administrative responsibility for educator licensing and professional development for K-12 teachers, pupil services and administrators; and approval of educator preparation programs in higher education institutions and alternative licensure programs.
- Division administrator; management and budget oversight of state categorical funding and federal programs. Supervision of team leaders to foster collaboration among three teams: Content and Learning; Career and Technical Education; and Teacher Education, Professional Development and Licensing.

May, 2001 to
September, 2004

**Vice President
Instruction, Student Services and Economic Development
Wisconsin Technical College System (WTCS)**

- Leadership and administrative responsibility for educational policy development; accountability and performance measurement; occupational and technical programs, adult basic education, continuing education, economic development activities and student support services offered by the Wisconsin Technical College System.
- Administrative responsibility for system-administered federal and state funding: Carl Perkins Vocational and Technical Education Act; Workforce Investment Act, Title I - Adult Education and Family Literacy Act; and State of Wisconsin GPR categorical and student aid programs.

- December, 1991 to
May, 2001
- Director, Bureau of Student and Support Services
Wisconsin Technical College System**
- February, 1997 to
February, 2000
- Executive Assistant to State Director
Wisconsin Technical College System**
- Leadership and supervision of Education Directors for student services; including, financial aid, initiatives for students of color, students with disabilities, displaced homemakers and gender equity; service delivery methods, policy development and effective operational practices.
 - Administrative responsibility for educational offerings and services utilizing federal and state resources; development of funding requirements; program monitoring; and performance measures and standards.
- August, 1985 to
December, 1991
- Education Consultant
Wisconsin Technical College System Board**
- Developed and implemented policies and procedures to evaluate programs and services; led evaluation teams; established performance standards.
 - Conducted extensive training; group facilitator for various initiatives.
- December, 1978
to August, 1985
- Educational Specialist
Wisconsin Technical College System**
- Directed statewide graduate and employer research projects.
 - Developed policies and wrote procedural manuals.
- March, 1974 to
December, 1978
- Job Placement Director
Alumni Association Executive Secretary
Madison Area Technical College**
- Directed centralized placement services for 70 programs.
 - Teacher and counselor for job seekers; wrote handbook .
- December, 1973
to March, 1974
- Counselor/Interviewer
IBA of Madison, Wisconsin
Licensed Agency**
- Evaluated applicants; made job placements.
- May, 1972
to August, 1973
- Assistant to Student Activities Director
University of Wisconsin-Superior**
- Organized and planned college-wide student activities.

EDUCATION

Wisconsin Leadership Development Institute, 1995-96
Madison, Wisconsin

**Fellowship Program Sponsored by the National Vocational
Technical Education Foundation with the Johns Hopkins
University Institute for Policy Studies 1994**

M.S. Guidance and Counseling 1976
University of Wisconsin-Superior

B.S. Psychology and Communications 1972
University of Wisconsin-Superior (double major)

SELECTED ACTIVITIES PROFESSIONAL

Board of Directors Regional Educational Laboratory Midwest

Great Lakes Comprehensive Center Advisory Committee

University of Wisconsin Extension Board of Visitors

**UW-Superior Foundation
Governance Committee, Chair 2005-06**

**University of Wisconsin System Administration
Educator Preparation Advisory Committee**

**University of Wisconsin-Madison, School of Education
Committee on Outreach and Service Activities**

**Board of Directors, Madison Area Quality Improvement
Network 1993 to 1999; President and 3 years Executive
Committee**

**Madison Schools 2000: Metropolitan School District Strategic
Planning, Chaired Organization Action Team, 1992**

**Madison Public Schools, Chaired Boundary Change
Committee, Orchard Ridge Elementary, 1991**

S. Paul Sandrock

Wisconsin Department of Public Instruction
s.paul.sandrock@dpi.wi.gov

Current Position

Wisconsin Department of Public Instruction
Interim Director, Content and Learning Team
(Assistant Director, 2007-2009)

Primary Responsibilities:

- Facilitation and coordination of Wisconsin's work with the American Diploma Project and Partnership for 21st Century Skills, leading revision of Wisconsin's Model Academic Standards
- Facilitation of Implementation Team for Wisconsin's development of a Longitudinal Data System
- Leadership and management consistent with agency priorities, state and federal legal requirements and initiatives
- Recommendation of policy and program priorities
- Supervision of teaching and learning in mathematics, English language arts, reading, science, social studies, arts, world languages, and international education
- Education consultant for world languages (1992-2007)

Teaching Positions

Primary Positions:

- 1986-1992 Spanish teacher, Appleton West High School, Appleton, WI, grades 10-12
- 1985-1992 District Foreign Language Department Head, Appleton (WI) Area School District
- 1975-1986 Spanish and English teacher, Wilson Junior High, Appleton, WI, grades 7-9

Other Positions:

Spanish teacher to elementary school children, Appleton (WI) Area School District, summer school programs

Education

- 1981 Master of Arts - Spanish and Curriculum & Instruction, University of Wisconsin-Madison
- 1975 Secondary Teacher certification, Spanish and English, University of Wisconsin-Madison
- 1973 Bachelor of Arts, magna cum laude - Spanish and English, St. Olaf College, Northfield, MN
- 2007 Wisconsin Certified Public Manager, completed two-year program, University of Wisconsin-Madison, Division of Continuing Studies

**Key
Publications**

The Essentials of World Languages, Grades K-12: Effective Curriculum, Instruction, and Assessment, with Janis Jensen and John Franklin, Priorities in Practice Series, Association for Supervision and Curriculum Development, 2007

Curriculum Handbook: World Languages, with Janis Jensen, Association for Supervision and Curriculum Development, 2005

“Building an Infrastructure to Meet the Language Needs of All Children,” with Shuhan Wang, in *The State Education Standard*, National Association of State Boards of Education, 2005

Planning Curriculum for Learning World Languages, Wisconsin Department of Public Instruction, 2002

“Creating a Standards-Based Curriculum,” in *Teaching Spanish with the Five C’s: A Blueprint for Success*, American Association of Teachers of Spanish and Portuguese, 2000

**Major
Presentations**

World Languages Summit: Pathways to PK-20 Language Learning
Keynote Speaker, Seattle, WA, November 2008, “National Context for a Vision of World Language Pathways”

Texas Foreign Language Association
Keynote Speaker, Plano, TX, March 2007, “Create Global Literacy: Discover Languages and Bridge Cultures”

Kansas World Language Association
Keynote Speaker, Overland Park, KS, October 2006, “Designing Backwards: From Standards Through Assessment to Daily Instruction”

National Council of Less Commonly Taught Languages
Keynote Speaker, Madison, WI, April 2006, “Global Literacies for All Students”

California Language Teachers Association
Keynote Speaker, Fresno, CA, March 2006, “Discovering Languages for Students, Parents, and Communities”

Minnesota Council on the Teaching of Languages and Cultures
Keynote Speaker, Minneapolis, MN, October 2005, “Keeping Balance After the Year of Languages: Educate and Communicate After the Celebrate”

Trevor Conference on Early Language Learning
Keynote Speaker, New York, NY, May 2003, “Committing to Communication - Why Do We Teach Languages?”

Professional Service

American Council on the Teaching of Foreign Languages

- President-Elect, President, Past President, 2005-07
- Member of Executive Council, 1999-2002
- Project coordinator, ACTFL Department of Education Research and Studies Grant on Assessment, 1997-2000
- Workshop Presenter for Professional Development series to implement standards, 1997-98, and Integrated Performance Assessment workshops, 2002 to present
- Presenter at ACTFL conferences annually since 1993
- Reviewer for *Foreign Language Annals*

National Council of State Supervisors For Languages (NCSSFL)

- Delegate to Joint National Committee for Languages, 1996-98
- President, 1994 and 1995
- Co-authored paper "Learning Languages in Middle Schools," 2003
- Drafted position paper "Foreign Language and the Middle School of the 90's," 1993

Wisconsin Association For Language Teachers

- Distinguished Foreign Language Educator Award, 1998
- Executive Board member, 1990-2007
- Local Arrangements chair, 1988-91
- Presenter of workshops and sessions, annually since 1987
- Certificate of Recognition, 1990, 1997, 2007

National Assessment of Educational Progress

- Foreign Language Framework Planning Committee, 1999-2000
- Foreign Language Standing Committee for NAEP, 2001-04

WGBH and Annenberg/CPB Video Project

- General Advisor, *Teaching Foreign Languages*, a project to develop a video library of language classrooms, methodology workshop videos, and online resources, 2001-04

The College Board

- Member, Foreign Languages Academic Advisory Committee, 1997-2000

2003 State Supervisor of the Year, awarded by Pearson-Prentice Hall and the National Council of State Supervisors For Languages

2008 Florence Steiner Award for Leadership in Foreign Language Education, K-12, awarded by the American Council on the Teaching of Foreign Languages

JUDY L. PEPPARD
4814 Marathon Drive
Madison, Wisconsin 53705
608/266-0986 (W)

EMPLOYMENT HISTORY

1/2005 - Present	Director, Teacher Education, Professional Development and Licensing (from 9/2005); and Education Consultant (1/2005-8/2005), Successful Schools Team, WI Department of Public Instruction, Madison
1996 - 2004	Assistant Superintendent, Office of Catholic Schools, Diocese of Madison
1989 - 1996	Education Consultant, WI Department of Public Instruction, Madison, WI
1982 - 1989	Principal, Verona Area Middle School, Verona, WI
1976 - 1982	School Counselor, Verona Area Middle School, Verona, WI
1975 - 1976	Teacher/Counselor, St. Patrick's Middle School, Madison, WI
1972 - 1975	School Counselor/Teacher, Verona Area Middle School, Verona, WI
1968 - 1969	Teacher, Muskego-Norway School District, Muskego, WI

EDUCATION

1999 – 2002	POST-GRADUATE STUDY, Loyola University, New Orleans, LA Leadership, Pastoral Ministry Certificate
1977 - 1988	POST-GRADUATE STUDY, University of Wisconsin, Madison, WI Educational Administration, Curriculum and Instruction
1971 - 1973	MASTER OF SCIENCE, University of Wisconsin, Madison, WI Counseling and Guidance
1962 - 1967	BACHELOR OF ARTS, Alverno College, Milwaukee, WI Art Major, History Minor

PROFESSIONAL EXPERIENCE

Program Administration and Leadership

- Provide leadership for work of the Teacher Education, Professional Development and Licensing Team, 9/2005 to the present.
- Provided leadership for improvement of Title I elementary and secondary school programs, 2005.
- Provided leadership for development of a teacher mentor program for 46 schools in the Diocese of Madison and implementation of the program, 2001-04.
- Provided orientation and support seminars for new principals in Diocese of Madison schools, 1997-2004.
- Provided leadership for development of standards-based curriculum and assessment for two Bureau of Indian Affairs Navajo schools in Arizona, 2002, 2004-08.

- Directed the school accreditation program for Diocese of Madison schools, 1996-2004, and served as president of the WI Rel. & Ind. School Accreditation Association, 2001-2003.
- Provided leadership and facilitated workshops for educators in the Diocese of Madison in the areas of curriculum development, student assessment, and professional development, 1996-2004.
- Served on statewide committee to develop guidelines for new Wisconsin teacher and administrator certification and licensing programs, 2000-2002.
- Directed "Connecting the Curriculum," a US Office of Education Grant at the DPI, 1993-1996.
- Served as WI school district review team member in determining compliance with state standards, and as consultant for school counseling programs, and as consultant for teacher education programs, 1989-1993.
- Provided leadership for 55 teachers and support staff, 550 students, instructional program, facilities management and budget at Verona Middle School, 1981-1989.
- Served as president of the Verona Area Education Association, Verona, WI.
- Served as contract negotiator for the Verona Area Education Association, Verona, WI.

Staff Development and Supervision

- Provided staff development to principals and teachers on development and use of standards-based curriculum, curriculum-mapping, action research, standardized tests and performance assessment, data-driven decision-making, school improvement and accreditation accountability.
- Supervised the work of principals in 45 diocesan schools.
- Developed position descriptions, hired, directed, and supervised the work of project specialists.
- Served as chair of the Verona Area School District Administrative Performance Evaluation Committee to develop an evaluation system for district administrators.
- Served as chair of the Verona Area School District Teacher Performance Evaluation Committee to develop a teacher evaluation system using criteria based on the characteristics of effective teaching.
- Hired, provided supervision, and administered negotiated contract for licensed staff.

Teaching and Counseling

- Adjunct Professor, Viterbo College, LaCrosse, *The Mentoring Year*, 2002-2005.
- Adjunct Professor, Alverno College, Milwaukee, WI, *Connecting the Curriculum and Action Research*, 1997, 2001-2004.
- Adjunct Professor, National Louis University Masters Program (Cohort) - *Integrated Studies in Education* for teachers, 1997-1999.
- Teacher of art, language arts and social studies for students in grades 6-8.
- Guidance and counseling services for students in grades 6-8.
- Substitute teacher, K-12.

Professional Writing:

- *The Learning Partners Mentor Program Handbook*, Office of Catholic Schools, Diocese of Madison, WI, 2004.
- *A Guide for the Evaluation and Supervision of Teachers and Principals*, Office of Catholic Schools, Diocese of Madison, WI, 2000.
- *Standards Based Curriculum for Grades K-8*, Office of Catholic Schools, Diocese of Madison, WI, 2000.
- *The Catholic School Improvement Program: An Accreditation Guide*, Office of Catholic Schools, Diocese of Madison, WI, 1999.
- *Connected Curriculum and Action Research*, Wisconsin Department of Public Instruction, 1996.
- *Promising Practices and Programs for the Middle Level Grades*, Wisconsin Department of Public Instruction, 1991.

Jennifer Thayer, Ph.D.
N2449 Clearview Drive
Monroe, WI 53566
(608)329-6439
jennifer.thayer@monroe.k12.wi.us

P R O F E S S I O N A L E X P E R I E N C E

Wisconsin Department of Public Instruction

July 2009- Present

Madison, Wisconsin

Assistant State Superintendent: Reading and Student Achievement

- Oversee the Office of Urban Education (OUE), Wisconsin Educational Opportunity Program (WEOP), Office of Educational Accountability (OEA), and Title I
- Oversee the development and implementation of the Corrective Action Requirements for Milwaukee Public Schools

School District of Monroe

Monroe, Wisconsin

Director of Curriculum and Instruction

July 2001- June 2009

- Developed and implemented an intensive curriculum process with an emphasis on researching best practices, using data, aligning to standards, and documenting the entire K-12 scope and sequence, which resulted in sizeable increases in student achievement..
- Frequently communicated with the press and composed press releases
- Developed and coordinated numerous grant programs, applications and budgets
- Implemented a computerized testing system, and began implementation of an electronic curriculum and data system.
- Supervised and evaluated support staff, teachers, exempt staff and administrative staff.

Interim Superintendent

July 2004

- Oversaw all district activities

Wisconsin Department of Public Instruction

Madison, Wisconsin

School Administration Consultant: School Improvement

April 2000 – June 2001

- Oversaw and coordinated the federal Title II (Eisenhower Professional Development) grant program for all 426 districts in the state, totaling over \$6 million annually.
- Provided leadership to schools and districts in their school improvement efforts

Education Consultant: Mathematics and Title I

April 1998 – April 2000

- Authored a report and gathered evidence of Wisconsin's Standards, Assessment and Accountability System for submission to the United States Department of Education.
- Co-coordinated "Mathematics for the New Millennium", a research- and standards-based, on-going mathematics professional development project for over 100 districts
- Read and approved Title I applications for 115 school districts, and made recommendations regarding program/fiscal amendments.

West Salem High School

West Salem, Wisconsin

High School Mathematics/Computer Science Teacher

August 1995 to April 1998

Matravers School

Westbury, England

Mathematics Teacher (Student Teaching)

October 1994 to December 1994

E D U C A T I O N

University of Wisconsin-Madison

Madison, Wisconsin

Doctor of Philosophy Degree in Educational Administration

Dissertation Topic – Professional Development: Costs and Effectiveness in a Rural District

January 2000 to December 2004

University of Wisconsin-Madison

Madison, Wisconsin

Master of Science Degree in Curriculum and Instruction

Major: Mathematics Education

Thesis Topic – Mathematics Achievement in Wisconsin: Do Demographics Make a Difference

June 1997 to December 2000

University of Wisconsin-Platteville

Platteville, Wisconsin

Bachelor of Science Degree

Major: Mathematics – Secondary Education

Minor: Computer Science

September 1990 to May 1995

O T H E R A F F I L I A T I O N S

Wisconsin K-12 and Higher Education Math Common Competencies Task Force Facilitator, 2009

DPI America Diploma Project (ADP) and Partnership for 21st Century Skills (P21) Math Design Team, 2007-08

Green County UW-Extension Strategic Planning Advisory Committee, 2007

Wisconsin School Finance Adequacy Task Force Member, 2005-2007

North Central Regional Education Lab (NCREL) State Teams Member, 1999–2005

North Central Regional Education Lab (NCREL) Rural Advisory Council Member, 2001–03

Wisconsin Association for Supervision and Curriculum Development (WASCD) Board Member, 2001-03

Monroe Chamber of Commerce Board Member, 2001 - 03

Co-Chair, National Council of Teachers of Mathematics (NCTM) Regional Conference, 2001

“Planning Curriculum in Mathematics” Task Force Member and Contributing Author, 2001

LYNETTE K. RUSSELL, Ph.D.

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EDUCATION

Ph. D., Educational Administration, UW-MADISON, Madison, WI
Principal and Director of Instruction Licensing Program, EDGEWOOD COLLEGE, Madison, WI
M. S. Ed., Gifted & Talented Program Development, UW-STEVENSON POINT, Stevens Point, WI
B. S. Ed., Elementary Education, UW-SUPERIOR, Superior, WI
B. S. Ed., K-12 Art Education, NORTHERN ILL. UNIVERSITY, DeKalb, IL

Wisconsin Administrative Credentials: Superintendent, K-12 Director of Instruction, K-12 Principal
Wisconsin Teaching Credentials: 1-6 Elementary Education, K-12 Art Education

PROFESSIONAL EXPERIENCE

- DIRECTOR – OFFICE OF EDUCATIONAL ACCOUNTABILITY** **2005 – present**
Wisconsin Department of Public Instruction
- Supervise statewide assessment system for all Wisconsin public schools, including alternate assessments for students with disabilities, and accommodations for English language learners
 - Manage state process for determining adequate yearly progress of schools and districts
- ASSISTANT DIRECTOR – TITLE 1: SCHOOL SUPPORT** **2003 – 2005**
Wisconsin Department of Public Instruction
- Managed state process for determining adequate yearly progress of schools and districts
 - Coordinated development of statewide system of support for schools identified for improvement
 - Oversight of state class size reduction program and comprehensive school reform program
- COORDINATOR – STAFF AND ORGANIZATION DEVELOPMENT** **1998 – 2003**
Madison Metropolitan School District, Madison, WI
- Managed the district school improvement process for 47 schools
 - Supervised the Instructional Technology Department, developed district technology integration plan
- GRADUATE SCHOOL INSTRUCTOR** **2000 – 2004**
Cardinal Stritch University – Madison Center, Madison, WI
- Taught School Administration Courses: School Improvement, Systemic Change, Human Resources
- Upper Iowa University – Madison Center, Madison, WI** **1998 – 2002**
- Taught Business Leadership Courses: Organizational Culture and Climate, Organizational Development, Theories of Management in Organizations, and Research Process and Design.
- K-12 DIRECTOR OF CURRICULUM & INSTRUCTION** **1996-1998**
Baraboo School District, Baraboo, WI
- PreK-8 PRINCIPAL** **1995-1996**
Coloma Elementary School, Westfield School District, Westfield, WI
- K-12 EDUCATIONAL EXCELLENCE COORDINATOR** **1994-1995**
Poynette School District, Poynette, WI
- K-12 GIFTED & TALENTED PROGRAM COORDINATOR** **1990-1994**
Adams-Friendship Area School District, Adams, WI

Philip S. Olsen

Assistant Director, Office of Educational Accountability
Interim Title III Director
Wisconsin Department of Public Instruction
125 S. Webster Street
Madison, Wisconsin 53707
Tel. 608.266.8779

Professional Profile

Test Development. Major duties include supervising development of the alternate assessment for students with disabilities and translation accommodations for English language learners on the state assessment.

Statistical Analysis. Work with agency analysts to calculate Adequate Yearly Progress, Annual Measurable Achievement Objectives, Blue Ribbon Schools, and Wisconsin Schools of Recognition.

Management. Member of World-Class Instructional Design and Assessment (WIDA) Consortium executive board and Wisconsin Information Network for Successful Schools (WINSS) steering committee; agency representative for Cooperative Educational Service Agency – School Improvement Services; and supervisor of Office of Educational Accountability participation in development of a Longitudinal Data System grant and growth model evaluation study.

Education

Master of Arts – Teaching. School for International Training, Brattleboro, Vt., 2000. Completed thesis on using feedback from English language learners to improve teaching and learning.

Bachelor of Science. University of Wisconsin – Madison, Madison, WI, 1985. Majored in Journalism, English, and Philosophy.

Employment History

Assessment Consultant. Wisconsin Department of Public Instruction, Madison, WI.

English Instructor. Aomori Public College, Aomori, Japan.

Principal Instructor. James English School, Aomori, Japan.

English Instructor. Riverside Language Program, New York, NY.

Laura Shawn Pinsonneault
Education Consultant--LDS, Office of Educational Accountability
Wisconsin Department of Public Instruction
125 S. Webster Street
Madison, Wisconsin 53707
608.266.1647

Professional Profile

Consultant experienced in a variety of educational research and policy areas. Skillful communicator and educator comfortable creating and giving presentations, crafting reports, memos, research papers and professional development documentation. Data analyst trained to create informative and user-friendly reports.

Education

University of Michigan

Gerald R. Ford School of Public Policy

Master of Public Policy

Ann Arbor, Michigan

2007

Relevant Coursework: State and Local Policy, Education Practicum, Statistics, Economics of Education

Activities: Association for Public Policy about Learning and Education (APPLE), Michigan Journal of Public Affairs Assistant Editor, South Africa Distance Learning Project

Saint Olaf College

Bachelor's Degree in Philosophy and Political Science (International Relations)

Magna Cum Laude

Northfield, Minnesota

2002

Employment History

Education Consultant-LDS

Wisconsin Department of Public Instruction

Madison, WI

Present

- Serve as content area liaison to facilitate a cross-agency approach to Longitudinal Data System project
- Assist with design of professional development tools to increase educated data use in Wisconsin
- Communicate with local education agencies to share current DPI work and gather feedback
- Collaborate within DPI to assess and make recommendations for LDS Project organizational structure and processes
- Partner with contacts at postsecondary education research centers to share information and research regarding postsecondary data sharing and interoperability

Assistant Academic Director

2007-08

University of Cincinnati *Partner for Achieving School Success* GEARUP Program
Cincinnati, OH

- Collaborated with GEARUP staff to develop and implement new curriculum for summer career exploration camp serving 150 TANF eligible local high school students
- Maintained progress reports for over 100 GEARUP students during school year
- Evaluated data and provided narratives for bi-weekly grant reports
- Maintained positive and productive relationships with local educators, school administration, and parents of youth to increase community and parental involvement with the GEARUP program
- Regularly tutored low-performing students in core academic subjects during and outside the school day

Policy Analyst Intern

2006

National Governor's Association, Center for Best Practices-Education Division
Washington, DC

- Researched and reviewed educational policy developments around the country
- Collected and evaluated information from all 50 states regarding graduation rate formula implementation
- Compiled and analyzed data for published report, [*Implementing Graduation Counts: State Progress to Date*](#)
- Wrote and edited weekly articles for online newsletter, [*Front & Center*](#)
- Prepared policy memos for governors' offices addressing a variety of educational issues

AmeriCorps Volunteer

2003-2005

City of Lakes AmeriCorps
Minneapolis, MN

- Provided one-on-one and small group tutoring and mentoring for 30 urban youth
- Created and taught lesson plans for algebra, geometry, biology, and English classes
- Designed and led service learning curriculum and after school programs for 50 students
- Developed, implemented, and supervised community service projects for 45 AmeriCorps members
- Participated in and helped facilitate trainings on service learning, youth development, diversity, and civic engagement for City of Lakes AmeriCorps program
- Served as AmeriCorps group leader at North Community High School

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Wisconsin Department of Public Instruction
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3215 Old Fox Run
Sun Prairie, WI 53590
608-837-7990 (home)
608-628-8065 (cell)
thompmk@charter.net

Education

Ph.D. in Educational Leadership and Policy Analysis, 2005--University of Wisconsin-Madison
Specialist Degree in Educational Administration, 1998--University of Wisconsin-Madison
M.S. in Educational Administration, 1992--University of Wisconsin--Madison
B.S. in Health and Physical Education, 1978--University of Wisconsin-Stevens Point

Areas of continuing education and training:

Curriculum development and evaluation
Total Quality Management
Team development and leadership
School-community collaborative partnerships
School Improvement
School Safety

Professional Work Experience

July 2009-present Wisconsin Department of Public Instruction, Madison WI. Deputy State Superintendent. Responsibilities include over agency administration. This position has oversight and management responsibilities for the five divisions within the state education agency including providing overall budget, personnel, and policy and agency initiatives direction outlined by the state superintendent.

2005-2009 Wisconsin Department of Public Instruction, Madison WI. Executive Assistant to the State Superintendent. Responsibilities include management and coordination of all aspects of the Office of the State Superintendent and the Education Information Team. This position includes overall responsibility for the implementation and coordination of the No Child Left Behind Act and related federal programs.

2001-2005 Wisconsin Department of Public Instruction, Madison WI. Federal Policy Advisor to the State Superintendent. Responsibilities include overseeing and guiding policy development and program implementation regarding state compliance with federal education law. The position manages and coordinates studies and plans that cross division and department boundaries leading to policy development that impacts on programs, department operations, and joint efforts with the federal government and other state agencies, education interest groups, parents and the general public. This position includes overall responsibility for compliance with all federally funded programs, development of policy, proposed legislation and program plans.

1999-2001 Wisconsin Department of Public Instruction, Madison WI. Assistant Superintendent, Division for Equity and Advocacy. Division administration responsibilities include oversight of five mission teams, the Wisconsin School for the Deaf (WSD) and the Wisconsin Center for the Blind and Visually Impaired (WCBVI). The five teams include School Improvement, Special Education, Student Services/Prevention and Wellness, and Title I. The mission of the division is to provide technical assistance, leadership, advocacy, and staff development, training, and education to help meet the diverse needs of Wisconsin's youth, including their cultural, emotional, social, health, and educational needs. The division also administers, state and federal fiscal resources to local school districts.

1997-1999 Wisconsin Department of Public Instruction, Madison WI. Director for Student Services Prevention and Wellness (SSPW) Team. Supervisory responsibilities for education consultants and support staff in SSPW Team. Administrative responsibilities for Comprehensive School Health Education and the discipline of Driver Education and the four pupil service disciplines of School Counseling, Nursing, Psychology, and Social Work. Related program responsibilities include: alcohol traffic safety, school age parents, career counseling, AIDS/HIV, AODA, suicide prevention, child abuse and neglect, school violence, human growth and development, comprehensive school health programs, compulsory attendance, and at-risk. The SSPW mission team administers over 14 million dollars in various state and federal discretionary and categorical grant programs.

1993-1997 Wisconsin Department of Public Instruction, Madison WI. Team Leader for Student Services Prevention and Wellness (SSPW). Management and coordination responsibilities for Comprehensive School Health Education and the discipline of Driver Education and the four pupil service disciplines of School Counseling, Nursing, Psychology, and Social Work. Related program responsibilities include: alcohol traffic safety, school age parents, career counseling, AIDS/HIV, AODA, suicide prevention, child abuse and neglect, school violence, human growth and development, comprehensive school health programs, compulsory attendance, and at-risk. The SSPW mission team administers over 14 million dollars in various state and federal discretionary and categorical grant programs.

1991-1993: Wisconsin Department of Public Instruction, Madison WI. Section Chief for alcohol and drug abuse programs (AODA). Administration responsibilities included: management of state and federal AODA grant dollars, program development at the state and local level and supervision for education consultants, education specialists and program assistants.

1989-1991: Wisconsin Department of Public Instruction, Madison WI. Education Consultant for state and federal alcohol and other drug prevention programs. Responsibilities included: school district consultation, technical assistance, inservice training, curriculum development, and the promotion of preservice training at in-state colleges and universities.

1978-1989: Omro School District, Omro Wisconsin. Health Education Coordinator K-12. Responsibilities included: teaching, curriculum development and organization, program coordination, training and communication with staff, budget development and grant writing. Additional responsibilities included providing inservices to local and regional schools.

1981-1982: Winnebago County, Oshkosh Wisconsin. Consultant to Winnebago County and local communities as a community prevention specialist. Responsibilities and related experiences included: numerous talks to area service organizations and public groups, direction and facilitation of community meetings, and coordination of prevention activities.

Related Professional Experiences

Conference, workshop and training presenter at the regional, state and national level. 1988-present.

Developed resources and curriculum guides in the areas of School Improvement, Integrated Prevention Programming, School Safety, Classroom Management and Student Discipline, Drivers Education, Pupil Services and School Counseling. 1993-present

Liaison and advisory member to several federal, state, and regional organizations dealing with health related school issues, school improvement and school leadership. 1989-present

Grant writing experience at the federal, state and local level. 1981-present.

J. JEFFREY PERTL
SENIOR POLICY ADVISOR

Department of Public Instruction
(608) 266- 8009
Jeff.pertl@dpi.wi.gov

EDUCATION

<i>Master in Public Policy</i>	University of California- Berkeley Education Policy and Non-Profit Management	Berkeley, CA 2007 – 2009
<i>Bachelor of Arts</i>	University of Wisconsin - Madison Ancient History (Honors)	Madison, WI 1998 – 2002

EXPERIENCE

Senior Policy Advisor Madison, WI
State Superintendent of Public Instruction Tony Evers 2009 - Present

- Researched, developed, and negotiated state and federal policy items, including Race to the Top proposals, education funding, school reform, and extended learning time. Wrote a longitudinal data system federal grant.

Policy Consultant San Francisco, CA
College Access Foundation 2009

- Analyzed scholarship policies and constructed alternatives to address student aid displacement and negative tax consequences. Worked on the implementation of a new data system to enhance strategic scholarship giving.

Summer Associate and Consultant Washington, D.C.
Broydrick & Associates 2008 - 2009

- Conducted background research and evaluated policy options for staff and clients. Primary areas of responsibility included transportation and infrastructure, foreign affairs, education, health care and environmental policy.

Senior Policy Advisor Madison, WI
State Senator Lena C. Taylor (D-Milwaukee) 2006 – 2007

- Researched, developed, drafted and implemented policy and legislative priorities, including the 2007-09 state budget, education, child poverty and women’s health care, staffed the senator on the Joint Finance Committee.

Campaign Manager and Regional Field Organizer Madison, WI
Tammy Baldwin for Congress (D-Madison) 2006 & 2004 Elections

- Developed strategy emphasizing candidate popularity to strengthen the Democratic ticket. Managed \$600,000 budget, supervised field program, designed earned and paid media strategies, oversaw scheduling.

Legislative Coordinator

Madison, WI

Wisconsin Association of School Boards

2004 – 2006

- Lobbied for school board members statewide. Spearheaded media strategy, weekly eNewsletter and Web site upkeep. Trained members and coordinated events.

President

Madison, WI

United Council of University of Wisconsin Students

2002 – 2004

- Hired and supervised nine staff, managed a \$500,000 budget, secured major funding increase, lobbied the elected officials, oversaw annual conferences, and directed campaigns.

SKILLS

Management: Supervised four staff as a Congressional campaign manager. Hired and managed nine full-time staff at United Council, whose responsibilities included field organizing, lobbying, communications, and community outreach.

Research: Conducted research for Prof. David Kirp on intergenerational programs, education and kids policy. Wrote research papers on vaccine policy, higher education and LGBT advocacy. Published in *Policy Matters Journal*.

Policy: Researched, drafted and implemented policy as legislative staff and as an advocate. Notable issue areas included K-12 and higher education, health care, job training, welfare, LGBT civil rights, and state fiscal policy.

Fundraising/Financial: Managed multiple budgets in excess of \$500,000. Coordinated fundraisers, events, mailings, and donor relationships. Wrote a multi-million dollar federal grant. Raised over \$100,000 at the UW-Foundation.

Legislative Advocacy: Registered lobbyist (2002-2006). Lobbied on social justice, education funding and school governance. Won key victories in four biennial state budgets and helped defeat a proposed TABOR constitutional amendment.

Media: Developed media strategy for organizations, hosted press conferences, designed press materials, gave interviews, wrote press statements, crafted editorials, ran letters to the editor campaigns, and updated Web content.

Field Organizing: Managed a Congressional campaign, five successful statewide issue-based campaigns, and numerous legislative initiatives.

Event Planning: Managed multiple 400+ person conferences, planned small and large events, including skills trainings, legislative forums, and workshops.

Outreach/Diversity: Served on the boards of two national social justice organizations. Advocated on issues affecting women; gays, lesbians, bisexuals and transgender people, people of color, and people with disabilities.

Computer Proficiency: Dreamweaver, Frontpage, MessageREACH, STATA, MS Word, Excel and PowerPoint; Adobe Pagemaker, Photoshop and Acrobat. Basic PHP and HTML knowledge.

CURRENT STATUS OF WISCONSIN'S LONGITUDINAL DATA SYSTEM

Required Longitudinal Data System Capabilities	Current Status	Relevant Outcomes
<p>The system enables states to examine student progress/outcomes over time Include postsecondary, 21st century workforce, and armed forces preparation Must include student-level data from preschool through postsecondary education and into the workforce</p>	<p>Development supported with current IES grant. Additional improvements with grant pursuant to competition</p>	<p><u>Current Status:</u> System currently tracks students K-12 <u>Current IES Grant:</u> Exploration and investment in National Student Clearinghouse data <u>Grant Pursuant to Competition:</u> Feasibility study of early childhood data to include in LDS Facilitation of technological advancement to enhance interoperability between DPI and higher education partners</p>
<p>Facilitate and enable exchange of data among agencies and institutions within State and between States.</p>	<p>Development supported w/grant pursuant to competition</p>	<p><u>Current Status:</u> Capacity exists, and ad hoc exchanges of batch files occur Examples: exchange of assessment data with UW-Madison for evaluation; exchange of data with Department of Family Services to study the educational effects of early lead exposure <u>Current IES Grant:</u> Facilitate consensus building sessions with partner systems of higher education and state agencies to agree upon common data elements and interoperability standards <u>Grant Pursuant to Competition:</u> Improve interoperability between DPI and institutions of higher education by distributing grants to partner agencies to enable development towards agreed-upon data elements and interoperability standards</p>

CURRENT STATUS OF WISCONSIN'S LONGITUDINAL DATA SYSTEM

<p>Link student data with teachers</p>	<p>Development supported with current IES grant. Additional improvements with grant pursuant to competition</p>	<p><u>Passage of Wisconsin Statute 118.225</u>, which allows DPI to link teacher and student data <u>Current IES Grant</u>: Student-level course completion collection is being developed <u>Grant Pursuant to Competition</u>: Evaluation of current teacher identifier, repurposed to meet new requirements</p>
<p>Enable matching of teachers with information about their certification and teacher preparation programs</p>	<p>Development supported w/grant pursuant to competition</p>	<p><u>Grant Pursuant to Competition</u>: Improve data collection, management, and reporting methods through development of integrated, online teacher licensure program</p>
<p>Enable data to be easily generated, including timely reporting to parents, students, teachers, and school leaders</p>	<p>Completed. Improvements supported by current IES grant</p>	<p><u>Current Status</u>: WINSS (Wisconsin Information Network for Successful Schools) and School Performance Report--public reporting methods Turnleaf--private reporting method MDAT (Multi-Dimensional Analytic Tool)--private reporting tool that allows authorized users to drill-down to student-level data <u>Current IES Grant</u>: Enhancements to MDAT, and development of additional reporting methods utilizing LDS data</p>
<p>Ensure quality and integrity of data in the system</p>	<p>Completed</p>	<p><u>Current Status</u>: Established business rules ensure the quality and integrity of data before entry into our data structures. Reasonability checks in place for certain key data elements and values. System provides real-time summary progress and summary reports for LEAs.</p>

CURRENT STATUS OF WISCONSIN'S LONGITUDINAL DATA SYSTEM

Provide State with ability to meet reporting requirements of Department	Completed under previous IES grant. Improvements supported by grant pursuant to competition.	<u>Grant Pursuant to Competition</u> : Improvements to timelines and data quality of EDEN reporting on highly qualified teachers possible given planned system changes
Required Longitudinal Data System Elements	Current Status	Relevant Outcomes
Unique statewide student identifier	Completed	<u>Current Status</u> : Wisconsin Student Locator System (WSLS)--including Wisconsin Student Number--established in 2004; ensures that K-12 students have unique, permanent number
Student-level enrollment, demographic, and program participation information	Completed. Improvements supported by current IES grant	<u>Current Status</u> : Wisconsin Student Locator System and Individual Student Enrollment System (ISES) collect this information (WSLS and ISES are key building blocks of LDS data warehouse.) <u>Current IES Grant</u> : Development of student-level course completion collection, to be integrated into the LDS
Student-level information about the points at which students exit, transfer in or out, drop out, or complete P-16 education programs	Development supported by current IES grant	<u>Current Status</u> : Able to track students in Wisconsin, K-12, public schools <u>Current IES Grant</u> : State intends to purchase National Student Clearinghouse data
Capacity to communicate with higher education data systems	Possible. Improvements supported w/grant pursuant to competition	<u>Current Status</u> : Communication possible at rudimentary level with matching programs and secure file transfer protocol servers <u>Grant Pursuant to Competition</u> : Improve upon capacity by offering grants for higher education systems to facilitate data architecture and technological needs for greater interoperability
State data audit system	Completed	<u>Current Status</u> : Automated checks in place to ensure accuracy of reported data
Yearly test records of individual students	Completed	<u>Current Status</u> : Wisconsin Student Assessment System includes test records for all students tested in the state
Information on students not tested, by grade and subject	Completed	<u>Current Status</u> : Wisconsin Student Assessment System includes information of students not tested, by grade and subject

CURRENT STATUS OF WISCONSIN'S LONGITUDINAL DATA SYSTEM

<p>Teacher identifier system with ability to match teachers to students</p>	<p>Completed. Improvements planned w/grant pursuant to competition.</p>	<p><u>Current Status:</u> By law, Wisconsin collects SSN for each teacher, who is also assigned an educator file number upon receipt of a license application. The educator file number is unique, permanent, and used by DPI on educator licenses. <u>Grant Pursuant to Competition:</u> Current teacher identifier method to be evaluated and developed (to facilitate safe and efficient flow of data between DPI, LEA, institutions of higher education, and partner agencies, and possibly provide one method for linking teachers to students)</p>
<p>Student-level transcript information, including information on courses completed and grades earned</p>	<p>Development supported by current grant</p>	<p><u>Current IES Grant:</u> Addition of course completion collection, to be implemented in spring, 2011</p>
<p>Student-level college readiness test scores</p>	<p>Completed</p>	<p><u>Current Status:</u> AP and ACT scores collected and included in LDS</p>
<p>Data that provide information regarding extent to which students transition successfully, including whether students enroll in remedial coursework</p>	<p>Development supported w/grant pursuant to competition</p>	<p><u>Current Status:</u> State legislation requires the exchange of data between DPI and institutions of higher education; memoranda of understanding by December, 2009 <u>Current IES Grant:</u> consensus building process will result in agreement covering necessary data elements to standardize between systems for sharing <u>Grant Pursuant to Competition:</u> improved interoperability with postsecondary partners will facilitate timely exchange of data that includes, when applicable, enrollment details</p>
<p>Data that provide other information necessary to address alignment and adequate preparation for success in postsecondary education</p>	<p>Development supported w/grant pursuant to competition</p>	<p><u>Current IES Grant:</u> Data collected from National Student Clearinghouse will aid in development of reports to improve understanding of K-12 to postsecondary alignment</p>

Current Grant=IES \$5.5 mil (for 4 years) awarded May 2009

APPENDIX D: Letters of Support

Advancing and Enriching Education in Wisconsin: Leveraging Partnerships to Accelerate Progress toward a Meaningful Longitudinal Data System.

Wisconsin Governor's Office

- Jim Doyle, Governor of Wisconsin

Postsecondary Partners

- Kevin P. Reilly, President, University of Wisconsin System
- Daniel Clancy, President, Wisconsin Technical College System
- Rolf Wegenke, President, Wisconsin Association of Independent Colleges and Universities

State of Wisconsin Agency Partners

- Roberta Gassman, Secretary, Department of Workforce Development
- Reggie Bicha, Secretary, Department of Children and Families
- Linda Leonhart, Director, Wisconsin Head Start State Collaboration Office



JIM DOYLE
GOVERNOR
STATE OF WISCONSIN

December 1, 2009

Tony Evers, State Superintendent
Wisconsin Department of Public Instruction
PO Box 7841
Madison, WI 53707

Dear Superintendent Evers:

As you know, our progress in developing a state longitudinal data system has been impressive. Recently, I signed two important bills that demonstrate Wisconsin's commitment to collect high quality data and use it to improve instruction. In November, I signed *2009 Wisconsin Act 60*, repealing the ban on allowing student test results to be used as part of a teacher's evaluation. This legislation provides a critical step forward in developing holistic models of teacher evaluation that are comprised, at least in part, with information regarding student performance on exams.

Additionally, I signed *2009 Wisconsin Act 59*, authorizing the Department of Public Instruction, along with Wisconsin's university system, technical college system and independent colleges and universities to establish a PK-16 longitudinal data system of student data, enabling crucial education research and program student pursuant to FERPA and state privacy laws. This legislation and the subsequent interagency compact are the foundation of a robust data exchange that will inform principals and teachers about the effectiveness of classroom instruction, assist with identifying targeted interventions for students, provide insights into how to re-design teacher education programs and assist policy-makers with making decisions about investments.

President Obama's recent visit to Wisconsin is a testament to the hard work done in our state to improve education and ensure that every child can be a graduate. However, these legislative and policy changes are only the first step. I am writing in support of our Longitudinal Data System grant application as part of the American Recovery and Reinvestment Act. These funds will accelerate progress on expanding our PK-16 data system, significantly improve our educator licensing process and make important inroads in the area of early childhood data.

I am incredibly proud of the work our state is doing, and I look forward to the insightful findings our expanded data system will generate.

Sincerely,

A black and white image of the handwritten signature of Jim Doyle, written in cursive.

Jim Doyle
Governor



Office of the President

1720 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706-1559
(608) 262-2321
(608) 262-3985 Fax

email: kreilly@uwsa.edu
website: <http://www.uwsa.edu>

November 24, 2009

Tony Evers, State Superintendent
Wisconsin Department of Public Instruction
PO Box 7841
Madison WI 53707

Dear Superintendent Evers:

On behalf of the University of Wisconsin System, I am writing to support Wisconsin's application to the U.S. Department of Education for additional State Longitudinal Data Systems (SLDS) funding.

As you know, the UW System is taking an active role in developing the state's PK-16 data system, working with the Department of Public Instruction and others in support of legislation to create the state's first such system. As we move ahead with legislative efforts and the resulting inter-agency planning, the scarcity of resources needed to implement this system in a timely manner is an ongoing concern.

A portion of the funds from this grant will be used by UW System to expedite technology upgrades necessary for a robust, reliable, and secure PK-16 data system. Specifically, we hope to use resources from this SLDS grant to develop interoperable platforms with DPI and the Wisconsin Technical Colleges that will facilitate efficient and timely exchange of data among the state's lead educational systems. This shared effort will effectively position Wisconsin to meet the growing educational needs of our citizens, strengthening our workforce and undergirding our position in the innovation economy. This effort is an excellent complement to the UW System's *Growth Agenda for Wisconsin*, and we remain committed as full partners in this project.

The next phase in developing our PK-16 system will entail aligning our student identifiers, data standards, and systems architecture, with a goal of enhancing the interoperability of our respective student data systems. This interoperability will give the educational community access to essential data, such as information regarding students' successful transition to UW System campuses. These data allow us to understand better the challenges facing today's students, create relevant and appropriate interventions for our students, and hold ourselves accountable for the efficacy of our implementation efforts.

I know the State Longitudinal Data System will have an important impact on the quality of education in Wisconsin, and I enthusiastically endorse your proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin P. Reilly".

Kevin P. Reilly
President

Copy: Cabinet
Sharon Wilhelm

WISCONSIN
TECHNICAL COLLEGE
SYSTEM

November 3, 2009

Dr. Tony Evers, Superintendent
Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison WI 53707-7841

Dear Superintendent Evers:

The Wisconsin Technical College System (WTCS) strongly supports this application for grant funds to further your work in building a longitudinal data system. Based on years of close collaboration on Wisconsin's PK-16 Leadership Council, I am confident that the Department of Public Instruction (DPI) can lead a strong partnership in the continued development of a data system that allows cutting-edge research and supports data-driven decisions across education sectors.

Along with the University of Wisconsin System and the Wisconsin Association of Independent Colleges and Universities, DPI and WTCS have long worked to create seamless educational transitions for our students. More recently, we have been fully committed to improving the quality and availability of data across education sectors to improve our systems' performance and outcomes. This grant—along with a data system compact authorizing us to study each other's education programs, and state legislation proposing creation of a formal PK-16 data authority—will allow us to develop a critical resource as we better align our offerings and reduce student time-to-degree.

The proposed project, which includes development of a common student identifier and data standards to improve interoperability among K-12 and postsecondary institutions, will significantly enhance our ability to exchange and report information about student achievement. It will also allow us to measure students' success in meeting the increasingly rigorous postsecondary programming offered by Wisconsin's technical colleges, colleges, and universities.

I look forward to our continued collaboration on improvements that support data-driven decisions and improved accountability for the public resources invested in Wisconsin's outstanding secondary and postsecondary education systems.

Sincerely,

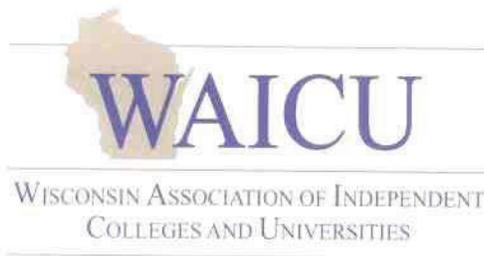


Daniel Clancy, President
Wisconsin Technical College System

Daniel Clancy, President

4622 University Avenue PO Box 7874 Madison, Wisconsin 53707-7874 608.266.1207
TTY: 608.267.2483 Fax: 608.266.1690
www.wtcsystem.edu www.witechcolleges.com

ALBERTUS COLLEGE
BANKS COLLEGE
CANTON STATE UNIVERSITY
CANTON UNIVERSITY
NORTHWEST COLLEGE
ST. FRANCIS UNIVERSITY
EKAHON COLLEGE
LORENA COLLEGE
LUDWIG UNIVERSITY
MADISON UNIVERSITY



MARQUETTE UNIVERSITY
MILWAUKEE INSTITUTE OF ARTS & DESIGN
MILWAUKEE SCHOOL OF EDUCATION
MILWAUKEE STATE COLLEGE
NORTH AUSTIN COLLEGE
POMONA COLLEGE
ST. NORBERT COLLEGE
SOUTH LAKE COLLEGE
VALPARAISO UNIVERSITY
WISCONSIN LAWRENCE COLLEGE

November 6, 2009

Dr. Tony Evers, State Superintendent
Wisconsin Department of Public Instruction
125 South Webster Street
PO Box 7841
Madison WI 53707

Dear Superintendent Evers:

I am writing in support of the Wisconsin Department of Public Instruction's latest application for a Statewide Longitudinal Data Systems grant. This grant will support the partners' development of the infrastructure for their longitudinal data systems. As a co-chair of the Wisconsin PK-16 Council, I have supported the Wisconsin Department of Public Instruction's collaborative and forward-looking initiatives to improve student learning and teaching practice. The results of the department's efforts speak for themselves.

We are gratified that the Wisconsin legislature authorized the Wisconsin Association of Independent Colleges and Universities (WAICU), the University of Wisconsin System, the Wisconsin Technical College System, and the Wisconsin Department of Public Instruction to each create its own Longitudinal Data System, and established a process for the four partners to work together to build interoperability and to develop a proactive, joint research agenda across longitudinal data systems. This unique collaborative approach, I am confident, will again produce the best (most solidly grounded, vetted, and actionable) results.

WAICU already is moving forward in building its own longitudinal data system to follow our students during their college years, and we believe the partnership and the approach will help both your agency and all partners better prepare students for college readiness, persistence, and graduation rates.

I look forward to continuing to work with you to support research and data-informed decision making.

Sincerely,

Rolf Wegenke, Ph.D.
President

Department of Workforce Development
Secretary's Office
201 East Washington Avenue
P.O. Box 7946
Madison, WI 53707-7946
Telephone: (608) 266-3131
Fax: (608) 266-1784
Email: sec@dwd.wisconsin.gov



State of Wisconsin
Department of Workforce Development
Jim Doyle, Governor
Roberta Gassman, Secretary

November 12, 2009

Tony Evers
State Superintendent
Wisconsin Department of Public Instruction
125 South Webster Street
PO Box 7841
Madison WI 53707

Dear Superintendent Evers:

This letter is being offered in support of the grant application being submitted by the Department of Public Instruction to develop a multi-agency statewide PK-16 Statewide Longitudinal Data System.

Wisconsin invests in education programs to ensure qualified workers for quality jobs and to provide an exceptional quality of life for Wisconsin's citizens. For a vibrant, globally competitive economy, Wisconsin needs a highly educated, skilled and motivated workforce.

Strategic planning and the coordination of data systems from early childhood through adulthood will provide information furthering the development of a 21st Century Workforce in Wisconsin. Therefore, I enthusiastically support the Department of Public Instruction and its partners in this effort and look forward to our continued collaboration for a successful, seamless system.

Sincerely,

Roberta Gassman
Secretary

Jim Doyle
Governor



201 East Washington Avenue, Room G200
P.O. Box 8916
Madison, WI 53708-8916

Telephone: 608-267-3905
Fax: 608-266-6836
dcf.wisconsin.gov

Reggie Bicha
Secretary

State of Wisconsin
Department of Children and Families

November 23, 2009

Tony Evers
State Superintendent
Wisconsin Department of Public Instruction
125 South Webster Street
PO Box 7841
Madison WI 53707

Dear Superintendent Evers:

The Department of Children and Families (DCF) supports the further development of the Department of Public Instruction's Statewide Longitudinal Data System.

One of the primary goals of DCF is that families have access to quality early care and education. We believe early childhood education programs are an integral part of longitudinal research on education, health and workforce outcomes, and must be included in such work. Targeting resources to gather data about early childhood educational programs in a meaningful way now places Wisconsin on solid ground to answer important questions about the services we provide the youth of our state.

Assessing and improving the state's early childhood data collection is an important part of DCF's effort to promote the economic and social well-being of Wisconsin's children and families. This grant will allow us to collaborate in the development of a data plan around early childhood educational programs. This is a crucial first step in creating a powerful longitudinal data system that can accurately assess the impact and effectiveness of early intervention programs.

DCF is fully committed to partnering with DPI in efforts to inventory current early childhood data collections and map a future course towards including early childhood data in Wisconsin's longitudinal data system.

Sincerely,

A handwritten signature in cursive script that reads "Reggie Bicha".

Reggie Bicha
Secretary



Wisconsin Head Start State Collaboration Office

Linda Leonhart, Director
Department of Children and Families
Office of the Secretary
P.O. Box 8916
Madison, WI 53708

Telephone: (608) 261-2137
FAX: (608) 266-8620
linda.leonhart@wisconsin.gov

Tony Evers
State Superintendent
Wisconsin Department of Public Instruction
125 South Webster Street
PO Box 7841
Madison WI 53707

November 24, 2009

Dear Superintendent Evers:

On behalf of the Wisconsin Head Start State Collaboration Office, I am pleased to offer this letter in support of the Department of Public Instruction's intent to integrate Head Start data into the State Longitudinal Data System.

The State Collaboration Office, housed in the Department of Children and Families, provides support to 54 Head Start programs in Wisconsin (serving more than 16,000 children) as well as a variety of state partners, including state departments, school districts, advocacy organizations, and service providers. The purpose of the State Collaboration Office is to build strategic partnerships and facilitate system change aimed at improving the lives of young children and families living in poverty.

Tracking Head Start students longitudinally throughout their educational careers will be critical to gauging the return on investments in early childhood development. The early childhood data planning proposal included in this grant is a key first step in expanding the PK-16 state longitudinal data system to include information about program participation for children before kindergarten entry.

I applaud your interest in integrating Head Start data into the State Longitudinal Data System, and look forward to continuing our inter-departmental work on shared data systems.

Best Regards,

Linda Leonhart, Director
Wisconsin Head Start State Collaboration Office