

**U.S. Department of Education
Grant Performance Report
Cover Sheet (ED 524B)**

**Check only one box per
Program Office instructions.**

☒ Annual Performance Report ☐ Final Performance Report

General Information

1. PR/Award #: R372A200038

(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#: 55

(See instructions. Up to 12 Characters.)

3. Project Title: State Longitudinal Data Systems

(Enter the same title as on the approved application.)

4. Grantee Name: PUBLIC INSTRUCTION, WISCONSIN DEPT OF

(Block 1 of the Grant Award Notification.)

5. Grantee Address:

(See instructions.)

Street: 125 S WEBSTER ST FL 3-5

City: MADISON

State: WI Zip: 53703 Zip+4: 3474

6. Project Director:

(See instructions.)

First Name: Carl

Last Name: Frederick

Title: Research Analyst

Phone #: 6082679232

Fax #:

Email Address: carl.frederick@dpi.wi.gov

Reporting Period Information (See instructions.)

7. Reporting Period: From: 12/16/2020 To: 12/15/2021

(mm/dd/yyyy)

Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)

8. Budget Expenditures:

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	358,512	0
b. Current Budget Period	██████████ 881,112	0
c. Entire Project Period (For Final Performance Reports only)		

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

- a. Are you claiming indirect costs under this grant?
If yes, please indicate which of the following applies to your grant? ☒ Yes ☐ No
- b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government: ☒ Yes ☐ No
The period covered by the Indirect Cost Rate Agreement is : From: 12/16/2020 To: 12/15/2021 (mm/dd/yyyy)
The approving Federal agency is : ☒ ED ☐ Other (Please specify):
The Indirect Cost Rate is : 7.9 %
Type of Rate ☐ Provisional (Please specify):
(For Final Performance Reports Only): ☐ Final ☐ Other
- c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) ☐ Yes ☐ No
- d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :
☒ Is included in your approved Indirect Cost Rate Agreement ☐ Complies with 34 CFR 76.564(c)(2)?
- e. The grantee is funded under a Training Rate Program and:
☐ Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)
☐ Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b)

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)10. Is the annual certification of Institutional Review Board (IRB) approval attached? ☒ Yes ☐ No ☐ N/A**Data Privacy and Security Measures Certification (See instructions.)**11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting documentation attached? ☒ Yes ☐ No ☐ N/A

Performance Measures Status and Certification (See instructions.)**12. Performance Measures Status**

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ● Yes ○ No
b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812). Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: Tessa Schmidt and Carl Frederick

Title: Assistant State Superintendent and Research Analyst

Signature:

Date: 02/02/2022

TessaMichaelsonSchmidt

Carl Frederick

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title :

File :

Wisconsin DPI SLDS 2019 Grant

Year 2 Annual Performance Report

Executive Summary

Wisconsin Longitudinal Data System

Year 2 (December 16, 2020 – December 15, 2021)

Year 2 of the SLDS project focused on maintaining continuity through a time of transition. The DPI Applications Development Team, under the Division of Libraries and Technology, consists of six agile scrum development teams. Each scrum team consists of both full-time and contracted staff. Within each scrum team, staff performs the roles of software development, scrum master, product owner, business analysis, and quality assurance. The DPI Applications Development team uses an IT chargeback system at a rate of \$85 an hour to cover contractor costs and FTE salaries. During Year 2, several scrum teams have been assigned different outcomes as defined in the grant in which a number of staff members have charged their time to the SLDS project.

During Year 2, the project has stayed on time and remains under budget. Of the 7 tasks and 57 subtasks listed in the project plan, 19 (30%) are completed/operational and 38 (59%) are in progress. There are 18 total tasks (1) and subtasks (17) scheduled to be complete and/or operational during Year 3.

Wisconsin's FY19 grant has four main objectives plus the SIDE pilot project:

- Rebuild the Enterprise Database and School Directory Application
- Integration of DPI's Education Choice Systems
- Streamlining the PI-1563 Membership Collection
- Continue enhancement of the research-practice partnership effort
- SIDE pilot project

Key accomplishments for Objective 1 include:

- Further progress in system architecture, database design, and database migration including completing the migration from Oracle to Microsoft SQL Server

Key accomplishments for Objective 2 include:

- The Transportation Reimbursement program (TRIP) is operational and optimized for a wide variety of family situations after integrating feedback from parent pilot testers.
- Development on the Special Needs Scholarship Program (SNSP) application is well underway, including near full development of the private school Intent to Participate and Special Education Profile components for their planned use in February 2022.

Key accomplishments for Objective 3 include:

- Despite no planned work on this objective during year 1, the progress we have made on the new Pupil Count Membership application (3.7) is encouraging. We are on track to gather feedback from internal stakeholders and LEA informants in time for a pilot test for the 2022-2023 school year.

Key accomplishments for Objective 4 include:

- The most exciting deliverable under Objective 4 for year 2 is the nearly completed Rubric for Racially Equitable Evidence Base. It has spurred interesting conversations in the Research Evaluation Practitioner workgroup and we are excited to share it more widely once it is finalized.

Key accomplishments for Objective 7 include:

- Completing our initial analysis of the SIDE data and participating in the SIDE pilot workgroup and STATS DC presentation to share our initial lessons learned and learning from the experiences of other states.

The initial estimated budget for Year 2 was \$1,343,848.43, including the nearly \$300,000 in funds carried over from Year 1 due to late staffing related to budgetary restrictions and shifting of resources to COVID-19 related activities. Wisconsin underspent funds budgeted for Year 2 by \$462,735.95. The primary expenditures for Year 2 were in the contractual category. The two chief sources of underspending thus far in the grant come from the \$250,000 supplemental funds associated with the SIDE pilot participation and not hiring a grant project manager. We plan to hire a project manager in year 3 to help maintain consistency moving forward.

Overall, the project is working to complete all tasks on-time at budgeted cost.

Project Narrative

Outcome 1.0: Rebuild Enterprise Database and School Directory Application

Outcome Summary and Major Accomplishments:

DPI's Enterprise system is the master database from which all DPI applications pull school directory information and contact information. The Enterprise system stores the master records for all information concerning public and private education organizations and contacts within

each organization in the state. Examples include characteristics of all public schools and districts as well contact records for superintendents, special education directors, and school principals. Entities in the Enterprise system include (but are not limited to) non-district charter schools, state schools for the blind and hearing impaired, all private schools, and private schools in the state choice program.

The current Enterprise system has been in place for over 15 years. It requires new functionality, and is no longer capable of supporting future requirements that must be in place to meet known interoperability and system integration goals. As a result of this outcome the agency will save money on software licensing costs, provide the flexibility to adapt to future changes, improve data quality, and provide value to public and choice schools through a flexible system that supports the changing needs of schools and their supporting networks.

DPI's proposal to rebuild the Enterprise Database and School Directory application will directly increase data quality for EDFacts, allowing DPI to collect individual grades offered from agencies instead of only a low-high range, as well as simplifying the process to create the EDFacts Directory and Grades Offered files each year.

Outcome 1 will result in an upgraded enterprise system architecture and technical infrastructure in order to dynamically accommodate choice organizations and associations. Annually, DPI receives multiple requests from public and private choice schools to align schools into different organizations, associations, or partnerships related to accountability and system reporting scenarios. This outcome involves conducting the proper analysis, development, implementation, training, and support to implement these requested changes.

Several steps have been accomplished during Year 2.

Completed/Operational

- **1.1** Create workflow process used to determine how schools are related to one another
- **1.4** Implement enterprise architecture and technical infrastructure from completed tasks falling under **1.2**
- **1.4.1** Migrate database system from Oracle to Microsoft SQL Server

In Progress

- **1.2** Create system architecture and database design - there are three primary components under this task: (1) the PI-1207 Private School collection system is operational, it captures enterprise data in SQL and will be the foundation for the school directory system in (1.5) and (2) The Online Public Wisconsin School Directory system architecture and design is complete. The final component, online school directory system architecture and design, is in progress.
- **1.3** Implement an automated workflow used to authenticate and update records in the enterprise system - development is in progress.

- **1.5** Add capability for private and choice schools to update school directory information through new School Directory software: Development is underway to replace the current online public Wisconsin School Directory for data reporting and submission.
- **1.6** Update the Aids Banking System to integrate enterprise architecture from **1.5**: after analysis, it was decided that the Aid Banking system will be replaced by STAR eSupplier. Currently, development is in progress to enhance our SAFA (State and Federal Aid) system with eSupplier.

Challenges and Plans for Remaining Tasks

Work continues for each of these projects. One potential challenge is that releasing the system changes is dependent upon Wisconsin's Department of Administration working with STAR eSupplier to create a feature release specific to task 1.6. Not concerned at the moment, just noting that this is part of the process that is outside our direct control. We expect to finish all of the outcomes on time.

Outcome 2.0: Integration of DPI's Education Choice Systems

Outcome Summary and Major Accomplishments:

The purpose of this outcome is to improve currently existing infrastructure and develop new infrastructure to improve data collection, data interoperability, data quality, and use of education data in at least four statewide education choice programs - three Private Education Choice Programs (Milwaukee, Racine, and Statewide) and the Public School Open Enrollment Program. Currently, the private and public choice programs have separate software applications that parents, schools, districts, auditors, and agency staff use to manage student applications, enrollments, and payments. These applications are not linked to any other DPI data systems. These disconnects create inefficiencies in business processes.

The Private Education Choice Programs software application includes an online application for parents and guardians to apply to private schools participating in one or more of three state-mandated, private education choice programs. The software application includes the Online Application System (OAS), which participating private schools use to complete and track enrollment, payments, and certain statutory requirements. Department staff use OAS to track student applications, complete a random selection of eligible applications, track enrollments, calculate payments, ensure statutory requirements are met, and audit student eligibility and payments. External auditors hired by participating private schools also use the data from OAS to complete their statutorily required audit requirements. In the 2018-19 school year, 279 private schools participated in at least one of the three Private Education Choice programs, over 68,000 student applications were submitted for the programs, and over 39,000 students participated in a program. In the 2018-19 school year, over \$310 million in payments were processed using OAS. The number of private schools, student applications, and students participating increases every year.

In this outcome, we plan to create a Public School Open Enrollment Transportation Reimbursement software application to allow low-income parents participating in the Public School Open Enrollment Program to submit claims for transportation reimbursement. Currently, the department receives 1,800 claims annually. This software application would allow parents to submit an application for reimbursement, then verify income eligibility by linking to WISEdata and finally link to the existing payment system to generate payments to parents.

Additionally in this outcome we plan to create a Special Needs Scholarship Program (SNSP) software application to allow students with a disability, who meet certain eligibility requirements, to receive a state-funded scholarship to attend a participating private school. The software application will allow participating private schools to apply for funding and an approval process for public schools with student integration with the WISdata system.

The Public School Open Enrollment Program software application is called Open Enrollment Application Log (OPAL) and is used to manage student applications, track students and calculate over \$400 million in current-year open enrollment aid transfer amounts. OPAL's online features include: (1) a parent application system; (2) the application management system; (3) a student tracking system; (4) a communication system for districts; and (5) a historical data storage system. OPAL is used by all 421 Wisconsin school districts, as well as by internal DPI staff. In 2017-18 over 26,000 student applications were processed during the online spring application period; over 12,000 alternative applications were entered into OPAL; and over 60,000 open-enrolled students were tracked and managed by districts and DPI. The total number of open-enrolled students is increasing each year.

The first component of this outcome area is the creation of a software application for parents to submit an application for the Public School Open Enrollment Program. In 2017-18, over 12,000 paper alternative applications were submitted by parents to school districts. School districts then manually entered the data from the paper applications into OPAL through an archaic survey tool. This new software application would allow parents to submit an alternative application online, which would create numerous efficiencies for parents, school districts, and DPI. Additionally WISEid integration would be added to the existing OPAL system to more timely link data in the existing OPAL system to data in WISEdata for efficient WISEdata reporting and synchronization of person-data in DPI systems.

Integrating these systems into the overall WISEdata system increases the efficiency of all associated business processes, improves data quality, and allows resources to be targeted more directly to students and parents.

In order to integrate the DPI choice systems with the WISE system suite, in-depth analysis is needed to determine the feasible scope and extension of system integration improvement into the existing technical infrastructure and enterprise architecture.

Several steps have been accomplished during Year 2.

- Completed/Operational
 - The Public School Open Enrollment Transportation Reimbursement software application was developed and deployed for parent use. This included steps:
 - **2.1** Review Online Application System
 - **2.3** Identify and document data dependencies
 - **2.4** Evaluate legal requirements, business rules, data governance/management policies
 - **2.5** Establish minimum viable product requirements
 - **2.6** Create an external facing application
- In Progress
 - **2.7** Build choice program system integration to WISEdata
 - **2.8** Build framework and infrastructure
 - **2.9** Analyze requirement differences between regular and alternative parent application processes
 - **2.12** Provide training and technical assistance to parents and school staff
 - **2.12.1** Create PEO Advisory Group

The development of the Transportation Reimbursement (TRIP) is complete and it was rolled out successfully and with much appreciation by parents as an improvement of the old survey method of data collection. We worked extensively with parent pilot user groups to optimize the application based on their needs and different family situations.

We have started development of the Special Needs Scholarship Program application with near full development of the private school Intent to Participate and Special Education Profile components for their planned use in February 2022. Currently, development on the SNSP application is in progress and further phases are planned for next year for summary report development and the student level public school approval process with WISEdata integration.

Challenges and Plans for Remaining Tasks

The **2.12.1 Create PEO Advisory Group** task has its challenges in that each portion of this outcome has a different target audience with asimilar workflows and system needs. The options offered by PEO impact public school districts, private schools, Choice schools, and the parents of each of those student groups, and the deliverables thus far do not have overlapping audiences. We have created, and will continue to form, smaller advisory groups based on the distinct customer use cases and product solutions for each group of users to provide guidance in workflow improvement and product development. Similarly, we have customized plans by customer use case and product solution for **2.12 Provide training and technical assistance to parents and school staff.**

Outcome 3.0: Streamlining the PI-1563 Membership Collection:

Outcome Summary and Major Accomplishments:

Another goal of the project is to allow the DPI School Financial Services (SFS) team to obtain membership and other student counts used for fiscal purposes from the WISEdata student data collection system. This would eliminate duplicate data collections, streamlining processes to save time and improve data quality.

Much of Wisconsin school funding is tied to membership, which is the count of resident students of a district deemed in law to be financially responsible for the provision of education. Over \$5 billion in state aids are determined using membership and other student counts. Membership is also the basis for the state's method of limiting school boards' authority to levy property taxes.

Due to the methods Wisconsin has enacted to fund the expansion of public and private choice, building the data systems necessary to connect those programs with pupil membership is vital. Further, with minor expansions of scope, the updated data model and system architecture resulting from this Outcome could replace several other student fiscal data collections, such as those used to pay state aids for transportation and students in juvenile detention.

For this outcome DPI will perform a detailed analysis to determine new data definitions and/or modifications to meet student fiscal data collection requirements through the Ed-Fi data model. We plan to implement student data collection elements for pupil membership using the WISEdata Ed-Fi API.

Work on outcome 3 began in earnest during year 2 of the grant to lay the groundwork to bring the Membership data collection into WISEdata. The team completed mapping the Ed-Fi data model (outcome 3.1) and has developed the system architecture for this purpose (outcome 3.3). Work has begun on evaluating the legal requirements, business rules and data governance around these data (outcome 3.2). We have also begun working on the WISEdash student data application (outcome 3.5), developing the Pupil Count Membership application to review fiscal data quality (outcome 3.7) and developing data validations and ETL procedures (outcome 3.8) ahead of schedule.

The new Pupil Count Membership application (3.7) is a major advancement which leverages data already collected via our WISEdata API for accountability data. We will be iterating through review cycles with internal stakeholders and LEA advisors to ensure requirements are met and key usability needs are addressed. Our target is to support a parallel test pilot in the 22/23 school year with a variety of LEAs and SIS vendors. Full operational status will be dictated based on the success of the parallel pilot.

Challenges and Plans for Remaining Tasks

This initiative involves a complex subject domain with a high risk data reporting area. The Pupil Count Membership collection plays a major role in aid payments to Wisconsin LEAs. There has been significant turnover on our School Financial Services team which impacts subject matter

expert input. As a result, we may see an extended testing period with an attempt to recruit LEAs to execute specific tests using their data in a test environment. Our pilot period start is planned for the 22/23 school year at this time. This will be a parallel pilot with a set of LEAs reporting to the legacy system as well as using the new solution developed. In the time remaining in Q1 and into Q2/Q3 2022 we will finalize work on summary reports, snapshot process/logic and UI/UX adjustments as we receive input by internal stakeholders and LEA advisors.

Outcome 4.0: Institutionalize partnership structure between DPI and UW-Madison connecting research, evaluation and practice:

Outcome Summary and Major Accomplishments:

In addition to all the necessary infrastructure work covered in outcomes 1 through 3, we included outcome 4 to leverage SLDS funds to continue the successful and fruitful collaboration with our research partners at the University of Wisconsin. What began as the research subcommittee during our 2015 SLDS grant has become the Research, Evaluation and Practice (REP) working group for this grant. The REP working group membership has expanded from the original research subcommittee to include participants from program areas across DPI including representatives from Special Education; Title I and School Support; Policy, Budget, and Research; Teaching and Learning; Literacy and Mathematics; and the Office of Educational Accountability. This membership includes people from three out of the five divisions in the department and the State Superintendent's office.

This outcome comprises two primary projects. The first is to continue planning and conducting regular REP workgroup meetings, including regular research and evaluation convenings and Wisconsin Education Research Advisory Committee (WERAC) meetings. The primary goal of this project is to connect the dots between research and practice from both directions. Researchers will hear what practitioners in the field need to know and practitioners will hear about the latest relevant research. An additional bonus of the REP workgroup is that it provides a forum to ensure the various research efforts and assistance from groups such as the Comprehensive Center and REL Midwest are complementary and all moving in similar directions.

Year 2 of the grant saw a steady continuation of the REP workgroup meetings. Our research partners at the Wisconsin Evaluation Collaborative (WEC) organized a series of 16 flash talks (listed at [this link](#)¹) for audiences of DPI personnel, academics, and the public. Some highlights of the flash talk series included:

- What makes an evidence base racially equitable? Where we discussed the rubric for a racially equitable evidence base DPI and our research partners are developing.

¹ FlashTalk overview URL is https://docs.google.com/spreadsheets/d/1gml7XylZjKhH_84WoBnz7XFDEQOzq-vBwk_ZMSyrEKw/edit#gid=0

- Knowledge Mobilization: the role of public libraries, communicating research, which knowledge matters to whom
- Overviews of research/evaluation projects currently underway including; Educator Effectiveness, Youth Adult Partnership Framework, the Wisconsin-Minnesota Comprehensive Center

The link above goes to a listing of each of the 2021 Flash Talks and includes links to key resources and to YouTube videos of the 5 minutes flash talk.

Finally, work has moved forward on three rapid response projects related to Family Youth Community Engagement (FYCE). We completed the Youth Power reflection series including a series of YouTube videos² and formal evaluation memo in collaboration with the Wisconsin Minnesota Comprehensive Center³. Work is underway for a policy memo with recommendations for SEA-level policies that best support equity-centered FYCE approaches at the LEA levels and a brief about family engagement for students with disabilities. Both are due to be finished in the first half of 2022.

Challenges and Plans for Remaining Tasks

We remain on track to complete all of the items under this outcome. The biggest challenge we need to overcome is to finish working through the leadership transition by re-establishing the lines of communication with our research partners so that we, as an agency, can take full advantage of all of the resources and expertise available to us. We have already taken steps to do this by re-assigning duties within the department so that [Carl Frederick](#) is the liaison with our various partnerships (REL, Comp Center, UW). He has scheduled a series of quarterly meetings with agency leadership to ensure that information continues to flow both ways.

Outcome 7.0: SIDE Poverty Estimates Pilot

Outcome Summary and Major Accomplishments:

This is a new outcome added to year 2 of the grant because we opted into the optional funds to support participating in the pilot project.

Year 2 turned out to be a productive year for work on what has become outcome 7 in the project plan - the SIDE Poverty Estimates Pilot (called School Level Poverty Metric in the project plan). During the end of year 1, we were successful in making our case to many of our LEAs to see the value in sending us student address data and working with our vendors to enable them to do so.

² YouTube Channel URL: <https://www.youtube.com/channel/UCzS6cvComM8Pu4XXaVOfnGg>

³ Youth Power evaluation link URL: <https://docs.google.com/document/d/1yzbraNgKNE0FeTkMf1ySTzmqfy4CuVt4JqSYPTje1TA/e/dit?usp=sharing>

Having the data in hand allowed DPI to move forward on multiple projects that leverage the student address data including working to enhance Digital Equity and beginning to use this BlindSIDE application to assign SIDE scores to students for whom we had valid address information. We enjoyed actively participating in the SLPM workgroups and learning from other SLDS states. This participation culminated in a presentation at STATS-DC to share what we have learned with the larger education data community.

- Completed/Operational
 - **7.1** *Collect and validate data needed to use the BlindSIDE web application.* We have done this for two years of data now and have the process worked out pretty well. It took less than a day to extract the data and run it through the BlindSIDE application. Currently, the address data are not validated—adding this step to the data entry side would make the process even smoother.
 - **7.2** *Generate Spatially Interpolated Demographic Estimate for students and schools.* We were able to do this without much trouble. The only issue we encountered was that somewhere between 500,000 and 900,000 addresses is too much for the BlindSIDE application.
- In Progress
 - **7.3** *Conduct analyses of SIDE Estimates.* We conducted our first round of analyses of the SIDE estimates and presented them to the SLDS working group and, in turn, presented the gist of those analyses at the virtual 2021 STATS-DC conference. In Year 3 we have planned a second round of analyses with an additional year of data.

Challenges and Plans for Remaining Tasks

Logistically, the only challenge we have before us is finding enough research analyst time to allocate to the proposed analyses. This should be alleviated with the planned hire of a full time grant manager. If the question is what challenges does DPI face in fully adopting a future, fully mature SIDE metric as an indicator of economic status, then the biggest challenge we may face is either making address data a mandatory collection or convincing school districts to send it voluntarily. The good news on this front is that we are already keeping our eyes out for alternative measures of economic status as eligibility for the student lunch program continues to expand.

Budget Narrative - Explanation of SLDS Grant Funded Spending

Related to all budget categories, significant spending during Year 1 of the grant has been delayed primarily due to Wisconsin DPI's response to challenges related to the COVID-19 pandemic. We expect additional activity to ramp up as conditions warrant.

1. Personnel:

- a. The Total Chargeback against the SLDS grant for Personnel came to \$0 between 12/16/2020 and 12/15/2021.
- b. \$152,000 (including \$76,000 carried over from year 1) was budgeted for Personnel for the hiring of a grant manager. This position was unfilled during

year 2, the associated responsibilities were assigned to a part-time contractual staff member. We plan to use some of this money to cover the overage in the contractual budget line and carry the rest over into Year 3.

2. Fringe Benefits:

- a. The Total Chargeback against the SLDS grant for Fringe Benefits came to \$0 between 12/16/2020 and 12/15/2021.
- b. \$64,570 (including \$32,285 carried over from year 1) was budgeted for Fringe Benefits for the grant manager position. This role was assigned to a part-time contractual staff member and no fringe benefits were required. We plan to carry this over into Year 3.

3. Travel:

- a. The Total Chargeback against the SLDS grant for Travel came to \$0 between 12/16/2020 and 12/15/2021.
- b. \$6,000 (including \$3,000 carried over from year 1) was budgeted for Travel expenditures in Year 2. These funds will be carried forward into Year 3 assuming travel and in-person conferences resume.

4. Equipment:

- a. The Total Chargeback against the SLDS grant for Equipment came to \$0 between 12/16/2020 and 12/15/2021.
- b. \$0 in Equipment expenditures were budgeted for Year 2.

5. Supplies:

- a. The Total Chargeback against the SLDS grant for Supplies came to \$0 between 12/16/2020 and 12/15/2021.
- b. No Supplies expenditures were planned for Year 2.

6. Contractual:

- a. The Total Chargeback against the SLDS grant for Contractual came to \$810,833.58 between 12/16/2020 and 12/15/2021.
- b. This amount exceeded the planned expenditure of \$722,719.76 by \$88,113.82. We plan to use unspent funds from the Year 2 personnel budget line to cover this overage.

7. Construction:

- a. The Total Chargeback against the SLDS grant for Construction came to \$0 between 12/16/2020 and 12/15/2021.
- b. No Construction expenditures were planned for Year 2.

8. Other:

- a. The Total Chargeback against the SLDS grant for Other came to \$181.25 between 12/16/2020 and 12/15/2021.

- b. The \$327,142.00 budgeted for Year 2 (including the carry-over of \$188,571.00 from Year 1) exceeded the actual spending by \$326,960.75. This amount will be carried forward into year 3.

9. Total Direct Costs:

- a. The Total Chargeback against the SLDS grant for Total Direct Costs came to \$811,014.83 between 12/16/2020 and 12/15/2021.
- b. This was \$461.416.93 below the \$1,272,431.76 budgeted.

10. Indirect Costs:

- a. The Total Chargeback against the SLDS grant for Indirect Costs came to \$70,097.65 between 12/16/2020 and 12/15/2021.
- b. This is under the original planned expenditure of \$71,416.67 and the difference of \$1,319.02 will be carried forward to Year 3.

11. Training Stipends:

- a. The Total Chargeback against the SLDS grant for Training Stipends came to \$0 between 12/16/2020 and 12/15/2021.
- b. No Training Stipends expenditures were planned for Year 1.

12. Total Costs:

- a. The Total Chargeback against the SLDS grant for Total Costs came to \$881,112.48 between 12/16/2020 and 12/15/2021.
- b. This was below the total budgeted costs of \$1,343,848.43 by \$462,735.95.
- c. The drawdown total for Year 2 is less than the actual expenditures because the State Controller's Office happened to complete a draw on this grant on 12/16/21. The day after the reporting period.

Insert file [corrected Wisconsin-SEA-Budget-12152021.xlsx](#)

Patents/Disclosures:

No patents or disclosures were awarded as a result of work done using SLDS grant funding,

Institutional Review Board (IRB) Approval:

Insert file [UW IRB Self-Cert SLDS2019.pdf - Google Drive.pdf](#)

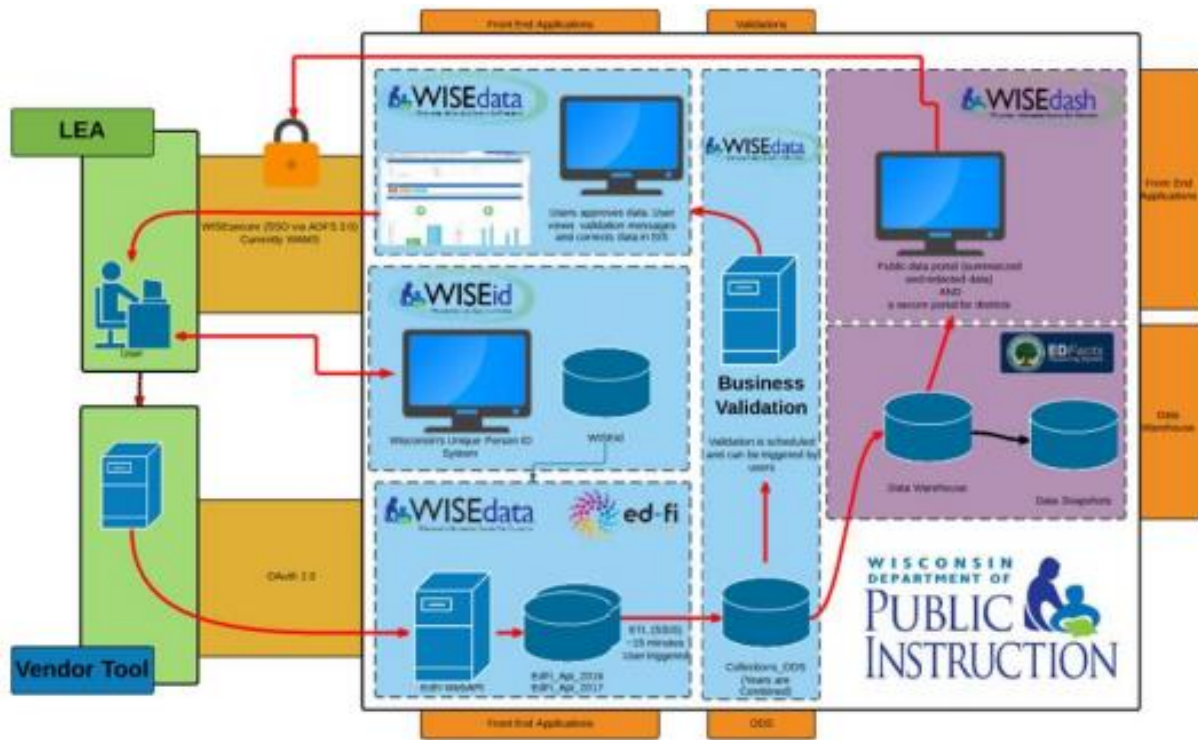
Data Security:

We affirm that we are aware of federal and state data security and student privacy regulations. Below is a summary of policies and procedures that are in place to ensure compliance.

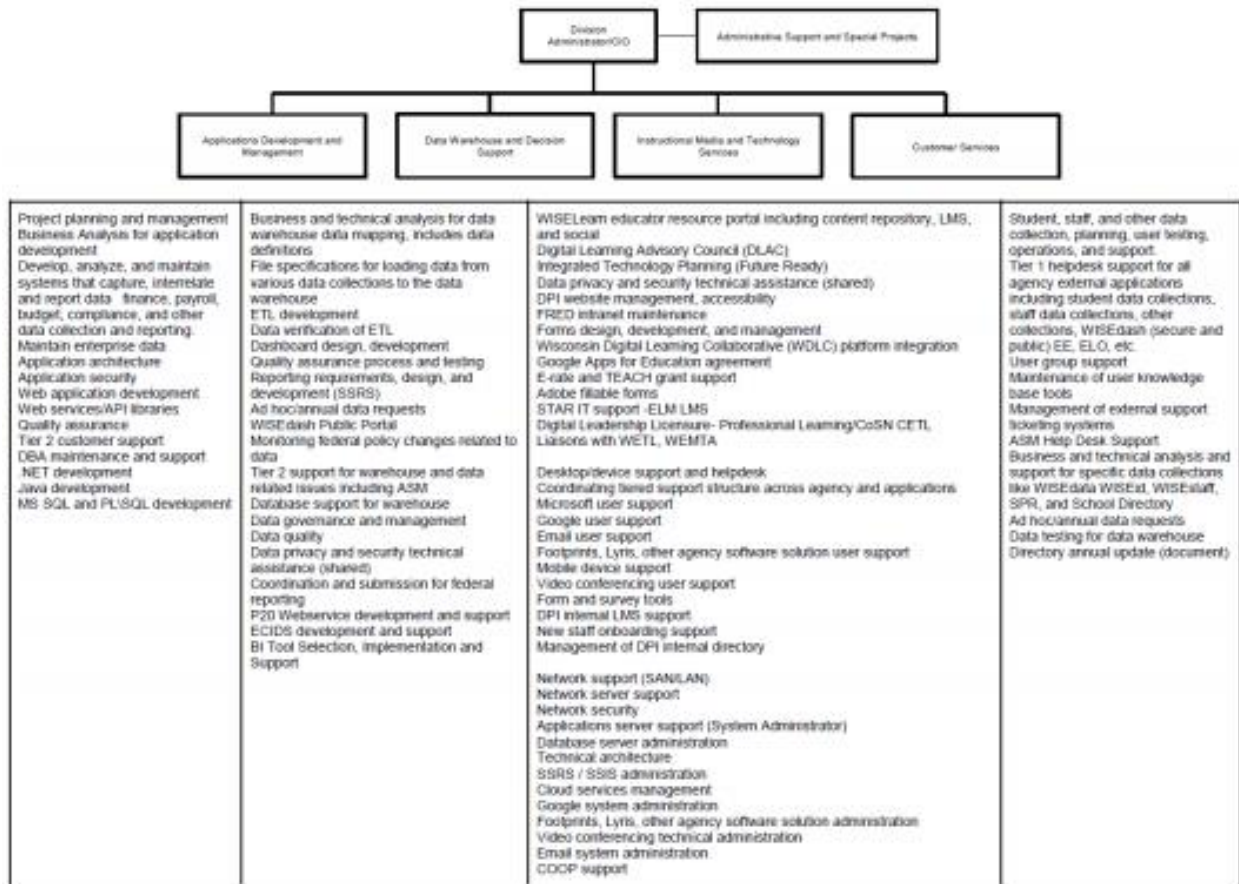
Data Flow and Organizational Chart

Below is a diagram of the WISEdata flow and the organizational chart for the IT functions of the Division of Libraries and Technology at DPI:

Data Flow:



IT-Related Staff Functions:



For the following Policy, Privacy, Security and Data Request information:

Wisconsin is exemplary in these areas and has been asked to be a reference for PTAC to send to other states, so other states can learn from what Wisconsin has done with these areas.

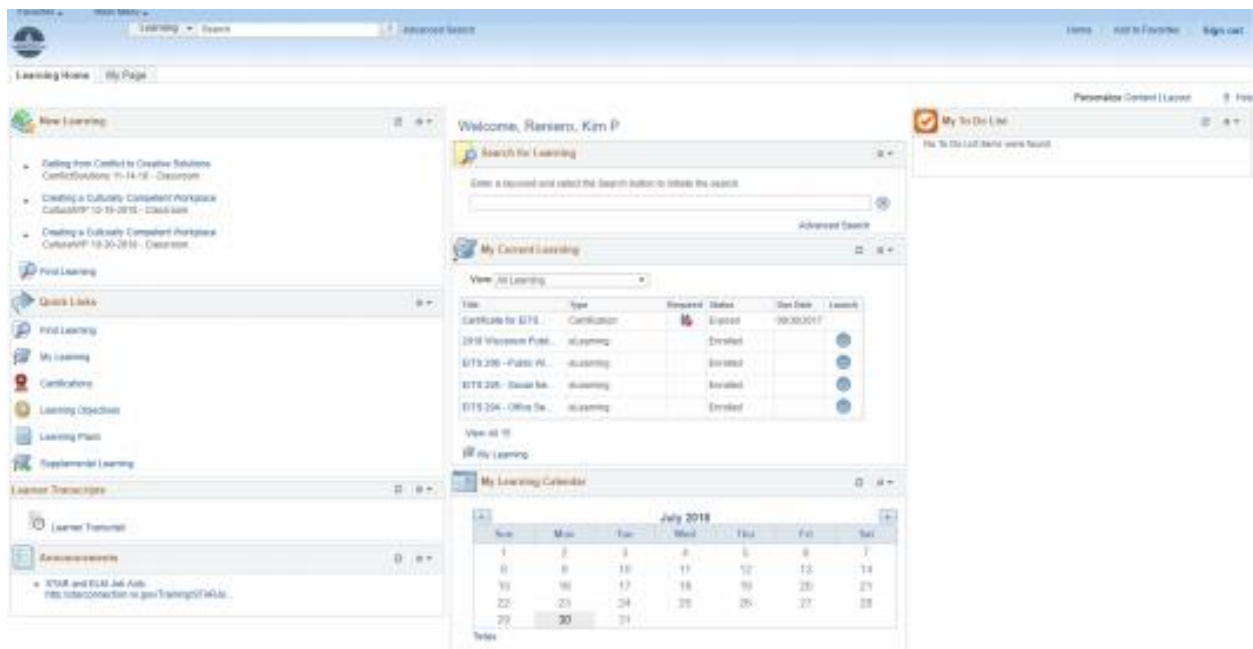
Policy Information and Training

DPI policies require staff to safeguard sensitive data, and comply with state and federal laws.

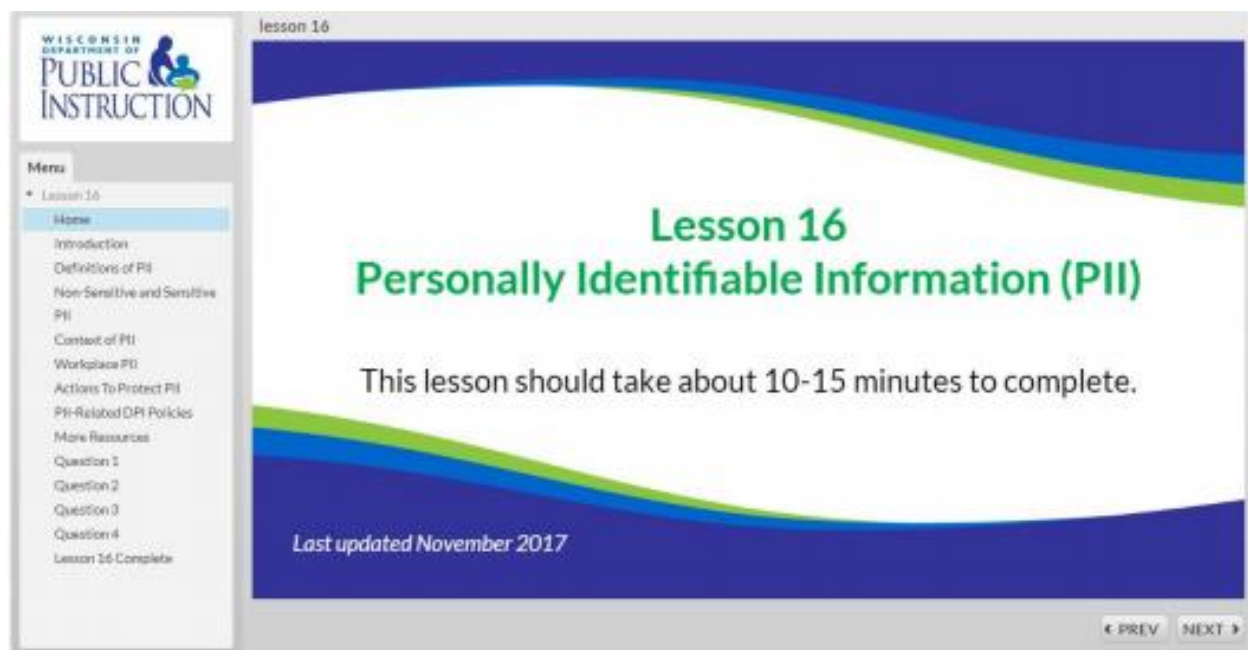
- Acceptable Use Policy
- Email policy
- Student Data Access
- Confidentiality of Individual Pupil Data and Data Redaction

Privacy and Security Training

All DPI staff are required to take IT security training, using the Star ELM system. Below is a screenshot of this training resource:



New employees are required to take the Personally Identifiable Information onboarding module. In addition, anyone who requests access to data using the Internal Data Access Request process is required to take it as well. We recommend that all staff review this module if they have not already done so. A screenshot of the main page of the training is below:



Additional privacy resources and training are available at the Wisconsin DPI website.

Insert PDF document [Resources for Student Data Privacy_Wisconsin Department of Public Instruction.pdf](#)

Staff Access/Internal Data Access Request Policies

- DPI Data Governance
 - Insert file [DPI Data Governance.pdf](#)
- Student Data Privacy Training - available on the Wisconsin DPI website.
 - Privacy Overview
 - Protecting Personally Identifiable Information (PII)
 - Student Records and Confidentiality (Part 1) - Categories of Student Records
 - Student Records and Confidentiality (Part 2) - Management of Student Records
 - Sharing Information Across Systems
 - Family Educational Rights and Privacy Act (FERPA) Training Program
 - Data Privacy? Get Schooled.

External Data Requests

The Wisconsin Department of Public Instruction (DPI) collects and maintains data about education in the State of Wisconsin required for state and federal reporting, including student data, school finance data, teacher licensing data, school performance data, and agency data. DPI already publishes certain public data on many topics either on the website or on WISEdash, our public reporting portal. This public data includes: non-identifying data about students, scholastic resources, performance reports/profiles, charter/private schools, and public library data.

If you wish to request public data not available on the DPI website, or if you need assistance in locating the data you need, please complete a Non-Confidential Data Request form. Requests are reviewed on the first of each month. Meeting the information needs of the public is one of DPI's most important functions. Therefore, subject to the requirements of department policy and other applicable state and federal laws, DPI will respond to requests for data in a timely, cost-effective, and complete manner.

Data Use Agreements (DUAs) for SLDS Research Projects

DUAs for SLDS work are in place.

Project Plan:

Insert file [APR 2019-Wisconsin-SEA-ProjectPlan-Current-01072022.pdf](#)

Budget Export Report

2019 - Wisconsin - SEA

PR Award #: R372A200038

Award Amount: \$3,455,799.00

Budget Version: Current

Effective Date: 7/10/2020

Categories	Year 1: 3/1/2020 to 12/15/2020		Year 2: 12/16/2020 to 12/15/2021		Year 3: 3/1/2022 to 2/28/2023		Year 4: 3/1/2023 to 2/28/2024		Year 5:		Totals		
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Remaining
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$228,000.00	\$0.00	\$76,000.00	\$0.00	\$0.00	\$0.00	\$304,000.00	\$0.00	\$304,000.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$96,855.00	\$0.00	\$32,285.00	\$0.00	\$0.00	\$0.00	\$129,140.00	\$0.00	\$129,140.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$9,000.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$12,000.00	\$0.00	\$12,000.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$355,325.24	\$355,325.24	\$810,833.58	\$810,833.58	\$730,212.18	\$0.00	\$543,091.00	\$0.00	\$0.00	\$0.00	\$2,439,462.00	\$1,166,158.82	\$1,273,303.18
7. Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$181.25	\$181.25	\$365,531.75	\$0.00	\$38,571.00	\$0.00	\$0.00	\$0.00	\$404,284.00	\$181.25	\$404,102.75
9. Total Direct Costs	\$355,325.24	\$355,325.24	\$811,014.83	\$811,014.83	\$1,429,598.93	\$0.00	\$692,947.00	\$0.00	\$0.00	\$0.00	\$3,288,886.00	\$1,166,340.07	\$2,122,545.93
10. Indirect Costs	\$3,187.33	\$3,187.33	\$70,097.65	\$70,097.65	\$56,256.02	\$0.00	\$37,372.00	\$0.00	\$0.00	\$0.00	\$166,913.00	\$73,284.98	\$93,628.02
11. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Total Costs 9-11	\$358,512.57	\$358,512.57	\$881,112.48	\$881,112.48	\$1,485,854.95	\$0.00	\$730,319.00	\$0.00	\$0.00	\$0.00	\$3,455,799.00	\$1,239,625.05	\$2,216,173.95

Grantee Drawdowns

Drawdown Totals	\$338,792.57	\$863,890.11	\$0.00	\$0.00	\$0.00
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Grantee Drawdowns last updated: December 9, 2020



Education and Social/Behavioral Science IRB

UW-Madison QI/Program Evaluation Self-Certification Tool

Click "download PDF" to save a copy of this page for your records. *Note:* The ED/SBS IRB Office does not maintain copies of your responses.

Below is a summary of your responses

[Download PDF](#)

Purpose:

Projects that do not meet the federal definition of research pursuant to [45 CFR 46](#) do not require IRB review. This tool was developed by the HS IRBs Office and has been modified slightly by the [Education and Social/Behavioral Science IRB](#) (ED/SBS IRB) so that users can determine when an education or social-behavioral project falls outside of the IRB's purview. **Note:** If you have a health sciences or biomedical project, please use the [HS IRB's tool](#).

Instructions:

Please complete the requested project information, as this document may be used for documentation that IRB review is not required. Select the appropriate answers to each question in the order they appear below. Additional questions may appear based on your answers. If you do not receive a STOP HERE message, the form may be printed as certification that the project is "not research", and does not require IRB review. **Note:** A completed certification is not equivalent to the ED/SBS IRB's approval or exemption of a project.

Name of Project Lead/Investigator:

Annalee Good

Project Title:

State Longitudinal Data Systems 2019

Brief Description of Project/Goals:

WCER is providing technical assistance to the Wisconsin Department of Public Instruction ("DPI") to further institutionalize research, evaluation, and practice partnerships, to address problems of practice identified by DPI and educators and, by doing so, ultimately supporting educational equity and quality improvement in the state. Part of this project will be to match graduate students with DPI projects needing assistance in building an evidence base, but in the context of program improvement and evaluation. If DPI or the graduate student were interested in having the project instead be research, then that project would submit an IRB application.

School/College/Center through which the project will be conducted:

Q1: Has the project received funding (e.g. federal, industry) to be conducted as a human subjects research study? [[More Info](#)]

Yes

No

Q2: Is this a multi-site project (e.g. more than one site participating)? [[More Info](#)]

Yes

No

Q3: Is this a systematic investigation designed with the intent to contribute to generalizable knowledge (e.g. testing a hypothesis; randomization of subjects; comparison of case vs. control; observational research; or comparative effectiveness research)? [[More Info](#)]

Yes

No

Q4: Will the results of the project be published, presented or disseminated outside of the institution conducting it? [[More Info](#)]

Yes

No

Q5: Will the project occur regardless of whether individuals conducting it may benefit professionally from it? [[More Info](#)]

Yes

No

Q6: Is the project intended to improve or evaluate the practice or process within a particular institution or a specific program? [[More Info](#)]


Yes

No



The project appears to constitute QI and/or Program Evaluation and IRB review is not required because, in accordance with federal regulations, your project does not constitute research as defined under 45 CFR 46.102(d). If the project results are disseminated, they should be characterized as QI and/or Program Evaluation findings. Finally, if the project changes in any way that might affect the intent or design, please complete this self-certification again to ensure that IRB review is still not required. Click the button below to view a printable version of this form to save with your files. Again, the ED/SBS IRB Office does not maintain, review or support copies of your responses. A completed certification is not equivalent to the ED/SBS IRB's approval or exemption of a project.

Current Date: 8/6/2020

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Resources for Student Data Privacy

Use the links below to navigate to specific sections of privacy resources.

[District Resources](#)

[Parent Specific Resources](#)




[Training Resources](#)

[Legislation and Policy Resources](#)





[General Data Privacy Resources](#)






District Resources




- [School District Data Governance: Identifying Your Leaders, Process, and Partners](http://www.ed-fi.org/blog/2019/07/school-district-data-governance-identifying-your-leaders-process-and-partners/) (<http://www.ed-fi.org/blog/2019/07/school-district-data-governance-identifying-your-leaders-process-and-partners/>).
 - **NEW** Blog post from the ed-fi alliance discussing data leaders and data governance in a district.
- [Student Data Privacy Consortium](https://sdpc.a4l.org/view_alliance.php?state=WI) (https://sdpc.a4l.org/view_alliance.php?state=WI).
 - **NEW** DPI is a member of the Student Data Privacy Consortium (SDPC) which is an unique collaborative of schools, districts, regional, territories and state agencies, policy makers, trade organizations and marketplace providers addressing real-world, adaptable, and implementable solutions to growing data privacy concerns. Included in that membership is access for all WI Districts. Once you have requested access you will find a number of resources that are available for you to use when considering new apps, negotiating with vendors, and template language for contracts. All of this information is available to help, and is in no way required. DPI hopes you find them useful as a starting point for your districts work.
- [Student Privacy During the COVID-19 Pandemic \(FERPA, PII, HIPA\)](#) [↗](#)
 - **NEW** The Future Privacy Forum (FPF) and AASA, the School Superintendents Association released this useful white paper that offers guidance to help K-12 and higher education administrators and educators protect student privacy during the COVID-19 pandemic.
- [School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act \(FERPA\)](https://studentprivacy.ed.gov/resources/school-resource-officers-school-law-enforcement-units-and-ferpa) (<https://studentprivacy.ed.gov/resources/school-resource-officers-school-law-enforcement-units-and-ferpa>).


- This guidance document consists of thirty-seven commonly asked questions about schools' and school districts' responsibilities under FERPA relating to disclosures of student information to school resource officers (SROs), law enforcement units and others, and seeks to explain and clarify how FERPA protects student privacy while ensuring the health and safety of students and others in the school community.
- Communicating the Value of Data Governance
(<https://slds.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=28771>).
- Data governance is foundational to a sustainable statewide longitudinal data system (SLDS). When programs and organizations understand how data governance benefits their programs and organizations, they are more likely to participate in and provide ongoing support for the data governance program. This issue brief discusses common benefits that programs and organizations can gain from participating in data governance and how SLDS teams can define the value based on those benefits. It also covers how to craft messages that communicate the value and keep those messages relevant and central to the state's work.
- Basic Concepts and Definitions for Privacy and Confidentiality in Student Education Records 
- This Technical Brief discusses basic concepts and definitions that establish a common set of terms related to the protection of personally identifiable information, especially in education records in the Statewide Longitudinal Data Systems (SLDS). This Brief also outlines a privacy framework that is tied to Fair Information Practice Principles that have been promulgated in both the United States and international privacy work.
- Developing a Privacy Policy for Your District
(<https://studentprivacy.ed.gov/training/developing-privacy-policy-your-district>).
- This video provides an overview and rationale for why districts need to develop a program to protect student data.
- School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA) 
- This document consists of 37 commonly asked questions about schools' and school districts' responsibilities under FERPA relating to disclosures of student information to school resource officers (SROs), law enforcement units and others, and seeks to explain and clarify how FERPA protects student privacy while ensuring the health and safety of students and others in the school community.
- EU's General Data Protection Regulation (GDPR) Information for Districts & Schools 
- Information to guide American Schools who serve students from the EU. Please note that this applies to students who "reside" in the EU and not to those who are residing in the US

while attending school. The Guide to the GDPR explains the provisions of the GDPR to help organizations comply with its requirements. It is for those who have day-to-day responsibility for data protection.


- Data Breach Response Checklist 
 - Establishing and implementing a clear data breach response plan outlining organizational policies and procedures for addressing a potential breach is an essential step in protecting the privacy of student data. This document provides educational agencies and institutions with a checklist of critical breach response components and steps to assist them in building a comprehensive data breach response capability.
- Data Breach Response Training Kit (<https://studentprivacy.ed.gov/resources/data-breach-response-training-kit>)
 - Any organization with electronic records is vulnerable to security breaches, and education agencies are no exception. The PTAC Data Breach Scenario is one of a series of exercises intended to assist schools, districts, and other educational organizations with internal data security training.
- Eligibility Manual for School Meals - Federal Policy for Determining and Verifying Eligibility 
 - Contains information on Federal requirements regarding the determination and verification of eligibility for free and reduced price meals in the National School Lunch Program and the School Breakfast Program. This also has information related to student privacy regarding eligibility for the Free and Reduced Lunch Program.
- Forum Guide to Education Data Privacy 
 - The National Forum on Education Statistics (Forum) organized the Education Data Privacy Working Group to explore how state and local education agencies (SEAs and LEAs) can support best practices at the school level to protect the confidentiality of student data in day-to-day instructional and administrative tasks. Many of the best practices applicable at the school level may also be helpful in protecting student data at the SEA and LEA levels. The Working Group created this guide in order to highlight common privacy issues related to the use of student data and to present basic approaches to managing those issues.
- Forum Guide to the Privacy of Student Information; A Resource for Schools 
 - An employee of a school or other education institution may sometimes access individual student records while performing official duties. Under the Family Educational Rights and Privacy Act (FERPA), there are legal and ethical obligations to safeguard the confidentiality of any information they contain. This guide provides a general overview of the legal and related issues that may be encountered while carrying out official duties.

- Data Stewardship: Managing Personally Identifiable Information in Electronic Student Education Records 
 - This Statewide Longitudinal Data Systems (SLDS) Technical Brief focuses on data stewardship, which involves each organization's commitment to ensuring that privacy, confidentiality, security, and the appropriate use of data are respected when personally identifiable information is collected. Data stewardship involves all aspects of data collection, from planning, collection and maintenance to use and dissemination. The Brief also discusses internal control procedures that should be implemented to protect personally identifiable information, including the use of unique student identifiers and linking codes, workforce security, authorization for access, role based access to student record data, permitted uses, and the handling of data breaches. This Brief concludes with a discussion of accountability and auditing, including an overview of the types of audit activities that can be implemented to ensure that all stages of data stewardship have been successfully implemented.
- Forum Guide to Protecting the Privacy of Student Information: State and Local Education Agencies 
 - This Guide presents a general overview of privacy laws and professional practices that apply to information collected for, and maintained in, student records. The document also provides an overview of key principles and concepts governing student privacy, summarizes Federal privacy laws and recent changes to them, identifies issues concerning the release of information to both parents and external organizations, and suggests good data management practices for schools, districts, and state education agencies.
- Free and Reduced Lunch (FRL) Memo 
 - Memo from DPI regarding FRL data availability through WISEdash, role available, and guidance for assigning the role.
- Letter regarding within-district sharing of economic status data 
 - USDA guidance has led to some questions regarding whether food service vendors are permitted to share data with others in the district and with the state. Student data, by law, must be shared from food service data systems with others in the district so student information systems (SIS) contain the most accurate count of economically disadvantaged students for required federal reporting.
- How do you Communicate the Data Message? 
 - Words matter. What you say, how you say it, and when you say it are critical to effectively communicating with your audience. ExcelinEd has crafted language and tools to help you better talk to peers, press, and the public about data and meeting education goals.

- [Policymaking on Education Data Privacy: Lessons Learned](#) 
 - Policymakers in almost every state have considered laws to ensure the safety of student data, and the US Congress is considering seven bills on student data privacy. At the same time, the Every Student Succeeds Act (ESSA) requires that states adopt evidence-based interventions to improve school performance. The education research to inform these interventions depends on access to student data. Policymaking on Education Data Privacy: Lessons Learned outlines key lessons policymakers should contemplate before taking action.
- [Privacy Contract Framework \(https://privacy.a4l.org/privacy-contract-framework/\)](https://privacy.a4l.org/privacy-contract-framework/)
 - The Student Data Privacy Consortium launched its first project, the Privacy Contract Framework. The project will assist schools, districts, and state agencies in developing common contracts for districts to use throughout the state.
- [Protecting Privacy in Connected Learning \(http://cosn.org/focus-areas/leadership-vision/protecting-privacy\)](http://cosn.org/focus-areas/leadership-vision/protecting-privacy)
 - The Protecting Privacy in Connected Learning toolkit is an in-depth, step-by-step guide to navigating the Family Education Rights and Privacy Act (FERPA) and Children’s Online Privacy Protection Act (COPPA) and related privacy issues.
 - Download [the toolkit \(http://netforum.avectra.com/eweb/shopping/shopping.aspx?site=cosn&webcode=shopping&prd_key=40a3773c-f2f6-4570-9349-2ef82f690f3a\)](http://netforum.avectra.com/eweb/shopping/shopping.aspx?site=cosn&webcode=shopping&prd_key=40a3773c-f2f6-4570-9349-2ef82f690f3a), which is organized in the form of a decision tree and addresses FERPA and COPPA compliance issues, as well as smart suggested practices that reach beyond compliance; it also includes definitions, checklists, examples, and key questions to ask.
- [Protecting Student Privacy While Using Online Educational Services: Model Terms of Service](#) 
 - This document is a framework for evaluating online “Terms of Service” agreements. This document is designed to assist educators, schools, and districts in understanding how an online service or application may collect, use, and/or transmit user information. The guidance will assist users in deciding whether or not to sign-up for specific services.
- [Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices](#) 
 - This document will address privacy and security considerations related to computer software, mobile applications (apps), and web-based tools provided by a third party to a school or district that students and/or their parents access via the Internet and use as part of a school activity.
- [Special Education - Pupil Records \(https://dpi.wi.gov/sped/topics/records\)](https://dpi.wi.gov/sped/topics/records)




- Transparency Best Practices for Schools and Districts 
 - Intended to assist elementary and secondary schools and local educational agencies in achieving greater transparency with respect to their data practices
 - Informs schools and districts of the basics of legal compliance
 - Encourages educational organizations as to go beyond the minimum notifications required under federal law
- What is Student Data? (<https://dataqualitycampaign.org/resource/what-is-student-data/>).
 - There are many types of data that support student learning—and they're so much more than test scores. However, individual data points don't give the full picture needed to support the incredibly important education goals of parents, students, educators, and policymakers. See the types of data that can come together—under requirements like privacy and security—to form a full picture of student learning. When used effectively, data empowers everyone

Parent-Specific Resources

- VIDEO: Student Privacy 101: FERPA for Parents and Students (<http://twitter.com/usedgov/status/427219420784902145>).
 - This short video highlights the key points of the Family Educational Rights and Privacy Act (FERPA). It's geared towards parents and students.
- What Every Parent Should Be Asking about Education Data 
 - The Data Quality Campaign provides parents the questions they should be asking their children's educators about the value of education data and how student privacy is ensured.
- Interactive Safety Resource (https://media.dpi.wi.gov/calt/cyber-safety/story_html5.html).
 - The Wisconsin Department of Justice's Internet Crimes Against Children Task Force and the Department of Public Instruction is teaming up to keep families safe online. The departments have launched a program called "Interact!" that will give parents resources to have conversations with their children about internet safety. Interact is an online, interactive e-course created for parents and guardians to complete with their children with the goal of sparking basic online safety discussions in the home. This 30-minute module provides parents with the opportunity to review their own tech use to set a good example; interactive activities to complete alongside their children, and follow-up resources and activities to keep the discussions going. This e-course gives parents the opportunity to set



themselves up as the trusted adult in their child's life. If the child sees something online they don't understand or that makes them uncomfortable, they know they have someone to reach out to. The e-course even provides some ideas on how to start and continue these discussions, along with some bonus tips to help break the ice on awkward topics! Be your child's trusted adult. Interact, and stay safe!

Training

- [DPI Training for Protection of Personally Identifiable Information \(PII\)](#) 
 - Personally Identifiable Information (PII) Training course for District employees, also available on the Data Privacy Training tab
- [DPI Overview to Student Data Privacy](#) 
 - Power Point presentation on protecting Personally Identifiable Information (PII). You may view, download, and modify it for your own use.
- [Family Educational Rights and Privacy Act \(FERPA\) Training from PTAC](#) (<http://training.wecomply.com/sign-in/DepartmentofEducation.asp>)
 - This video training session with questions can be taken by anyone (register as new user). It is an excellent training video that will familiarize school district and agency staff with the requirements of the Family Educational Rights and Privacy Act. This is the primary law dealing with the protection and regulation of student records. Any employee involved in releasing or sharing student data should take this training.
- [Sharing Information Across Systems](#) 
 - This summarizes the circumstances allowed for in statute, other than informed consent or court order, under which schools and other systems (i.e. law enforcement, the courts and juvenile justice, social services, health) can share confidential information.
 - This resource is designed to help local school districts and their community partners develop local policies, procedures, and agreements regarding how they will share information across systems.
- [Student Records and Confidentiality](#) (<https://dpi.wi.gov/sspw/pupil-services/school-social-work/contents/confidentiality/student-records>)
 - A bulletin designed to help local school districts develop their own local policies regarding student records and confidentiality.
- [Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting](#) (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011603>)




- (NCES)
- Using the Wisconsin Web Access Management System (WAMS) As a Tool to Protect Student Privacy (<https://dpi.wi.gov/cst/data-security/wams/create-account>).

Legislation & Policy





- Complying with FERPA and Other Federal Privacy and Security Laws 
 - In addition to understanding and complying with FERPA, states also have the responsibility to understand and comply with state data privacy and security laws, as well as other federal privacy laws such as the Health Insurance Portability and Accountability Act (HIPAA) to the extent that data subject to those laws are incorporated in the state educational data system.
- 2009 Wisconsin Act 59: Data Sharing and Cooperative Interagency Research on Wisconsin Preschool through Postsecondary Education Programs (<http://docs.legis.wisconsin.gov/2009/related/acts/59>).
- Family Policy (FERPA and PPRA) Compliance Office (<https://www2.ed.gov/policy/gen/guid/fpco/index.html>).
- FERPA/IDEA Cross-Walk Guide 
 - Side-by-side comparison of the primary legal provisions and definitions in IDEA Part B, IDEA Part C, and FERPA that relate to the requirement to protect the confidentiality of personally identifiable information of students and children served under the IDEA.
- FERPA Family Educational Rights and Privacy Act - Regulations (<http://www2.ed.gov/policy/gen/reg/ferpa/index.html>).
 - Full text of the Family Educational Rights and Privacy Act (FERPA).
 - FERPA gives parents certain rights regarding their children's educational records.
- Protection of Pupil Rights Amendment (PPRA) (<https://studentprivacy.ed.gov/faq/what-protection-pupil-rights-amendment-ppra>).
 - The Protection of Pupil Rights Amendment (PPRA) of 1978 is a law intended to protect the rights of pupils and the parents of pupils in programs funded by the United States Department of Education.
- Wisconsin Cooperative research on education programs; statewide student data system. (Wis. Stat. § 115.297) (<https://docs.legis.wisconsin.gov/statutes/statutes/115/II/297>).

- WI law that authorizes the DPI, 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.
- Wisconsin Policy Regarding Pupil Identification Numbers (Wis. Stat. § 118.169)
(<http://docs.legis.wisconsin.gov/statutes/statutes/118/169>).
 - Taken from the Wisconsin legislature, this statute highlights the ability of the school board/governing body to assign each pupil enrolled in their district or private school a unique identification number.
- Wisconsin Pupil Records Law (Wis. Stat. § 118.125)
(<http://docs.legis.wisconsin.gov/statutes/statutes/118/125>).
 - Wisconsin law regarding the protection and privacy of students records.

General

- DQC Home Page 
 - The Data Quality Campaign supports state policymakers and other key leaders in promoting the effective use of data to improve student achievement.
- DQC Roadmap to Safeguarding Student Data 
 - This highlights the three focus areas—transparency, governance, and data protection procedures—that will allow states to reach these goals and provides a robust list of other resources from DQC and other organizations related to safeguarding data.
- Myth Busters: Getting the Facts Straight about Education Data 
 - The education data agenda is experiencing unprecedented backlash, including the propagation of data myths, especially regarding Common Core, FERPA, and vendors. This document dispels the most common myths with concise talking points and related resources.
- Privacy Technical Assistance Center (<http://www2.ed.gov/policy/gen/guid/ptac/index.html>) PTAC Home Page
 - PTAC provides timely information and updated guidance on privacy, confidentiality, and security practices through training materials and opportunities to receive direct assistance with privacy, security, and confidentiality of longitudinal data systems.

- Student Data Overview FAQs 

- DPI Data Collections, Reporting, and Student Data Privacy Frequently Asked Questions
- Temporary Student Data Access Authorization (Limited Use) 
 - This is the student data access form for external individuals to fill out prior to viewing or interacting with student-level data in any capacity (temporary access for training, demos, etc.)
- What is Student Data? (Infographic) 
 - This graphic shows what comprises student data, providing examples for types of data and identifying some of the requirements around student data.
- What is Student Data? (Video) (<https://www.youtube.com/watch?v=3g4ifVVf-RI&feature=youtu.be>)
 - There are many types of data that support student learning—and they’re so much more than test scores. However, individual data points don’t give the full picture needed to support the incredibly important education goals of parents, students, educators, and policymakers. See the types of data that can come together—under requirements like privacy and security—to form a full picture of student learning. When used effectively, data empowers everyone.
- Who Uses Student Data? (InfoGraphic) 
 - This graphic shows how student data—from schools to the US Department of Education—are and are not accessed and used.
- Who Uses Student Data? (Video) 
 - Watch how student data—from schools to the US Department of Education—are and are not accessed and used.

Submit Feedback About This Webpage (/wise/submit-feedback?n=55766)

DPI Data Governance:

Overview of Current Activity, Enhancements & Recommendations



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

What is Data Governance?

Data governance refers to the overall management of data in a system, including the data's availability, usability, integrity, quality, and security. It is the means by which organizations or groups of organizations make collaborative decisions about their collective information assets. Data governance is foundational to a sustainable statewide longitudinal data system (SLDS).

Data governance is both an organizational process and a structure. It establishes responsibility for data, organizing program area staff to collaboratively and continuously improve data quality and use through the systematic creation and enforcement of policies, roles, responsibilities, and procedures. Data governance includes establishing governing bodies within agencies as well as across P-20W+ (early childhood through workforce) SLDS partner agencies.

(Source: <https://slds.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=35131>)



What is Data Governance?

Data governance can be defined as an organizational approach to data and information management that is formalized as a set of policies and procedures that encompass the full life cycle of data, from acquisition to use to disposal.



What does Data Governance look like?

- Decision Making Authority
 - Standard Policies and Procedures
 - Data Inventories
 - Data Content Management
 - Data Records Management
 - Data Quality
 - Data Access
 - Data Security and Risk Management
- Source: [PTAC Checklist](#)



Current DPI Data Governance

DPI has a robust Data Governance program. This established program incorporates a decision making structure, along with policies and procedures. The DPI Data Governance program adheres to a continuous improvement plan, with a full review and recommendations for improvement being made on an ongoing basis. View our [internal data governance page](#) for more information!



Decision Making Authority



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Decision Making Authority

What is it?

Assigning appropriate levels of authority to data stewards and proactively defining the scope and limitations of that authority. This task is a prerequisite to successful data management.

What do we have in place today?

- Initial rollout of [DPI Data Governance Structure](#) in 2015 (structure is now retired)
- New structure enabled conversations to happen at multiple levels.
- [DPI Data Contacts Inventory](#)
- Active participation in the WI Privacy Council and the [Student Data Privacy Consortium](#)
- DPI participated in the [Legislative Council Study Committee on School Data](#)

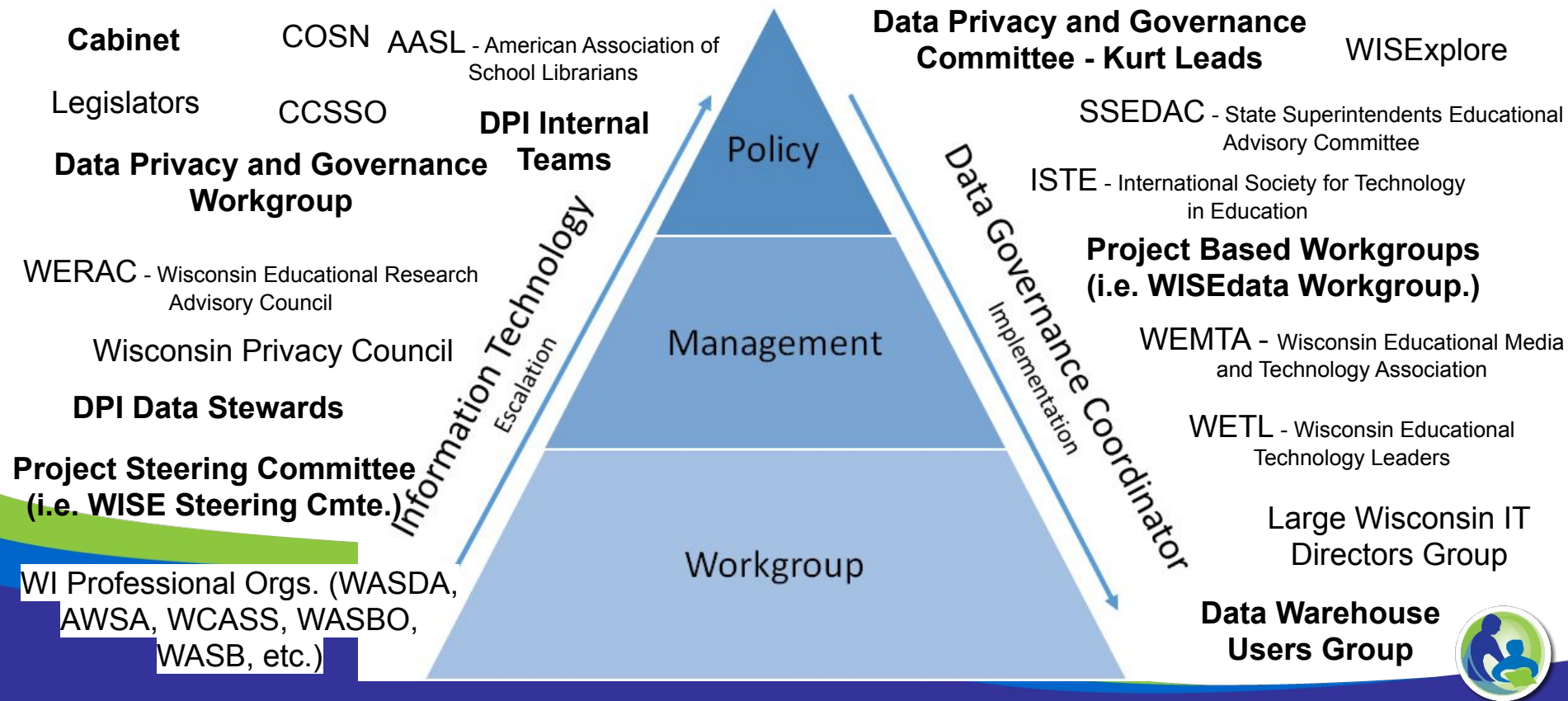


Decision Making Authority

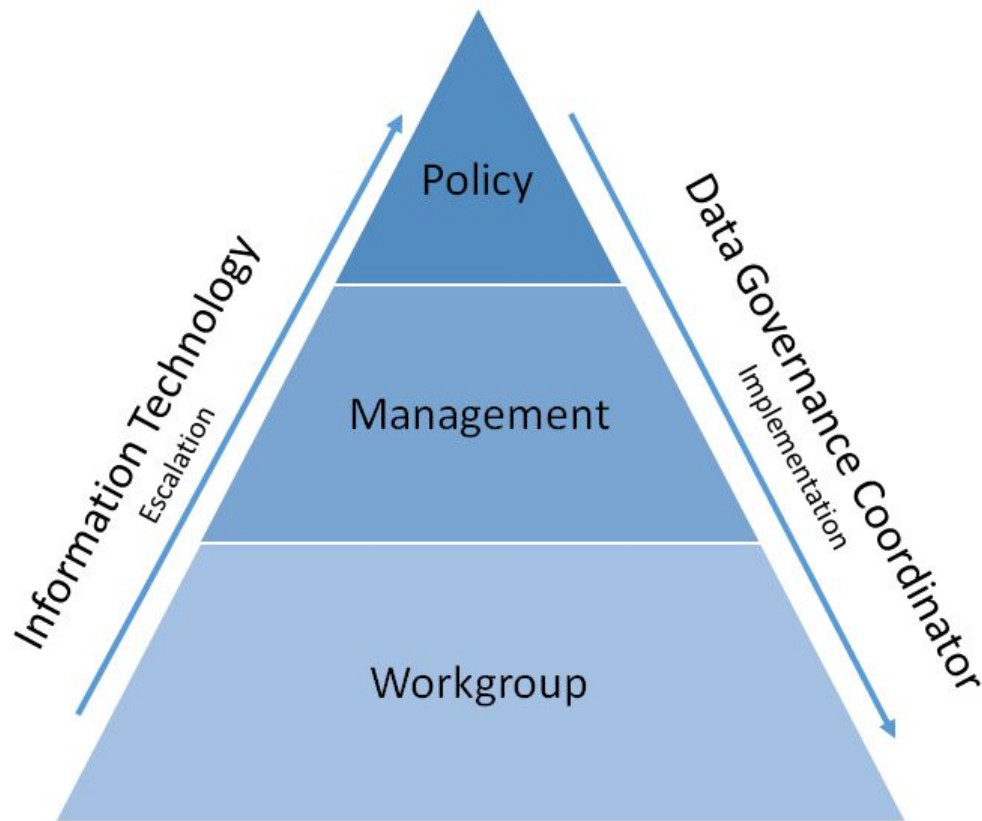
- With this structure in place DPI was able to move new projects forward. Examples include:
 - Updated policies; [Student Data Access 4.300](#), [Confidentiality of Individual Pupil Data and Data Redaction 4.315](#)
 - Proposed Policy for [Deceased Student Data Privacy](#)
 - Process improvements; [Internal Data Access](#), [Presentation Mode for WISEdash Secure](#), [DSA Lookup/Anti-Phishing](#).
 - New documentation and resources; [DPI Data Collections, Reporting, and Student Privacy FAQ](#), [DPI Privacy Webpages re-org](#), [New Training Modules](#)
 - Participated in outreach opportunities; Conference Presentations and Webinars; WISECoach Trainings, WISEdata Conference, SLATE, WISCNet, WASBO, etc.



Who are the Players?



What are the Responsibilities?



Levels of Data Governance;

1. Policy

- a. Decision Making Authority Structure
- b. Standard Policies and Procedures

2. Management

- a. Data Security and Risk Management
- b. Data Access
- c. Data Records Management

3. Workgroup

- a. Data Inventories
- b. Data Content Management
- c. Data Quality



Decision Making Authority

(Escalation)

- Each level in the data governance hierarchy has the authority to make certain decisions and to complete certain tasks.
- Hierarchy of decision making with clear escalation. Communication within teams/divisions is the responsibility of the stewards and group members.
 - Data Stewards resolve issues up to the Data Management Committee.
 - The Data Management Committee resolves issues to the Data Privacy Committee
 - The Data Privacy Committee resolves issues as needed to the Assistant State Superintendent and possibly DPI Cabinet.

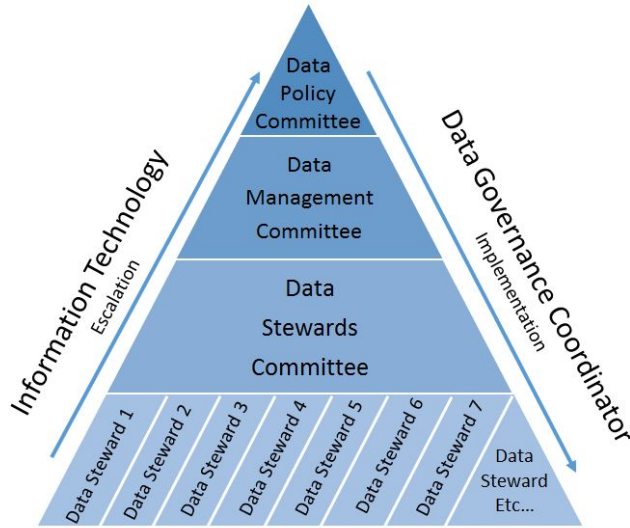


Data Governance Hierarchy 2017-onward



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Top Tier: Data Policy Committee



The Data Policy Committee is responsible for setting key policies for the agency and carrying out the legal and policy directives of the agency's leadership. The DPC is comprised of DPI Directors from most divisions across DPI.

Instead of a separate committee, data privacy and policy decisions and tasks will be incorporated into the WISE Steering Committee.

Committee meetings monthly for an hour, some follow-up and team conversations likely



Responsibilities

- Review and approve Confidential Data Requests
- Update and maintain the Data Contacts Inventory.
- Review and provide feedback on privacy policies before they are submitted through the DPI process for policy approval.
- Review and approve new processes and procedures completed by the DMC.
- Discuss and provide feedback on any other relevant topics related to privacy.



Who is included?

- Organizer: Kurt Kiefer
- Lead: Dan Retzlaff
- Divisions and Teams

Student and School Success (OEA, OSA, Title 1 and School Support)

Academic Excellence (Teaching and Learning, TEPDL, Educator Development and Support, CTE)

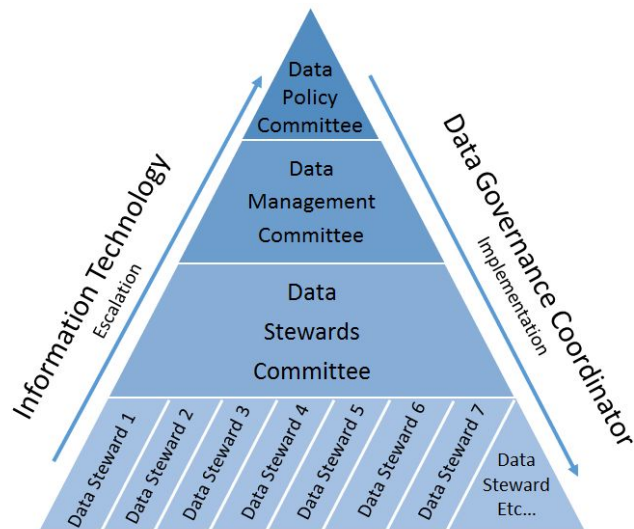
Libraries and Technology (Apps Dev, DWDS, ITS, CST, PLD, RLLL)

Finance and Management (Policy and Budget, Business Services, SFS, SMS, School Nutrition)

Learning Support (Special Education, SSPW)



Middle Tier: Data Management Committee



The IT Management group will perform the duties of the Data Management Committee. The IT Management team meets every other week on Mondays.

The DMC members will complete and coordinate work among the data stewards, the IT staff, their own teams, and other stakeholders.



Data Management Committee Responsibilities

- Review and assign General Data Requests
- Help identify and craft new policies and procedures.
- Be a resource for staff in your team for non-critical data privacy/data governance questions.
- Identify and approve new resources for the web pages.
- Propose additions to DPI's data governance program based on checklist.

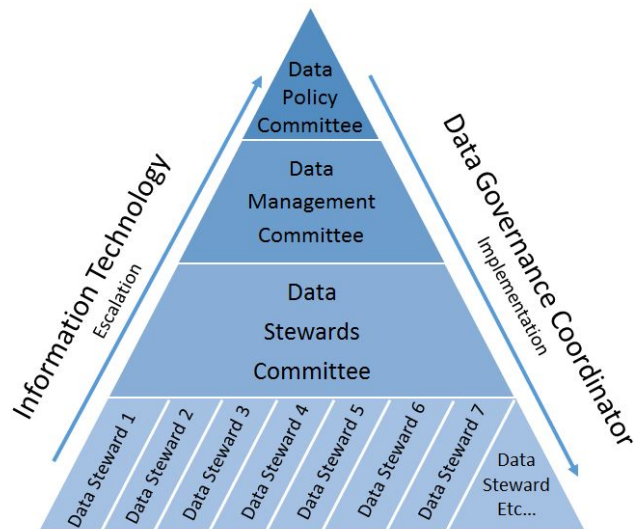


DMC Lead Responsibilities

- Build agendas for the DMC meetings.
- Bring items to the DMC for discussion, collaboration, and group input. Identify next steps.
- Help to decide if an item needs to be escalated for a decision.
- Keep up-to-date on their specific track topics.
- Communicate to stakeholder groups around their specific topic.
- Bring updates back to the DMC on various activities happening between DPI and stakeholder groups.



Bottom Tier: Data Stewards Committee



Goal

- Establish Data Steward Committee to formalize what the data stewards at DPI are already doing today and to enable communication and collaboration between the individual data stewards.

Current Status

- At this time we are not holding separate, combined meetings of data stewards. Instead we are meeting with program area stewards when needed.



Data Steward Committee

- [DPI Data Steward Committee](#)
- Who is involved?
 - Program area staff who are knowledgeable about: (1) the program's policies, (2) the data required/needed about that program area, (3) the uses of the data, and (4) the reporting requirements.
 - Largest group in the data governance hierarchy.
 - **The contacts listed in the [Data Contacts Inventory](#) will staff the Data Steward Committee.**
 - Cover policy level stewardship, data stewardship, and EdFacts.
 - Quarterly, 1 hour meetings, with tasks that fall to Data Stewards completed outside of meetings



Responsibilities

- **Responsibilities**

- Communicate program policies, data needs, and reporting requirements.
- Completing Data Inventory
- Determine definitions, collection frequency, and business rules for new data elements needed to meet reporting requirements.
- Complete data quality reviews during WISEdata collections prior to snapshot.
- Help CST with Outreach to Districts about data quality prior to snapshot.
- Complete EDFacts reviews and confirm for the EdFacts coordinator that files are ok to submit.
- Complete data and dashboard QA before implementation.
- Discuss critical data issues within program area and communicate up to DMC and DPC.
- Communicate decisions made to program areas and to DMC.

- **Examples;**

- What data elements and business rules are necessary for the data elements we are collecting through WISEdata?



Other Workgroups

- There are many other workgroups that form throughout DPI and within a project life cycle to address specific items. These groups are not defined up front, rather, they are defined on an as needed basis. These groups would make decisions and/or recommendations that flow throughout the hierarchy in one way or another.
 - *Example:* In 2017 we re-established the Grad Rate Workgroup to help form recommendations for new business rules that needed to be integrated within the Graduation Rate and Dropout Rate due to ESSA guidance and the introduction of Choice students to the data collection for report cards.



Standard Policies and Procedures



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Standard Policies and Procedures

What is it?

Adopting and enforcing clear policies and procedures in a written data stewardship plan so that everyone understands the importance of data quality and security and is motivated and empowered to implement data governance.

What do we have in place today?

- Multiple DPI policies that support data management, data access, and data use.
- Multiple processes and procedures that support Data Requests, Data Access, Data Incident Response, Data Use, and Data Destruction.



Policies

- [1.130](#) - Open Records (Legal)
- [4.200](#) - Forms Management
- [4.205](#) - Records Management (RDA and Records Retention, RLLL)
- [4.300](#) - Student Data Access (DLT/DWDS)
- [4.315](#) - Confidentiality of Individual Pupil Data and Data Redaction (DLT/DWDS)
- [4.330](#) - Policies and Procedures for Research Involving Human Subjects (DLT)



Data Governance Processes

- **Data Requests**
 - Public Records Request
 - General Data Requests
 - Confidential Data Requests
- **Data Access**
 - Internal data access for DPI Employees and Contractors. (system, application, DB, reports)
 - Onboarding
 - External Data Access for District Staff
- **Prepublication Review for Data Research Products**
 - Data Request Process
- **Data Incident Response**
 - Regular Review and Planning; DIRT
- **Data Use Criteria**
 - About the Data Pages
 - Data Use Criteria (Similar to PALS)
- **Data Destruction**
 - Certificate of Data Destruction



Data Inventories



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Data Inventory

What is it?

An up-to-date inventory of all data classified by sensitivity that require protection as well as all sensitive records and data systems including those that store and process data.

What do we have in place today?

- [WISEdata Data Elements](#)
- [AB71 Student Data Inventory](#)
- Inventory of all computer equipment.



Data Content Management



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Data Content Management

What is it?

Closely managing data content, including identifying the purposes for which data are collected to justify the collection of sensitive data, to optimize data management processes, and to ensure compliance with federal, state, and local regulations.

What do we have in place today?

- [IT Request Process](#) review, and prioritization.



Data Records Management



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Data Records Management

What is it?

Specifying appropriate managerial and user activities related to handling data is necessary to provide data stewards and users with appropriate tools for complying with an organization's security policies.

What do we have in place today?

- Records Management Officer:
Martha Berninger
- Contact: Abby Swanton
- Robust [Records Management](#) program and training.



Data Quality



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Data Quality

What is it?

Ensuring that data are accurate, relevant, timely, and complete for the purposes they are intended to be used. Requires a proactive approach that requires establishing and regularly updating strategies for preventing, detecting, and correcting errors and misuses of data.

What do we have in place today?

- Data Quality Tools
 - WISEdata Data Quality Portal
 - WISEdata Portal Validation Messages
 - WISEdash Snapshot Dashboards
- **Various levels of testing throughout the data flow by multiple teams**
- **Data Quality Reports and review with CST and**
Program Areas
- **Resources and Support for LEAs**



Data Access



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Data Access

What is it?

Defining and assigning differentiated levels of data access to individuals based on their roles and responsibilities in the organization is critical to preventing unauthorized access and minimizing the risk of data breaches.

What do we have in place today?

- Data Access processes and procedures are already in place in addition to ad hoc auditing.

[Internal data access](#) for DPI Employees and Contractors. (system, application, DB, reports)

[Onboarding](#)

[External Data Access](#) for District Staff



Data Security and Risk Management



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Data Security and Risk Management

What is it?

Ensuring the security of sensitive and personally identifiable data and mitigating the risks of unauthorized disclosure of these data is a top priority for an effective data governance plan.

What do we have in place today?

- Data Incident and Response plan
- Data Sharing Agreements for data exchanges.
- Data Redaction
- Encryption of sensitive data at rest.
- Strong TLS encryption for all internet data transmissions.



Current DPI Data Governance

- Decision Making Authority ✓
- Standard Policies and Procedures ✓
- Data Inventories ✓
- Data Content Management ✓
- Data Records Management ✓
- Data Quality ✓
- Data Access ✓
- Data Security and Risk Management ✓

Source: [PTAC Checklist](#)

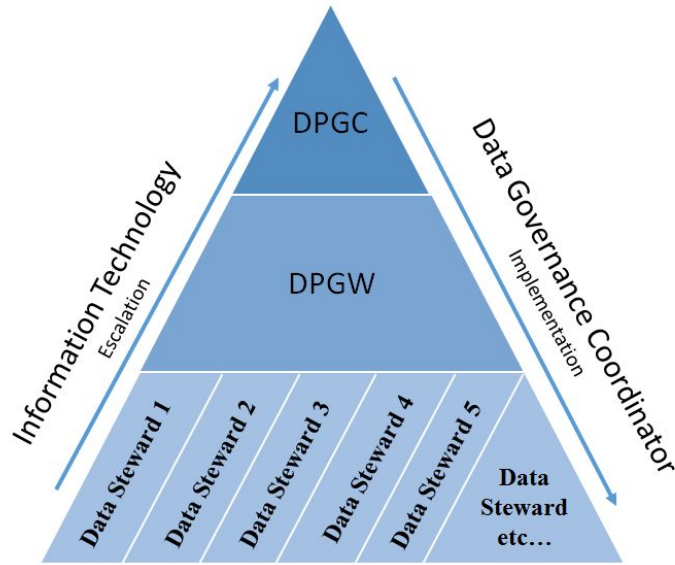


Reference



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2015-2017 (for reference)



- **Data Privacy and Governance Committee**
 - Representatives from Each Division;
 - DFM - Tricia Collins, DAE - Rebecca Vail, DSSS - Laura Pinsonneault, DLS - Patti Williams, DLT - Melissa Straw, DFM - Bob Soldner
- **Data Privacy and Governance Workgroup**
 - Limited Membership
 - OSA - Phil Olsen, C&L - Julie Palkowski, IMT - Bill Herman, IT - Aaron Machotka, SPED - Paul Sherman, Amy Owen, LeAnn Leahy, DG/P - Sean Cottrell
- **Data Request Review Board**
 - Policy & Budget, and Data Governance
- **Data Stewards**
 - Program area staff who “know” their data
- **Records Retention**
 - Records Management Team



Areas Being Addressed for Improvement

- Re-structuring the groups a bit to include topic leads and additional participants. **Completed**
- Formalize the responsibilities of the data stewards to help ensure that policies and procedures are utilized in day-to-day tasks. **Completed**
- Streamlining and aligning work for the different groups. **Completed**
- Creating an internal page to pull all internal resources together on this topic. **Completed**



Project Plan Export Report

2019 - Wisconsin - SEA

PR Award #: R372A200038

Project Plan Version: Current

Effective Date: 1/7/2022

Code	Project and Task Name	Status	Start Date	End Date	Progress	Assignee	Last Comment
1	Rebuild Enterprise Database and School Directory Application	In Progress	3/1/2020	2/27/2024			8/23/2020 - Jim Anderson - Tasks 1.1, 1.2, and 1.3 have started.
1.1	Create workflow process used to determine how schools are related to one another	Operational	5/20/2020	9/22/2020			8/23/2020 - Jim Anderson - Analysis is complete and automation workflow is started.
1.2	Create system architecture and database design	In Progress	7/6/2020	1/27/2022			8/23/2020 - Jim Anderson - Development is underway to replace the 1207 - Private school collection forms. This is the start of capturing enterprise data in SQL Server and the foundation for the new school directory application.
1.3	Implement an automated workflow used to authenticate and update records in the enterprise system	In Progress	6/30/2020	2/17/2022			8/23/2020 - Jim Anderson - Development is in progress.
1.4	Implement enterprise architecture and technical infrastructure from 1.2	Operational	9/1/2020	12/31/2021		Nia Vang	
1.4.1	Migrate database system from Oracle to Microsoft SQL Server	Operational	9/1/2020	12/31/2021		Nia Vang	
1.5	Add capability for private and choice schools to update school directory information through new School Directory software	In Progress	8/13/2020	3/10/2022			9/22/2020 - Jim Anderson - Now in progress
1.6	Update the Aids Banking System to integrate enterprise architecture from 1.5	In Progress	1/11/2021	2/1/2022			12/8/2020 - Jim Anderson - *Started analysis. Working with DOA on a use case for an integration project.
1.6.1	Develop plan for system integration needs for internal customers	In Progress	7/1/2021	2/1/2022			2/22/2021 - Jim Anderson - Adjusted completion date to match new completion date of parent task 1.6. Jim for Dan/Nia
1.7	Create and deliver training materials to end users	Not Started	2/1/2022	8/30/2022			
2	Integration of DPI's Education Choice Systems	In Progress	3/1/2020	3/31/2023			7/22/2020 - Jim Anderson - Met with the PEO team on July 12. The PEO team will begin working on establishing an external advisory committee. Discussed the need to start figuring out the requirements for security, and how users will log into the application. Started the discussion on how the customer services team could provide assistance.
2.1	Review Online Application System	Operational	5/20/2020	4/1/2021			8/23/2020 - Jim Anderson - Analysis is near completion of the Transportation Reimbursement Application.
2.2	Identify where gap analysis is needed to connect to the WISE system	Operational	1/1/2021	4/1/2021			
2.3	Identify and document data dependencies	Operational	5/20/2020	6/30/2021			8/6/2021 - Jim Anderson - 8/6/2021 - Data elements / collections are now defined through the high level statement of work defined for the next next phas of the WISE id integration and SNSP work identified.
2.4	Evaluate legal requirements, business rules, data governance/management policies	Operational	1/1/2021	6/30/2021			8/6/2021 - Jim Anderson - 8/6/2021 - Any concerns or legal requirement identified or discovered during TRIP and SNSP high level requirement gathering sessions
2.5	Establish minimum viable product requirements	Operational	5/20/2020	6/30/2021			2/22/2021 - Jim Anderson - 2/10/2020 Completed MVP for Year 1 outcomes, set status to completed. Dan/Nia
2.6	Create an external facing application	Operational	9/1/2020	8/30/2021			8/6/2021 - Jim Anderson - 8/6/2021 - The TRIP application was deployed for public use in June 2021
2.7	Build choice program system integration to WISEdata	In Progress	7/1/2021	8/30/2022			8/6/2021 - Jim Anderson - 8/6/2021 - SNSP backup buildup is under way, and the overall analysis for the WISEid integration project is now prioritized.
2.8	Build framework and infrastructure	In Progress	9/10/2020	8/30/2022			9/22/2020 - Jim Anderson - Next meeting with PEO team is on
2.9	Analyze requirement differences between regular and alternative parent application processes	In Progress	9/1/2021	3/31/2023			
2.10	Build parent application software system infrastructure	In Progress	9/1/2021	3/31/2023			
2.11	Build backlog of future system improvements	In Progress	9/1/2021	3/31/2023			
2.12	Provide training and technical assistance to parents and school staff	In Progress	9/1/2020	3/31/2023			
2.12.1	Create PEO Advisory Group	In Progress	9/1/2021	3/31/2023			
3	Streamlining the PI-1563 Membership Collection	In Progress	5/3/2021	2/28/2024			
3.1	Map the Ed-Fi data model	In Progress	5/3/2021	8/30/2022			
3.2	Evaluate legal requirements, business rules, data governance/management policies	In Progress	5/3/2021	8/30/2022			
3.3	Develop system architecture	In Progress	10/28/2021	8/30/2022			
3.4	Develop validation rules	In Progress	10/28/2021	8/30/2022			

Project Plan Export Report

2019 - Wisconsin - SEA

PR Award #: R372A200038

Project Plan Version: Current

Effective Date: 1/7/2022

Code	Project and Task Name	Status	Start Date	End Date	Progress	Assignee	Last Comment
3.5	Modify WISEdata student data collection application	Not Started	9/1/2022	8/30/2023			
3.6	Conduct vendor integration testing	Not Started	9/1/2022	8/30/2023			
3.7	Develop software application for LEAs to review fiscal data quality	Not Started	9/1/2022	2/28/2024			
3.8	Develop validations and ETL procedures	Not Started	9/1/2022	2/28/2024			
3.9	Provide training and technical assistance to end users	Not Started	9/1/2022	2/28/2024			
4	Institutionalize partnership structure between DPI and UW-Madison connecting research, evaluation and practice	In Progress	3/1/2020	12/31/2023			2/22/2021 - Jim Anderson - Status updated for all tasks/subtasks. Carl
4.1	Plan and conduct REP Working Group meetings	In Progress	3/1/2020	12/31/2023			
4.1.1	Conduct regular research and evaluation convenings	In Progress	12/1/2020	1/31/2023			
4.1.2	Conduct bi-annual WERAC meetings	In Progress	6/1/2020	12/31/2023			
4.2	Conduct 4 - 6 small rapid-response research projects	In Progress	6/1/2020	6/30/2023			
4.2.1	Identify project topics	In Progress	6/1/2020	6/30/2023			
4.2.2	Match graduate students with projects	In Progress	6/1/2020	6/30/2023			
4.2.3	Create common template for reporting	In Progress	10/1/2020	1/31/2022			7/28/2021 - Jim Anderson - 7/27/2021 - Carl Frederick. Pushed the due date out a little further. We want to wait until we have a project to work on to finalize the details and I am not sure we will have a written up project by the old date of 10/31/2021.
4.2.4	Present projects in convenings to the SLDS community, the CCSO community and research community	In Progress	12/1/2020	1/31/2023			
5	Sustainability Plan	In Progress	7/1/2021	2/28/2024			
5.1	Update a documented SLDS sustainability plan	In Progress	7/1/2021	12/31/2023			
5.2	Obtain leadership approval of documented sustainability plan	Not Started	1/1/2024	2/28/2024			
6	Update and implement plans to ensure the confidentiality of data	In Progress	1/1/2021	2/28/2024			
6.1	Update and implement a cybersecurity plan that is in line with industry standard best practices (e.g., the NIST Cybersecurity Framework or ISO/IEC 27001 and 27002)	In Progress	1/1/2021	2/28/2024			
6.2	Update and implement a privacy plan to ensure data residing in the SLDS is protected according state and federal law	In Progress	1/1/2021	2/28/2024			
6.3	Update and implement (including publicly posting) policies regarding what data are accessible, to which users, and for what purposes	Operational	1/1/2021	2/24/2021			
7	School Level Poverty Metric	In Progress	4/19/2021	8/31/2022		Carl Frederick	10/26/2021 - Carl Frederick - Pushing this back per our conversation during the September monitoring meeting. DPI plans to do more work as the current year of data come in and as we finalize more projects based on stakeholder input. Also excited to incorporate any changes to data year or model from the Census USED side.
7.1	Collect and validate data needed to use the BlindSIDE web application	Operational	4/19/2021	6/30/2021			
7.1.1	Collect student-level data for all students	Operational	4/19/2021	5/31/2021			
7.1.2	Geocoding data, if available	Operational	4/19/2021	5/31/2021			
7.1.3	Address data, if needed	Operational	4/19/2021	6/30/2021			
7.1.4	Validate student-level data	Operational	4/19/2021	6/30/2021			
7.1.5	Generate latitude and longitude data for all student-level data, if needed	Operational	4/19/2021	6/30/2021			
7.2	Generate Spatially Interpolated Demographic Estimates (SIDE) estimates for students and schools	Operational	4/19/2021	6/30/2021			
7.2.1	Obtain access to the BlindSide web application	Operational	4/19/2021	6/30/2021			

Project Plan Export Report

2019 - Wisconsin - SEA

PR Award #: R372A200038

Project Plan Version: Current

Effective Date: 1/7/2022

Code	Project and Task Name	Status	Start Date	End Date	Progress	Assignee	Last Comment
7.2.2	Collect SIDE estimates for students	Operational	4/19/2021	6/30/2021			
7.3	Conduct analyses of SIDE estimates	In Progress	4/19/2021	8/31/2022			7/28/2021 - Jim Anderson - 7/27/2021 - Carl Frederick - Have pushed back the end dates for these items to account for presentation at STATS-DC with NCES, KS & ND
7.3.1	Conduct analysis of SIDE estimates compared to free and reduced price lunch data and other available poverty metrics if available.	In Progress	4/19/2021	8/31/2022			7/28/2021 - Jim Anderson - 7/27/2021 - Carl Frederick - Have pushed back the end dates for these items to account for presentation at STATS-DC with NCES, KS & ND
7.3.2	Provide findings to NCES	In Progress	5/31/2021	8/31/2022			7/28/2021 - Jim Anderson - 7/27/2021 - Carl Frederick - Have pushed back the end dates for these items to account for presentation at STATS-DC with NCES, KS & ND
7.4	Share process and findings with the SLDS community	In Progress	6/21/2021	8/31/2022			7/28/2021 - Jim Anderson - 7/27/2021 - Carl Frederick - Have pushed back the end dates for these items to account for presentation at STATS-DC with NCES, KS & ND