

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

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

☒ **Annual** ☐ **Final**
Performance **Performance**
Report **Report**

General Information

1. PR/Award #: R372A200038

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

2. Grantee NCES ID#: 809611254

(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: Kim

Last Name: Reniero

Title: Project Manager

Phone #: 6082660523

Fax #:

Email Address: Kim.Reniero@dpi.wi.gov

Reporting Period Information (See instructions.)

7. Reporting Period: From: 12/16/2021 To: 12/15/2022

(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	846,336	0
b. Current Budget Period	1,349,418	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 ☒ Yes ☐ No
applies to your grant?
- 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: 07/01/2022 To: 06/30/2023
(mm/dd/yyyy)
The approving Federal agency ☒ ED ☐ Other (Please specify):
is :
The Indirect Cost Rate is : 8 %
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

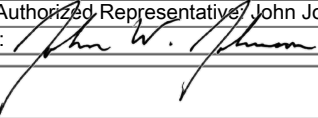
Performance Measures Status and Certification (See instructions.)**12. Performance Measures Status**

- 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/ John Johnson

Title: Deputy State Superintendent

Signature: 

Date: 01/12/2023

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

Title : Wisconsin Year 3 Annual Report Executive Summary

File : [Wisconsin Year 3 Annual Report Executive Summary.pdf](#)

Name and date: Kim P Reniero, Project Manager, signed 1/1/2023

Signature:



Wisconsin Department of Public Instruction (DPI) SLDS 2019 Grant DRAFT Year 3 Annual Performance Report

Executive Summary

Wisconsin Longitudinal Data System

Year 3 (December 16, 2021 – December 15, 2022)

Year 3 of the Wisconsin Longitudinal Data System project focused on project development activities in all grant objectives. As of the close of Report Year 3, the project team is staffed with one full-time project manager and supported by dozens of Wisconsin Department of Public Instruction employees acting in technical operations, support roles or as subject matter experts, including two accountants.

Staffing was an issue during Year 3 due to the delay of hiring a project manager and many staffing changes in the Division of Libraries and Technology, including a change in the Assistant State Superintendent leading the grant, hiring of an IT Director and many staff departures. Kim Reniero took over as Project Manager effective May 2022.

Of the 64 outcomes and subtasks listed in the project plan, 29 (45%) are completed/operational and 35 (55%) are in progress as of the end of Report Year 3. All tasks will be operational in Year 4. No tasks are past due and all subtasks have begun by the planned start date.

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

1. Objective 1: Rebuild the Enterprise Database and School Directory Application
2. Objective 2: Integration of DPI's Education Choice Systems
3. Objective 3: Streamlining the PI-1563 Membership Collection
4. Objective 4: Continue enhancement of the research-practice partnership effort (add 5 and 6?)
5. Objective 7: SIDE pilot project

Key accomplishments for Objective 1 include:

- Completion of five tasks/subtasks, with four to be completed in Year 4.
- Completion of the Public Interface application for School Directory allowing the public to view important data about local education agencies and schools. This outcome allows data collected across the agency to be displayed in a consolidated view for efficient search and retrieval.
- Inclusion of the following features:
 - Searchable collection of public schools, private schools and other education agencies;
 - Map data about schools and districts; and
 - Searchable directory of contact information for school and district personnel.

Key accomplishments for Objective 2 include:

- Further use of the Transportation Reimbursement Program (TRIP) application showing that parents could easily apply for reimbursement and payments could be generated and delivered

correctly and efficiently. Support, maintenance and improvement of TRIP has been transferred to Parental Education Options embedded developers.

- Special Needs Scholarship Program (SNSP) application accomplishments include:
 - School Update Form functionality to allow schools to update their information when outside of the Intent to Participate update window.
 - Student Application Form functionality to allow schools to submit student applications to the SNSP program.
 - Student Transfer Request Form functionality to allow schools to submit student applications to transfer from one school to another.
 - Most of the work for the Second Friday in January Count reporting tool to be used in the 23-24 collection.
 - Most of the work for the DPI Admin Pupil Audit Adjustments to be used in the 23-24 collection.

Key accomplishments for Objective 3 include:

- Significant progress on the new Pupil Count Membership application. Gathered feedback from internal stakeholders and LEA partners and initiated a pilot test for the 2022-2023 school year.
- Pilot LEAs and SIS vendors have helped uncover a new use case where the student's Residency Status or Resident LEA ID changes in the middle of the school year, while still enrolled in the same school.
- Working with SIS vendors PowerSchool, Infinite Campus and JMC to complete their integration testing for reporting the pupil/membership count data to WISEdata Portal through the API. These vendors are still in the development phase and have not yet scheduled their integration testing sessions.

Key accomplishments for Objective 4 include:

- Held first public feedback session of the Racial Equity Rubric tool and gave a poster presentation about it at the 2022 annual conference of the American Evaluation Association.
- Began work on statewide early learning scan, the seventh and final rapid response project. Presenting early findings from this work in a kiosk session at the 2023 Best Practices conference.

Key accomplishments for Objective 7 include:

- Completed analyses of the SIDE data.
- Participated in the SIDE pilot workgroup and presentations at AERA and STATS DC to share experiences using the SIDE estimates and findings from analyses.

Budget and Expenditures

There was a slight correction of the funds available for Report Year 3 in May/June 2022. Once expenditures were updated, Report Year 3 budget was \$1,485,314, including funds carried over from Report Year 2. The initial estimated budget for Year 3 was \$1,485,854.95. The primary expenditures for Year 3 were in the contractual and other categories. Unspent funds from Year 3 (\$135,896) are being carried forward to Year 4. Overall, the project is working to complete all tasks on-time and on-budget.

Project Narrative

Project Plan Export Report						
2019 - Wisconsin - SEA						
PR Award #: R372A200038						
Project Plan Version: Current						
Effective Date: 1/12/2023						
Code	Project and Task Name	Status	Start Date	End Date	Progress	Comments
1	Rebuild Enterprise Database and School Directory Application	In Progress	3/1/2020	2/27/2024		<p>8/23/2020 - Jim Anderson - Tasks 1.1, 1.2, and 1.3 have started.</p> <p>6/3/2022 - Kim Reniero - First the app was created and now database being modified. The online Wisconsin School Directory is a searchable collection of public schools, private schools, and other education agencies in Wisconsin. Using the directory, you can search by school or district name, street address, city, or ZIP code to find a variety of important information about schools and school districts. This directory also includes mapping capacity and a searchable directory of contact information for school and district personnel.</p> <p>7/27/2022 - Kim Reniero - See comments under 1.2 below.</p> <p>12/1/2022 - Kim Reniero - Proposals were submitted for the Best Practices Conference--education choice, school directory, and research. Awaiting response.</p>
1.1	Create workflow process used to determine how schools are related to one another	Operational	5/20/2020	9/22/2020		<p>8/23/2020 - Jim Anderson - Analysis is complete and automation workflow is started.</p> <p>9/22/2020 - Jim Anderson - The school modification process workflow analysis is completed.</p>
1.2	Create system architecture and database design	Operational	7/6/2020	12/2/2022		<p>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.</p> <p>10/21/2020 - Jim Anderson - Architecture is in progress with PI-1207 application. The architecture of the enterprise system will be an iterative process through next year at this time.</p> <p>2/25/2022 - Carl Frederick - Work is currently underway, postponing this for a few months right now until we can get a firmer estimate the time until it is operational.</p> <p>4/28/2022 - Carl Frederick - Second phase of work is planned to be finished by October of this year</p> <p>5/25/2022 - Carl Frederick - (from Jesila) Public School Directory (Phase 1) updated based on user feedback</p> <p>6/3/2022 - Kim Reniero - School Directory application is in use. Work is beginning to create the system architecture and database design now. We call this Phase 2 of the project.</p> <p>7/27/2022 - Kim Reniero - Through mid-July, work was done on initial server/deployment setup, making copies of the data and ETL to the DPIMaster. We also upgraded dependent projects to NET 6.0, started development of LEA Edit features, including a new Home page with basic informational blocks, Contacts List and Update contact information pages.</p> <p>8/24/2022 - Kim Reniero - Expected to be complete in December 2022.</p> <p>10/6/2022 - Kim Reniero - School Directory 2.0 - Phase 2 Accomplishments past month</p> <p>First Day of School/Last Day of School Display, Editing, Validations, Document File Uploads Process, and Validation Setup</p> <p>Refresh Process for Yearly Snapshot Data</p> <p>School Level Settings Display Screens</p> <p>Display Important Addresses</p> <p>Display Basic Information</p> <p>Display Important Contacts</p> <p>12/1/2022 - Kim Reniero - Upcoming work School Directory 2.0 - Phase 2: Public</p>

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1.3	Implement an automated workflow used to authenticate and update records in the enterprise system	Operational	6/30/2020	12/2/2022		<p>8/23/2020 - Jim Anderson - Development is in progress.</p> <p>9/22/2020 - Jim Anderson - The automated workflow for the school modification process is completed</p> <p>2/25/2022 - Carl Frederick - Work is currently underway, postponing this for a few months right now until we can get a firmer estimate the time until it is operational.</p> <p>4/28/2022 - Carl Frederick - Second phase of work is planned to be finished by October of this year.</p> <p>5/25/2022 - Carl Frederick - (from Jesila) Enhanced mobile friendly features of public school directory</p> <p>6/3/2022 - Kim Reniero - School Directory application is in use. Work is beginning to create the system architecture and database design now. We call this Phase 2 of the project.</p> <p>8/24/2022 - Kim Reniero - See 1.2 above.</p>
1.4	Implement enterprise architecture and technical infrastructure from 1.2	Operational	9/1/2020	12/2/2022		<p>6/3/2022 - Kim Reniero - This was incorrectly labeled as Operational. School Directory application is in use. Next we work on the "back end" of the application--the database. Implementation is beginning now.</p> <p>7/27/2022 - Kim Reniero - See comments under 1.2 above</p> <p>8/24/2022 - Kim Reniero - See 1.2 above.</p>
1.4.1	Migrate database system from Oracle to Microsoft SQL Server	Operational	9/1/2020	12/31/2021		

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1.5	Add capability for private and choice schools to update school directory information through new School Directory software	Operational	8/13/2020	12/15/2022		<p>9/22/2020 - Jim Anderson - Now in progress</p> <p>10/21/2020 - Jim Anderson - The 1207 - Private and choice school forms are now published to the production environments.</p> <p>4/28/2022 - Carl Frederick - This function is part of phase 2 of this project which is planned to be finished in October this year, we have published the public directory to with advanced search and information.</p> <p>5/25/2022 - Carl Frederick - (from Jesila) School Directory phase 2 development work scheduled to start in June 2022</p> <p>6/3/2022 - Kim Reniero - School Directory application is in use. Work is beginning to create the system architecture and database design now. We call this Phase 2 of the project. Currently working on the mechanism for schools to update their own information in the directory. This will be a user-friendly and efficient way to maintain accurate and current school information.</p> <p>7/27/2022 - Kim Reniero - See comments in 1.2 above</p> <p>8/24/2022 - Kim Reniero - See comments 1.2 above</p> <p>10/25/2022 - Kim Reniero - Accomplishments School Directory 2.0 - Phase 2</p> <p>oDistrict Home Page - First and Last Day Tile</p> <p>oGather Existing validations done by Enterprise team for Year Flip Task</p> <p>oUpdate Contact Information in Update Address Page</p> <p>oEdit Basic School Level Address</p> <p>oEdit Basic School Contact</p> <p>oLEA Basic elements update</p> <p>oAnalysis - Validate and Standardize Address Format</p> <p>oImplement Security and Deploy to UAT</p> <p>Coming</p> <p>oPublic and Private Schools Lists</p> <p>oWISEgrants Jobs</p>
1.6	Update the Aids Banking System to integrate enterprise architecture from 1.5	In Progress	1/11/2021	12/31/2023		<p>12/8/2020 - Jim Anderson - *Started analysis. Working with DOA on a use case for an integration project.</p> <p>2/22/2021 - Jim Anderson - Adjusted completion date to reflect an anticipated earlier finish. Dan/Nia</p> <p>2/25/2022 - Carl Frederick - 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.</p> <p>6/3/2022 - Kim Reniero - Decision was made not to update the Aids Banking system. Instead, DPI will implement eSupplier, which is a much better option in the long run. Work is in progress, but delays are due to needing WI Dept of Administration to release a final version of eSupplier. We hope this will occur in time to complete this work, including retirement of the Aids Banking system by the end of this calendar year (2022).</p>

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1.6.1	Develop plan for system integration needs for internal customers	In Progress	7/1/2021	12/31/2023		<p>2/22/2021 - Jim Anderson - Adjusted completion date to match new completion date of parent task 1.6. Jim for Dan/Nia</p> <p>8/6/2021 - Jim Anderson - 8/6/2021 - Now in process. High level requirements are being gathered to prioritize the next functional infrastructure are for enterprise data should be addressed through the School Directory 2.0/Enterprise system.</p> <p>2/25/2022 - Carl Frederick - 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.</p> <p>6/3/2022 - Kim Reniero - See comment in 1.6. As this work on eSupplier proceeds, internal customers/DPI staff needs are identified and a plan for integration is in process.</p>
1.7	Create and deliver training materials to end users	Operational	8/30/2022	12/15/2022		<p>6/3/2022 - Kim Reniero - School Directory has an online user manual that can be found here: https://dpi.wi.gov/wisedata/help/school-directory. Additional training materials will be developed throughout the grant. Necessary materials will be created for eSupplier as it is implemented.</p> <p>7/27/2022 - Kim Reniero - We are waiting for our WI Department of Administration to provide an updated eSupplier application. Hope to finish this by the end of the calendar year.</p> <p>8/30/2022 - Kim Reniero - Some work was begun prior to 8/30/2022, but efforts will continue.</p> <p>12/21/2022 - Kim Reniero - Will mark this operational because the School Directory training materials have been created and are available online. Training materials will not need to be created for eSupplier, so no need to leave this task open.</p>

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2	Integration of DPI's Education Choice Systems	In Progress	3/1/2020	2/1/2024		<p>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.</p> <p>5/26/2022 - Kim Reniero - Integration of PEO program data (Choice, SNSP, Charter, Open Enrollment, etc.) into WISEdata will extend beyond the current grant. The current grant focus includes the Special Needs Scholarship Program (SNSP) and the TRIP system for Open Enrollment. Other programs may be added to this work throughout the grant. This document is a good overview of Wisconsin educational choice programs: https://dpi.wi.gov/sites/default/files/imce/parental-education-options/Educational_Options_21-22.pdf</p> <p>7/27/2022 - Kim Reniero - Several very productive meetings were held between IT and PEO staff to talk about current and future work. We are looking into the possibility of bring on some developer contractors to assist with this work. PEO has identified the next priority as the re-write of the Choice Online Parent Application. This will not be completed by the first weekday in February when Choice application periods begin. To meet the Feb deadline, PEO will prepare to use the current Online Parent App for Feb 23 and have the new system for Feb 24.</p> <p>7/27/2022 - Kim Reniero - Extended end dates for many of the tasks in this section. I expect that work in this section will continue for most of the grant, but am not certain at this time. Will re-evaluate in February or March 2023.</p> <p>12/1/2022 - Kim Reniero - Proposals were submitted for the Best Practices Conference--education choice, school directory, and research. Awaiting response.</p>

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2.1	Review Online Application System	In Progress	5/20/2020	3/1/2023		<p>8/23/2020 - Jim Anderson - Analysis is near completion of the Transportation Reimbursement Application.</p> <p>10/21/2020 - Jim Anderson - Analysis for the TRIP app is going as planned.</p> <p>January/February of 2021 is when the full analysis will take place on the integrated choice system.</p> <p>5/26/2022 - Kim Reniero - A review of PEO programs and data is ongoing to determine the scope of work under the current grant.</p> <p>7/27/2022 - Kim Reniero - PEO has 2 dedicated IT staff, one of which has been estimating work required to re-write the Choice Online Parent App. Kim has assisted by creating some estimated costs and timeframes. Would probably be necessary to bring in at least one developer to work on this if DPI staff does not have capacity. In addition, estimates are being created for a re-write of the Open Enrollment parent application.</p> <p>8/18/2022 - Kim Reniero - See 2.6 below for further information on TRiP. Two IT and one PEO developers have begun a review of the Current Choice Online Parent Application in order to generate ideas for the re-write of that app. The IT developers are getting familiar with the current app.</p> <p>10/25/2022 - Kim Reniero - The review of the Online Application System has recently been focused on coding of the application, especially as it relates to how and when it pulls data into the application. Load testing software was used to identify where the application is most likely to produce errors and slow-downs. Developers examined the result of the load test and the related code for potential modifications. This process has revealed the fragility of the Choice Online Parent Application and serves as another support for re-writing the application.</p> <p>12/1/2022 - Kim Reniero - IT has developed options to improve Choice Online Parent Application performance. Will be discussing with PEO.</p>
2.2	Identify where gap analysis is needed to connect to the WISE system	In Progress	1/1/2021	12/31/2023		<p>6/3/2022 - Kim Reniero - This was incorrectly labeled as Operational because analysis is complete for some PEO programs. Gap analysis is ongoing for different PEO programs throughout the grant.</p> <p>8/24/2022 - Kim Reniero - See 2.1 above</p>
2.3	Identify and document data dependencies	In Progress	5/20/2020	3/31/2023		<p>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 phase of the WISE id integration and SNSP work identified.</p> <p>6/3/2022 - Kim Reniero - This was incorrectly labeled as Operational. This task has been completed for the Special Needs Scholarship Program (SNSP). Data dependencies analysis is ongoing for other PEO programs.</p> <p>8/24/2022 - Kim Reniero - See 2.1 above</p>
2.4	Evaluate legal requirements, business rules, data governance/management policies	In Progress	1/1/2021	3/31/2023		<p>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</p> <p>6/3/2022 - Kim Reniero - This was incorrectly labeled as Operational. This task has been completed for the Special Needs Scholarship Program (SNSP) and is ongoing for other PEO programs.</p> <p>7/27/2022 - Kim Reniero - Kim is assisting PEO developers to understand and implement requirements, rules and policies</p> <p>7/27/2022 - Kim Reniero - Kim is assisting PEO developers to understand and implement requirements, rules and policies for the Choice program.</p>

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2.5	Establish minimum viable product requirements	In Progress	5/20/2020	3/31/2023		<p>2/22/2021 - Jim Anderson - 2/10/2020 Completed MVP for Year 1 outcomes, set status to completed. Dan/Nia</p> <p>6/3/2022 - Kim Reniero - This was incorrectly labeled as Operational. This task has been completed for the Special Needs Scholarship Program (SNSP) and is ongoing for other PEO programs.</p> <p>7/27/2022 - Kim Reniero - It is very difficult to set up a minimum viable product for the educational choice programs. Since they are governed by rule and law, all the functionality must be there at once. Trying to identify formatting and other minor changes to undertake after the product has been released.</p> <p>8/24/2022 - Kim Reniero - See 2.1 above</p>
2.6	Create an external facing application	In Progress	9/1/2020	3/31/2023		<p>8/6/2021 - Jim Anderson - 8/6/2021 - The TRIP application was deployed for public use in June 2021</p> <p>6/3/2022 - Kim Reniero - This task is "complete" in that one external facing application is complete (view here: https://apps.dpi.wi.gov/TRIP/Account/Login?ReturnUrl=%2FTRIP%2F). However, there are opportunities for additional external facing applications to be developed throughout the grant. Changed to in progress. Transportation reimbursement application TRIP SAFA payment API end-to-end testing complete for release to production on 6/9/22.</p> <p>6/29/2022 - Kim Reniero - Trip SAFA payment API was released to production on 6/9/2022. A problem arose around 6/28/22 that was addressed and corrected immediately. The tech used is relatively new and is functioning very well.</p> <p>7/27/2022 - Kim Reniero - SNSP does not want an online parent application for various practical reasons. Instead, the parent fills out a paper form and then the school enters the data into the SNSP system. Investigating Choice Online Parent Application and the Open Enrollment applications to undertake in the near future. Kim is increasing communication between IT and PEO. We were supposed to have created 3 count reports. We ran out of time to complete 2 according to PEO deadlines. Will begin now on third count report. Other two counts will be done manually. Trying to avoid this type of situation in the future.</p> <p>8/18/2022 - Kim Reniero - Discussions have begun to analyze the current Choice Parent Application and plan for the future version.</p> <p>8/24/2022 - Kim Reniero - See 2.1 above</p> <p>9/8/2022 - Kim Reniero - Tasks completed for SNSP: Continued to work on refinements identified in PEO business testing of 7/28/22 release. Continued to work on Admin functionality for management of student data. Started reformulating the remaining project implementation plan based on PEO's changed timeline requirements to fit our developer capacity. Held in-depth story point estimation meeting with developers to plan the Second Friday in January Pupil Count Report upcoming feature work appropriately. Started WISEstaff changes required for 22-23 system opening at the end of September. Continued work on WISEid Tracking Page.</p>

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2.7	Build choice program system integration to WISEdata	In Progress	7/1/2021	3/31/2023		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. 5/26/2022 - Kim Reniero - The SNSP program application will eventually be integrated with WISEdata. SNSP does not currently have a data system, so it was important to include this work in the current grant. The hope is that we will be able to integrate additional education choice data into WISEdata as the grant progresses. 8/24/2022 - Kim Reniero - SNSP is currently being integrated with WISEdata. 10/25/2022 - Kim Reniero - The current Open Enrollment system (OPAL) limited integration into WISEdata is complete.
2.8	Build framework and infrastructure	In Progress	9/10/2020	3/31/2023		9/22/2020 - Jim Anderson - Next meeting with PEO team is on 5/26/2022 - Kim Reniero - Building of framework and infrastructure is complete for the SNSP program. Work will continue if, and as, other PEO programs are added. 7/27/2022 - Kim Reniero - Framework and infrastructure for the Choice Online Parent Application is nearly finished.
2.9	Analyze requirement differences between regular and alternative parent application processes	In Progress	9/1/2021	3/31/2023		6/9/2022 - Kim Reniero - Analysis of parent application processes for SNSP and Open Enrollment are complete. Analysis of Choice Program is under way. 6/29/2022 - Kim Reniero - Meeting with PEO held on 7/5/22 to review work priorities for the last half of the grant and review available budget. 7/27/2022 - Kim Reniero - Several productive meetings were held in the past month between IT and PEO staff. The plan is to have the Choice Online Application ready for use on the first weekday of Feb 2024 (regular parent app process) 7/27/2022 - Kim Reniero - Several productive meetings were held in the past month between IT and PEO staff. 8/18/2022 - Kim Reniero - See 2.1 above. The alternative parent application process for the Choice program is in development. 9/8/2022 - Kim Reniero - Looking at the Open Enrollment parent application for possible work after completion of SNSP.

Project Plan Export Report						
2019 - Wisconsin - SEA						
PR Award #: R372A200038						
Project Plan Version: Current						
Effective Date: 1/12/2023						
Code	Project and Task Name	Status	Start Date	End Date	Progress	Comments
2.10	Build parent application software system infrastructure	In Progress	9/1/2021	3/31/2023		<p>5/26/2022 - Kim Reniero - A basic structure is in place for the SNSP program. The parent completes a paper application, which is then entered in system by school staff (this functionality being worked on currently). IT and PEO staff are currently testing the application and feedback is going to the developers. Within the next month, the SNSP Focus Group (made up of private school users across the state) will begin testing. Examples of completed SNSP work: added bond columns to Grades & Scholarships Export, added a Student Information section to Schools menu and added Student Info page to Student Application. Additional parent applications are possible to be added throughout the grant.</p> <p>6/29/2022 - Kim Reniero - SNSP program focus group testing produced useful comments and action items.</p> <p>7/27/2022 - Kim Reniero - See comments on 2.6 regarding SNSP. Other parent applications are being considered for future work. Infrastructure for the Choice Online Parent App is nearly complete.</p> <p>12/1/2022 - Kim Reniero - This is complete for the Trip application.</p> <p>12/1/2022 - Kim Reniero - Work continues on SNSP. IT management is putting extra staff on the work in the form of one developer and 2 QA/BAs. Currently focusing on the Intent to Participate for the 2023-24 school year. Also currently working on the Second Friday in Jan Count Report automation.</p>
2.11	Build backlog of future system improvements	In Progress	9/1/2021	3/31/2023		<p>5/26/2022 - Kim Reniero - This work will be done for multiple PEO programs. Some of these improvements will be implemented during the current grant and others will extend past the end of the current grant. Currently, a list of future work is being compiled for the SNSP program.</p>
2.12	Provide training and technical assistance to parents and school staff	In Progress	9/1/2020	3/31/2023		<p>5/26/2022 - Kim Reniero - During development of the applications, work is also being done to prepare training and technical assistance to parents and school staff.</p> <p>7/27/2022 - Kim Reniero - The re-written Choice application is expected to function similarly to the current application, allowing us to tweak our current training materials. Schools currently receive regular training by PEO and Customer Service Team staff. This would continue with the new app. The app itself has instructions and edits to ensure quality of data entered.</p> <p>9/8/2022 - Kim Reniero - SNSP team has been working closely with users to gather input for and test functionality.</p>

Project Plan Export Report						
2019 - Wisconsin - SEA						
PR Award #: R372A200038						
Project Plan Version: Current						
Effective Date: 1/12/2023						
Code	Project and Task Name	Status	Start Date	End Date	Progress	Comments
2.12.1	Create PEO Advisory Group	Operational	9/1/2021	12/1/2022		<p>5/26/2022 - Kim Reniero - Education choice programs under PEO are diverse and use different applications to manage data. One PEO group would not be productive. Smaller program-specific advisory groups were formed and continue to operate on an as-needed basis.</p> <p>6/29/2022 - Kim Reniero - PEO is convening a group of staff from SNSP schools to view progress, give input and test the application. When next project is identified, will create a group of schools that participate in Choice and/or</p> <p>8/18/2022 - Kim Reniero - Regular communication has been established between IT management and PEO management. There are meetings every three weeks and email communications to keep PEO apprised of progress and to request their feedback and input. SNSP staff are assisting with creating the timelines for work to be done until the end of the calendar year in the SNSP program. Kim participates in the weekly meetings between IT and PEO staff to track progress and get clarifications on the work being done.</p> <p>8/18/2022 - Kim Reniero - The SLDS project manager and staff from PEO presented at STATS DC virtual conference. We had a person from our Open Enrollment program present on the program and the new TRiP application and a person from SNSP to present on work being done for the new system, including some issues that we encountered. The project manager gave some background on SLDS in Wisconsin, some education statistics, and an overview of parent education options in the state. The presentation went very well and we hope that it is helpful to other states.</p> <p>9/8/2022 - Kim Reniero - Have re-formed the SLDS Management group (meet once per month), which includes staff/managers from areas within which SLDS work is being performed. Will also continue meetings with just PEO for a more in-depth look at that work. This will ensure staff is aware of the work of the grant from a high level and also provide an opportunity to brain storm and/or solve any issues that might arise.</p> <p>12/1/2022 - Kim Reniero - Since the task is to create the group, will mark this as operational. Meetings with PEO will continue.</p>

Project Plan Export Report						
2019 - Wisconsin - SEA						
PR Award #: R372A200038						
Project Plan Version: Current						
Effective Date: 1/12/2023						
Code	Project and Task Name	Status	Start Date	End Date	Progress	Comments
3	Streamlining the PI-1563 Membership Collection	In Progress	5/3/2021	2/28/2024		<p>6/3/2022 - Kim Reniero - The School Financial Services (SFS) team has previously conducted it's own membership or student counts on which to base payments to schools. This overlaps with other student counts made in WISEdata for other purposes. The SFS count is being integrated with other membership counts for efficiency and accuracy. There are about 12 steps to collecting data, making adjustments, and finalizing the task. The project will eliminate duplicate data collection and identify new data elements to be reported to WISEdata via the Student Information System (SIS). The pupil count module will be pre-populated with WISE data information. This will be ready for the 2022-23 school year and is currently being piloted with schools to complete design and to test. There will be old and new processes for collecting this data so that we can compare data WISE (new system) and SFS (old system) to make sure all data is captured and that the data aligns. This automate will streamline the pupil count process.</p> <p>7/27/2022 - Kim Reniero - Progress on this task is being made, but is relatively slow due to availability of School Financial Services (SFS) staff</p> <p>8/24/2022 - Kim Reniero - There is meeting 8/26/22 to kick-off the Membership Pupil Count pilot project, which is a preliminary trial for collecting the membership pupil count through WISEdata Portal and WiSFIP. This will be lead by Jaidaa Shafaei.</p> <p>8/30/2022 - Kim Reniero - The PowerPoint presentation for the pilot kick-off is here: https://docs.google.com/presentation/d/1d6v3KEOgir3FAqxWZH--FPB-Le8kPOzfuVn0FZJ2wXw/edit?usp=sharing</p> <p>12/1/2022 - Kim Reniero - Work on this task included</p> <p>Vendor Meetings: Monthly vendor / LEA advisory meetings with PowerSchool, Oasys, and SEEDS. ACT touch base to discuss changes to the integration TADS touch base to discuss use cases and reporting requirements</p> <p>Vendor Testing: Integration testing the 22-23 changes with PowerSchool Integration testing the membership data collection with JMC</p>
3.1	Map the Ed-Fi data model	Operational	5/3/2021	6/9/2022		6/3/2022 - Kim Reniero - The Ed-Fi data model is being mapped to include elements required for the SFS membership count.
3.2	Evaluate legal requirements, business rules, data governance/management policies	Operational	5/3/2021	8/30/2022		<p>6/3/2022 - Kim Reniero - Meetings with SFS were held to determine these. Further analysis may be needed going forward.</p> <p>8/24/2022 - Kim Reniero - See comments on 3 above. Pilot starting this week.</p> <p>9/20/2022 - Kim Reniero - This task was completed in August.</p>
3.3	Develop system architecture	Operational	10/28/2021	8/30/2022		<p>6/3/2022 - Kim Reniero - This is in progress for the SFS/WISEdata membership count. Enhancements will continue after August, but we will have a Minimum Viable Product (MVP) by August.</p> <p>8/24/2022 - Kim Reniero - See comments 3 above. Pilot starting 8/26/22.</p>
3.4	Develop validation rules	Operational	10/28/2021	8/24/2022		<p>6/3/2022 - Kim Reniero - A list of students not meeting the criteria to be counted was created so LEA can review and troubleshoot. We will See how that goes in pilot year, then if further validations are needed, we will do that.</p> <p>8/24/2022 - Kim Reniero - See 3 above. Pilot starting 8/26/22.</p>

Project Plan Export Report						
2019 - Wisconsin - SEA						
PR Award #: R372A200038						
Project Plan Version: Current						
Effective Date: 1/12/2023						
Code	Project and Task Name	Status	Start Date	End Date	Progress	Comments
3.5	Modify WISEdata student data collection application	Operational	6/1/2022	9/20/2022		6/9/2022 - Kim Reniero - In the time remaining in Q1 and into Q2/Q3 2022 we will finalize work on summary reports, snapshot process/logic and data adjustments as we receive input from internal stakeholders and LEA advisors.
3.6	Conduct vendor integration testing	In Progress	5/23/2022	2/28/2024		<p>6/3/2022 - Kim Reniero - Student Information Systems (SIS) vendors will be instructed on what changes need to be made to their systems to accommodate the new counts.</p> <p>7/27/2022 - Kim Reniero - DPI staff is currently working with vendors to make changes that accommodate the new count report.</p> <p>9/20/2022 - Kim Reniero - We have 5 SIS products. 2 (Skyward SMS and Skyward Qmlativ) have finished their integration testing. Infinite Campus will start their testing on 9/29. PowerSchool and JMC have not scheduled any testing sessions.</p> <p>12/1/2022 - Kim Reniero - Work included</p> <p>Vendor Meetings: Monthly vendor / LEA advisory meetings with PowerSchool, Oasys, and SEEDS. ACT touch base to discuss changes to the integration TADS touch base to discuss use cases and reporting requirements</p> <p>Vendor Testing: Integration testing the 22-23 changes with PowerSchool Integration testing the membership data collection with JMC SEEDS has a new systems and will need to retest their WISEdata integration</p> <p>1/12/2023 - Kim Reniero - The end date was extended for this work due to having to adjust plans according to findings of the pilot. A detailed plan is being written.</p>
3.7	Develop software application for LEAs to review fiscal data quality	Operational	5/23/2022	9/20/2022		<p>6/9/2022 - Kim Reniero - The application is called the Pupil Count Module. WISEdata exports SIS data to LEAs so they can check it.</p> <p>8/24/2022 - Kim Reniero - See comments on 3 above.</p> <p>9/20/2022 - Kim Reniero - This work is completed. Again, based on SFS and LEA feedback during the pilot year (22/23 SY), we may need to make some adjustments.</p>
3.8	Develop validations and ETL procedures	In Progress	5/30/2022	2/28/2024		<p>6/9/2022 - Kim Reniero - This is mostly done. Still working on putting collected data in the SFS finance database, and building views.</p> <p>10/25/2022 - Kim Reniero - Updated end date based on previous comment.</p> <p>1/12/2023 - Kim Reniero - Added a new Residency Status Descriptor as 'Resident' and began to collect Residency Information (Residency Status, Resident LEA, Begin Date, and End Date). Creating the vendors' tech docs for the 23/24 SY</p>
3.9	Provide training and technical assistance to end users	In Progress	5/30/2022	2/28/2024		<p>6/9/2022 - Kim Reniero - We consider the LEAs to be the end user for this section of tasks. After the pilot, we will roll out statewide. IT staff are meeting with the Customer Services Team (CST) and SFS every other week. Because this is financial data, CST will work with SFS on this.</p> <p>10/25/2022 - Kim Reniero - Uncovered new use cases for Membership Pupil Count data collection as a result of the pilot.</p> <p>1/12/2023 - Kim Reniero - See comment on 3.8</p>

Project Plan Export Report						
2019 - Wisconsin - SEA						
PR Award #: R372A200038						
Project Plan Version: Current						
Effective Date: 1/12/2023						
Code	Project and Task Name	Status	Start Date	End Date	Progress	Comments
4	Institutionalize partnership structure between DPI and UW-Madison connecting research, evaluation and practice	In Progress	3/1/2020	12/31/2023		<p>2/22/2021 - Jim Anderson - Status updated for all tasks/subtasks. Carl 11/23/2021 - Carl Frederick - Due to the holidays and waning attendance from all sides for both the REP workgroup meetings and Flashtalk series, Carl and Dr. Annalee Good are meeting in December to re-evaluate the membership (who should we add, are there any who no longer need to come monthly and "re-launch" these meetings with new invitations.</p> <p>7/28/2022 - Carl Frederick - Met with Prof. Annalee Good on 7/27 to discuss how to reinvigorate the group. Going forward with a plan to combine this with WERAC so that group has more 'teeth' to it to guide DPI research process. Planning to change to a quarterly meeting with specific topics covered instead of a main focus on updates for all projects.</p> <p>8/22/2022 - Carl Frederick - Had meeting with Prof. Annalee Good. We had a good discussion about combining the REP workgroup and WERAC. We are still formulating details, but we want to shift emphasis to the groups doing research and their DPI counterparts. We hope this helps incentivize doing collaborative research and also keep the conversations grounded in the work that is currently going on.</p> <p>12/1/2022 - Kim Reniero - We hope to have a research meeting n Feb 2023 and will continue with monthly or quarterly meetings. Last met in May 2022..</p>
4.1	Plan and conduct REP Working Group meetings	In Progress	3/1/2020	12/31/2023		<p>5/26/2022 - Kim Reniero - REP workgroup meetings are on hiatus for the summer. SLDS grant staff and DPI researchers will discuss potential changes to the meeting structure going into the future.</p> <p>12/1/2022 - Kim Reniero - See 4 above.</p>
4.1.1	Conduct regular research and evaluation convenings	In Progress	12/1/2020	1/31/2023		<p>4/28/2022 - Carl Frederick - Having Education Policy class present their findings to DPI on May 4th.</p> <p>8/22/2022 - Carl Frederick - Had a graduate student who is doing an evaluation of our Dropout Early Warning System (DEWS) come to present his findings to DPI research, IT and other interested staff. Manuscript to come. We got some good technical and logistical insights and look forward to the forthcoming manuscript.</p> <p>12/1/2022 - Kim Reniero - In December, we will have education policy class presentations taught by one of the REP Working Group members.</p>
4.1.2	Conduct bi-annual WERAC meetings	In Progress	6/1/2020	12/31/2023		12/1/2022 - Kim Reniero - See 4 above.
4.2	Conduct 4 - 6 small rapid-response research projects	In Progress	6/1/2020	6/30/2023		12/1/2022 - Kim Reniero - We are working with UW to plan the next round of work on the statewide Early Learning scan that we started in September.
4.2.1	Identify project topics	In Progress	6/1/2020	6/30/2023		<p>7/28/2022 - Carl Frederick - Working with Division of Academic Excellence to do an Early Learning Scan of all districts in the state so that we can understand the different ways districts are serving students below Kindergarten. Will use a combination of ESSER dollars and then SLDS funds allocated for these rapid response projects. Will have more in October-ish</p> <p>8/22/2022 - Carl Frederick - We have confirmed the Early Learning Scan rapid response project.</p>
4.2.2	Match graduate students with projects	In Progress	6/1/2020	6/30/2023		

Project Plan Export Report						
2019 - Wisconsin - SEA						
PR Award #: R372A200038						
Project Plan Version: Current						
Effective Date: 1/12/2023						
Code	Project and Task Name	Status	Start Date	End Date	Progress	Comments
4.2.3	Create common template for reporting	In Progress	10/1/2020	3/16/2023		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. 2/25/2022 - Carl Frederick - Still working on this. 8/22/2022 - Carl Frederick - Kim R will be taking charge of this task. We plan to consult with UW research partners to see some of the templates they have as well as our communications team so that we have the proper DPI branding. 12/20/2022 - Kim Reniero - Work is in progress, but additional time is needed.
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		4/28/2022 - Carl Frederick - Presented work on SIDE poverty data to American Education Research Association meetings in April 2022 8/22/2022 - Carl Frederick - Presented SIDE work to STATS DC 2022 12/1/2022 - Kim Reniero - Proposals were submitted for the Best Practices Conference--education choice, school directory, and research. Awaiting response.
5	Sustainability Plan	In Progress	7/1/2021	2/28/2024		6/9/2022 - Kim Reniero - Project manager will update the sustainability plan. 12/1/2022 - Kim Reniero - Kim attempted to attend the Sustainability Workshop, but it was decided we should wait for the next iteration so we can get more DPI staff there. One note is that we will be getting additional funds for the CESAs for early childhood. We are working on contracts--Jan or Feb 2023, we will have Annalee on and other subject matter experts.
5.1	Update a documented SLDS sustainability plan	In Progress	7/1/2021	12/31/2023		12/1/2022 - Kim Reniero - Will work on this at the Sustainability Workshop.
5.2	Obtain leadership approval of documented sustainability plan	In Progress	12/2/2022	2/28/2024		12/2/2022 - Kim Reniero - We are making plans to discuss sustainability at the workshop and create a plan that will be approved by management.
6	Update and implement plans to ensure the confidentiality of data	In Progress	1/1/2021	2/28/2024		8/18/2022 - Kim Reniero - See 6.1, 6.2 and 6.3 below
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		8/18/2022 - Kim Reniero - DPI has informally adopted all NIST standards. We are currently working to convert all standards into official policies and procedures.
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		8/18/2022 - Kim Reniero - DPI utilizes a data governance team in order to protect sensitive data or PII. Documentation on the state of governance team and proper procedures for protecting and acquiring sensitive data can be found on an internal website. All data request are reviewed by this committee before being completed.

Project Plan Export Report						
2019 - Wisconsin - SEA						
PR Award #: R372A200038						
Project Plan Version: Current						
Effective Date: 1/12/2023						
Code	Project and Task Name	Status	Start Date	End Date	Progress	Comments
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		8/18/2022 - Kim Reniero - DPI publicly hosts a website with policies and procedures regarding proper methods to acquire student data. The same committee as mentioned in 6.2 reviews all requests and approves, denies, and/or redacts as necessary. The website is here: https://dpi.wi.gov/wise/data-requests
7	School Level Poverty Metric	Operational	4/19/2021	8/31/2022		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. 8/29/2022 - Carl Frederick - Changed all SLPM to operational per our conversation during the monitoring meeting on 8/29/2022.
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		
7.2.2	Collect SIDE estimates for students	Operational	4/19/2021	6/30/2021		

Project Plan Export Report						
2019 - Wisconsin - SEA						
PR Award #: R372A200038						
Project Plan Version: Current						
Effective Date: 1/12/2023						
Code	Project and Task Name	Status	Start Date	End Date	Progress	Comments
7.3	Conduct analyses of SIDE estimates	Operational	4/19/2021	8/31/2022		<p>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</p> <p>10/26/2021 - Carl Frederick - pushed back per our September Monitoring call discussion see comments for top level item</p> <p>11/23/2021 - Carl Frederick - Carl submitted an IT request to pull addresses from the current school year to continue analyzing these data. The request is nearly completed ... just had a minor hiccup with the BLINDside app crashing when our GIS analyst tried to geocode all 963,000 records in one go. She is splitting the file into parts and the files should be ready to analyze by the end of this month.</p> <p>The Policy, Budget, and Research team (Carl's team) has recently become the data steward for the Economic Disadvantage related data. One of the tasks this brings with it is to lead the agencies effort to find a long term solution/alternative to the current NSLP-based measure. We all understand that the SIDE poverty estimates are still very much a work in progress, our analytic focus will turn to evaluating it as one of many potential alternatives. Some specific questions we are going to look into:</p> <ul style="list-style-type: none"> -How many students/districts are sending student addresses this year and how does this compare to last year? Will we see growth as people are more familiar with it or are we going to see a decline because internet connectivity for remote school is not perceived to be as pressing of an issue anymore? -What fraction of the addresses that we receive cannot be readily geocoded due to poor quality/incompleteness (currently there is no address validation on the front end)? How many students submit PO Boxes as a way to estimate the number of students who may not have home delivery and may need additional instructions to get at physical locations of their homes? -For those schools and districts with near complete coverage, how do the school level aggregates change over time (due to student composition, as the model is the same)? -How do aggregate level SIDE estimates of economic disadvantage compare to all of the alternatives we have at hand: percent free/reduced lunch, percent directly
7.3.1	Conduct analysis of SIDE estimates compared to free and reduced price lunch data and other available poverty metrics if available.	Operational	4/19/2021	8/31/2022		<p>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</p> <p>10/26/2021 - Carl Frederick - pushed back per our September Monitoring call discussion see comments for top level item</p>
7.3.2	Provide findings to NCES	Operational	5/31/2021	8/31/2022		<p>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</p> <p>10/26/2021 - Carl Frederick - pushed back per our September Monitoring call discussion see comments for top level item</p>
7.4	Share process and findings with the SLDS community	Operational	6/21/2021	8/31/2022		<p>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</p> <p>10/26/2021 - Carl Frederick - pushed back per our September Monitoring call discussion see comments for top level item</p>

Outcome 1: 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 public and private education organizations and contacts within each organization in the state. Entities in the Enterprise system include, but are not limited to, non-district charter schools, state schools for the blind and hearing impaired and all private schools including private schools in the education choice programs.

The previous Enterprise system had been in place for over 15 years and was no longer capable of supporting requirements 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.

We completed Phase 1 of the School Directory project, which created a modern user interface for the public to view consolidated data about local education agencies. The online Wisconsin School Directory is a searchable collection of public and private schools in Wisconsin. The directory allows the public to search by school or district name, street address, city, or ZIP code to find important information about schools and school districts. The directory also includes map data about schools and districts, as well as a searchable directory of contact information for school and district personnel. DPI was also able to make significant progress in upgrading the enterprise system architecture and technical infrastructure in order to improve data collection efficiency from local education agencies by reducing or streamlining collection requirements.

Several tasks and sub-tasks have been completed during Report Year 3 (12/16/2021 to 12/15/2022):

			Start	End
1.2	Create system architecture and database design	Operational	7/6/2020	12/2/2022
1.3	Implement an automated workflow used to authenticate and update records in the enterprise system	Operational	6/30/2020	12/2/2022
1.4	Implement enterprise architecture and technical infrastructure from 1.2	Operational	9/1/2020	12/2/2022
1.4.1	Migrate database system from Oracle to Microsoft SQL Server	Operational	9/1/2020	12/31/2021
1.5	Add capability for private and choice schools to update school directory information through new School Directory software	Operational	8/13/2020	12/15/2022
1.7	Create and deliver training materials to end users	Operational	8/30/2022	12/15/2022

Three tasks/subtasks related to eSupplier remain in progress:

			Start	End
1	Rebuild Enterprise Database and School Directory Application	In Progress	3/1/2020	2/27/2024

1.6	Update the Aids Banking System to integrate enterprise architecture from 1.5	In Progress	1/11/2021	12/31/2023
1.6.1	Develop plan for system integration needs for internal customers	In Progress	7/1/2021	12/31/2023

Challenges and Plans for Remaining Tasks

One potential challenge is that releasing the Aids Banking system changes is dependent upon Wisconsin's Department of Administration working with STAR eSupplier to create a feature release specific to task 1.6. The delay in completing these tasks is outside our direct control. We will continue to communicate about progress.

SLDS work on the School Directory is complete, so there are no challenges to completing School Directory grant work.

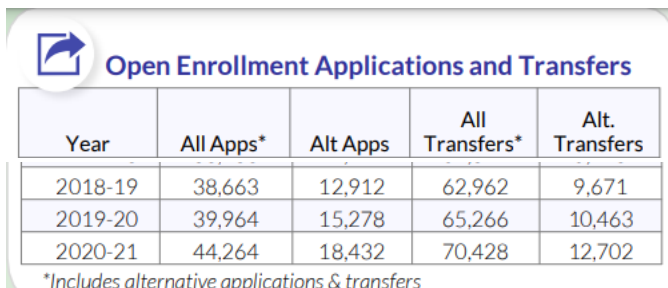
Outcome 2: Integration of DPI's Education Choice Systems

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.

Currently, the private and public school education choice programs have separate software applications that parents, schools, districts, auditors and agency staff use to manage student applications, enrollments and payments. In the past, these applications have not been linked to any other DPI data systems, including WISE. These disconnects create inefficiencies in business processes.

One education choice program allows public school students to enroll in districts in which they do not reside. Here are participation numbers for Open Enrollment. One sub-task under this task is to create an application that automates reimbursement of transportation costs to parents participating in this program.



The graphic features a blue square icon with a white arrow pointing right, followed by the title "Open Enrollment Applications and Transfers" in blue. Below the title is a table with five columns: Year, All Apps*, Alt Apps, All Transfers*, and Alt. Transfers. The table contains three rows of data for the years 2018-19, 2019-20, and 2020-21. A footnote at the bottom states "*Includes alternative applications & transfers".

Year	All Apps*	Alt Apps	All Transfers*	Alt. Transfers
2018-19	38,663	12,912	62,962	9,671
2019-20	39,964	15,278	65,266	10,463
2020-21	44,264	18,432	70,428	12,702

*Includes alternative applications & transfers

The excerpt above and other Open Enrollment data can be found on our public website at <https://dpi.wi.gov/open-enrollment/data>

In this part of the outcome, we created and maintained a Public School Open Enrollment Transportation Reimbursement Program (TRIP) software application to allow low-income parents participating in the Public School Open Enrollment Program to quickly and easily submit claims for transportation reimbursement that can be processed automatically, limiting staff intervention compared to pre-TRIP.

This software application does the following: allows parents to submit an application for reimbursement; verifies mileage reported with mapping software; verifies income eligibility by linking to WISEdata; and, finally, links to the existing payment system to generate payments to parents.

Another education choice program we focused on was the Special Needs Scholarship Program (SNSP). In September 2022, 162 private schools were participating in SNSP, with a total enrollment of 2,217 students (head count). In the 2022-23 school year, the SNSP state aid for a full scholarship student was \$13,076 per Full Time Equivalent. Data on the SNSP can be found on our public website here: <https://dpi.wi.gov/parental-education-options/special-needs-scholarship/data> and also in the table below.

We continued development of a software application to support the SNSP, which allows students with a disability, who meet certain eligibility requirements, to receive a state-funded scholarship to attend a participating private school. The software application currently allows participating private schools to register to participate in the program and is beginning to include student data integration with the WISEdata system.

Private School Choice Programs (MPCP, RPCP, WPCP) & Special Needs Scholarship Program (SNSP) Summary*
2022-23 School Year Student HC, FTE & Annualized Payment

School Name	3rd Friday September 2022														
	MPCP Student FTE	RPCP Student FTE	WPCP Student FTE	SNSP Student FTE	Total Choice & SNSP Student FTE	Total All Student FTE	Estimated Annualized Payment**	MPCP Student HC	RPCP Student HC	WPCP Student HC	SNSP Student HC	Total Choice & SNSP Student HC	Total All Student HC	% Choice & SNSP	
Totals	28,130.6	3,839.7	16,573.1	2,183.7	50,727.1	86,138.9	\$444,424,329.66	28,958	3,935	17,079	2,217	52,189	89,042	58.6%	

*Milwaukee Parental Choice Program (MPCP), Racine Parental Choice Program (RPCP), Wisconsin Parental Choice Program (WPCP), Special Needs Scholarship Program (SNSP)

SNSP individual schools that are part of systems are totaled under the Choice system school.

HC=Headcount, FTE=Full Time Equivalent, for example, a 4 year-old kindergarten student may be counted as 0.5 FTE or 0.6 FTE

**Schools must meet all program requirements in order to be eligible to receive state aid payments. Payment amount includes summer school.

These are unaudited numbers as of October 2022 and are subject to change.

Another group of education choice programs are called the Private School Choice Programs (PSCP). The table above also contains data on the PSCP. Additional PSCP data is available on our public website at <https://dpi.wi.gov/parental-education-options/choice-programs/data>

We have completed a very important and detailed review of the Choice Parent Online Application to prevent any serious delays during high-volume application times that have occurred in past years, at times causing the system to be unavailable for periods of time. Choice program begins accepting parent applications for the following school year on the first weekday of February each year and although it is not "first come, first served", many parents try to apply on the first day, slowing the system to the point of it being unavailable for periods of time.

This effort uncovered several bottlenecks for parent applications during times of high volume. Database and application changes, made as a result of our research, led to a very large increase in

speed and decrease in wait times for parents entering applications as confirmed by both functional and automated (load) testing of the application.

Integrating education choice 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.

One sub-task was completed during Year 3:

			Start	End
2.12.1	Create PEO Advisory Group	Operational	9/1/2021	12/1/2022

Thirteen tasks/sub-tasks are still in progress:

			Start	End
2	Integration of DPI's Education Choice Systems	In Progress	3/1/2020	2/1/2024
2.1	Review Online Application System	In Progress	5/20/2020	12/31/2022
2.2	Identify where gap analysis is needed to connect to the WISE system	In Progress	1/1/2021	12/31/2023
2.3	Identify and document data dependencies	In Progress	5/20/2020	3/31/2023
2.4	Evaluate legal requirements, business rules, data governance/management policies	In Progress	1/1/2021	3/31/2023
2.5	Establish minimum viable product requirements	In Progress	5/20/2020	3/31/2023
2.6	Create an external facing application	In Progress	9/1/2020	3/31/2023
2.7	Build choice program system integration to WISEdata	In Progress	7/1/2021	3/31/2023
2.8	Build framework and infrastructure	In Progress	9/10/2020	3/31/2023
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

Challenges and Plans for Remaining Tasks

The completion date for SNSP has been a bit of a moving target. We are hoping to complete by end of March 2023. We are working toward production of a minimum viable product, saving enhancements for post-development. We have found that increased communication among everyone engaged in the work is leading to more efficient progression of the tasks.

We were hopeful we might be able to complete a third application (only one was required) for education choice along with TRIP and SNSP applications. However, several factors may make that unlikely:

1. unavailability of program staff for testing, loss of IT tester (new employee starting soon); and
2. complexities of the applications.

We are not certain of budget being available after the completion of SNSP and will monitor time and budget to determine if work on another application will be possible.

Outcome 3: Streamlining the PI-1563 Membership Collection

Outcome Summary and Major Accomplishments

The below accomplishments will not inhibit the DPI from making/enhancements based on Pilot feedback.

- API and UI work:
 - Developed the Pupil Count Module in the Wisconsin School Finance Portal (WiSFIP).
 - Performed E2E testing in lower environments to ensure applications (WISEdata Portal and WiSFIP) behave as expected and the flow of data is validated.
- Pilot Vendors Certification:
 - Certified two SIS products (from a single SIS vendor) in mid- to late-December 2022. The two Certified products that completed development and started integration testing were Skyward SMS and Skyward Qmlativ.
 - PowerSchool, Infinite Campus and JMC are programming the needed changes to report the membership data to WISEdata Portal through the API and have not yet scheduled their integration testing sessions.
- Training Materials for Pilot LEAs:
 - Published new data element pages and updated existing pages for the new membership Pupil Count data collection.
 - Published some user guides for LEAs on how to request access to the relevant applications.
- Onboarding Pilot LEAs:
 - Hosted a pilot kick-off meeting with all pilot LEAs (16 pilot LEAs using different SIS vendors). During the meeting, we covered the pilot project objectives, provided a demonstration of the new WiSFIP application and shared the training materials.
 - Created a Qualtrics form for LEAs to submit feedback (features or bugs).

Six sub-tasks were completed during Report Year 3:

			Start	End
3.1	Map the Ed-Fi data model	Operational	5/3/2021	6/9/2022
3.2	Evaluate legal requirements, business rules, data governance/management policies	Operational	5/3/2021	8/30/2022
3.3	Develop system architecture	Operational	10/28/2021	8/30/2022
3.4	Develop validation rules	Operational	10/28/2021	8/24/2022
3.5	Modify WISEdata student data collection application	Operational	6/1/2022	9/20/2022
3.7	Develop software application for LEAs to review fiscal data quality	Operational	5/23/2022	9/20/2022

Three sub-tasks remain in progress:

			Start	End
3	Streamlining the PI-1563 Membership Collection	In Progress	5/3/2021	2/28/2024
3.6	Conduct vendor integration testing	In Progress	5/23/2022	2/28/2024
3.8	Develop validations and ETL procedures	In Progress	5/30/2022	2/28/2024
3.9	Provide training and technical assistance to end users	In Progress	5/30/2022	2/28/2024

Challenges and Plans for Remaining Tasks

For the 2022-23 school year, only two SIS products from one SIS vendor completed development and testing. We have made some changes to how the data is collected and will re-test with all vendors as needed.

The DPI continues to provide support to LEAs and vendors as needed and will do the following to expedite completions of this task.

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. There are two sub-tasks under this outcome. The first, 4.1, is to plan and conduct the Research, Evaluation and Practice (REP) Working Group meetings. The second, 4.2, is to conduct between four and six rapid-response research projects.

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 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.

We have come to a sort of crossroads with sub-task 4.1 during Year 3. The REP Working Group met monthly from January through May 2022. Due to a large amount of turnover among DPI staff active in the REP Working group and the difficulty of trying to find available times for enough people to meet over the summer, we decided to suspend the REP working group during the summer months.

During the hiatus, a core group of staff from DPI and the University of Wisconsin met and decided to combine the REP Working Group and WERAC to eliminate redundant meetings with the goal of improving attendance going forward. This idea was approved by DPI leadership in late summer 2022, however, DPI leadership requested that we re-evaluate WERAC membership and update it to better reflect the citizens of Wisconsin. The new, combined group will resume regular meeting in the first quarter of 2023. The current plan is to have them quarterly.

While the REP Working Group went on hiatus, the team for UW (specifically the Wisconsin Evaluation Collaborative, WEC) and DPI with the support of the Region 10 Comprehensive Center made significant progress on the Racial Equity Toolkit. This toolkit is designed to align research and evaluation evidence with DPI's core value of advancing equity. We held a "Learning and Sharing Summit" in Madison that was attended by 30 participants. A summary report about this summit is available here: [Racial Equity Toolkit Summit Event Summary and Next Steps July2022.pdf](#)

This interdisciplinary team is using feedback from this summit to focus on web-based design and usability testing of the original rubric and a youth rubric along with designing and coordinating the initial review process for a Researcher/Evaluator Rubric for Generating Evidence. The team also had a poster presentation about the Racial Equity Toolkit at the American Evaluation Association annual meeting in November 2022.

Work also progressed for Outcome 4.2, conducting rapid-response research projects. These projects span a variety of topics. The common thread that unites them is that they support the DPI in making evidence-informed decisions with an explicit focus on equitable opportunities and outcomes. Work was completed on the two outstanding rapid-response projects mentioned in the Year 2 report: (1) a policy memo with recommendations for SEA-level policies that best support equity-centered FYCE approaches at the LEA level and (2) a research and policy brief about family engagement for students with disabilities with a focus on understanding the IEP process. A summary of all the SLDS related work done by our UW partners is available here: [UW SLDS Work Summary](#).

Work also began on the final rapid response research project, a scan of early learning experiences (prior to formal schooling in 4-year-old kindergarten) offered by school districts in Wisconsin. This is joint work with REP members from WEC, the Center for Research on Early Childhood Education (CRECE) and UW-Extension along with support from CESA staff across the state and was originally funded with ESSER dollars, we are using the remaining SLDS funds allocated for rapid response projects for help designing interview protocols and analyzing data from those asset mapping interviews and a brief 'checklist' of types of programming offered and funding mechanisms used.

The goal is for this work to establish a foundation of what is being done in the early learning space around the state to identify best practices and ease the transition into kindergarten. We have submitted a presentation about this work for the upcoming Best Practices conference and plan to disseminate the

findings to a wide array of stakeholders across the state. This project will bring the number of rapid response research projects to six or seven, depending on how you count them.

The complete list of these projects includes: (1) a multilingual distance learning survey for students, parents and teachers that districts could use for planning the 2020-21 school year; (2) a scan of LEA remote learning plans during the statewide school closure in spring 2020; (3) COVID-related literature reviews about instructional time, digital divide, remote tutoring, remote academic support for English learners and remote academic support for students with IEPs; (4) Youth Power reflection series including a formal evaluation memo done in collaboration with the Region 10 Comprehensive Center; (5) policy memo with recommendations for SEA level policies to support equity-centered family, youth and community engagement at the LEA level; (6) a brief about family engagement for students with disabilities; and (7) the statewide early learning scan.

All of the tasks/sub-tasks in this outcome are ongoing. We plan to continue this research work through the end of the grant.

Nine tasks/sub-tasks are currently In Progress:

			Start	End
4	Institutionalize partnership structure between DPI and UW-Madison connecting research, evaluation and practice	In Progress	3/1/2020	12/31/2023
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	3/16/2023
4.2.4	Present projects in convenings to the SLDS community, the CCSSO community and research community	In Progress	12/1/2020	1/31/2023

Challenges and Plans for Remaining Tasks

We remain on track to complete all the items under this outcome. The deliverables from the statewide early learning scan will complete the rapid-response research projects portion of the project plan (section 4.2).

The biggest challenge will be overcoming turnover on DPI side and re-starting new combined REP/WERAC group (sub-task 4.1). We plan to finalize the new membership for the REP/WERAC meetings and have our next meeting scheduled by January 2023 to sometime in early spring 2023.

Now that the DPI turnover has settled a bit and roles are becoming clear, I am confident that we will establish these structures to help ensure the relationship with UW and the broader Wisconsin education research community will continue well past this current grant. At this point, the issues seem to be more

logistical (finalizing membership, scheduling meetings) rather than existential (is there enough interest/commitment in the REP workgroup/WERAC to continue).

Outcome 7.0: SIDE Poverty Estimates Pilot

Outcome Summary and Major Accomplishments:

We completed all planned work for Outcome 7 during Year 3. We participated in a couple of presentations to the research community at the American Education Research Association (AERA) in April and to the education data community at STATS-DC in August 2022. We also provided a final write-up of our analyses using the SIDE data to the SLPM workgroup in late October 2022, which is located here: [SLPM-Analysis-to-ED-2022-10-28.pdf](#)

Challenges and Plans for Remaining Tasks

This outcome is fully operational.

Budget Narrative - Explanation of SLDS Grant Funded Spending

When the project manager was hired in May 2022, she began an in-depth review of the grant budget. It was determined that expenditures and amounts carried forward for Years 1 and 2 needed to be revised slightly, leading to a slight revision in the Report Year 3 estimated budget. The project continues to complete tasks within the allowed budget for the grant and this will continue into Year 4.

Budget Export Report													
2019 - Wisconsin - SEA													
PR Award #: R372A200038													
Award Amount: \$3,455,799.00													
Budget Version: Current													
Effective Date: 12/22/2022													
Categories	Year 1: 3/1/2020 to 12/15/2020		Year 2: 12/16/2020 to 12/15/2021		Year 3: 12/16/2021 to 12/15/2022		Year 4: 12/16/2022 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	\$45,157.03	\$45,157.03	\$50,000.00	\$0.00	\$0.00	\$0.00	\$136,157.03	\$45,157.03	\$90,999.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$18,737.16	\$18,737.16	\$30,000.00	\$0.00	\$0.00	\$0.00	\$48,737.16	\$18,737.16	\$30,000.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$2,970.32	\$2,970.32	\$16,000.00	\$0.00	\$0.00	\$0.00	\$18,970.32	\$2,970.32	\$16,000.00
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	\$129,586.49	\$129,586.49	\$122,510.66	\$122,510.66	\$166,417.58	\$166,417.58	\$170,000.00	\$0.00	\$0.00	\$0.00	\$588,514.73	\$418,514.73	\$170,000.00
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	\$261,096.25	\$261,096.25	\$653,781.67	\$653,781.67	\$1,011,563.79	\$1,011,563.79	\$456,842.60	\$0.00	\$0.00	\$0.00	\$2,382,044.31	\$1,928,401.71	\$456,842.60
9. Total Direct Costs	\$390,642.74	\$390,642.74	\$776,292.33	\$776,292.33	\$1,244,845.88	\$1,244,845.88	\$781,842.60	\$0.00	\$0.00	\$0.00	\$3,173,423.85	\$2,411,790.95	\$761,642.60
10. Indirect Costs	\$3,167.33	\$3,167.33	\$70,044.06	\$70,044.06	\$104,572.06	\$104,572.06	\$104,572.06	\$0.00	\$0.00	\$0.00	\$282,375.45	\$177,803.45	\$104,572.06
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	\$393,810.07	\$393,810.07	\$846,336.39	\$846,336.39	\$1,349,417.94	\$1,349,417.94	\$886,414.66	\$0.00	\$0.00	\$0.00	\$3,455,799.00	\$2,589,594.40	\$866,214.60
Grantee Drawdowns													
Drawdown Totals		\$358,512.57		\$651,896.11		\$1,362,752.52		\$0.00		\$0.00			
Grantee Drawdowns last updated: December 14, 2022													

Drawdowns were less than expenditures in Year 1 by \$35,317.50. In Year 2 drawdowns were \$17,553.72 over actual Year 2 expenditures. The same was true for Year 3 in which drawdowns were \$13,334.58 over actual expenditures. At the end of Year 3, we have yet to draw down \$4,429.20 for which we have covered expenditures in Years 1-3. This happened because of imperfect expenditure information at the time of the drawdown.

Letters a, b and c below indicate Expenditures, Budget Discrepancies and Changes to Budget for Year 3, between 12/16/2021 and 12/15/2022. There was no non-SLDS funded spending in Year 3 and none is planned for Year 4.

1. Personnel:

- a. Expenditures for Personnel came to \$45,157 (Report Year 3).
- b. This was well under the \$228,000 that was budgeted for Personnel for the hiring of a grant manager due to the delay in hiring the project manager.
- c. Underspent funds will be used to offset other categories' shortfalls.

2. Fringe Benefits:

- a. Expenditures for Fringe Benefits came to \$18,737 during Report Year 3.
- b. This is well under the \$96,855 that was budgeted for Fringe Benefits for the grant manager position.
- c. Underspent funds will be used to offset other categories' shortfalls.

3. Travel:

- a. Expenditures for Travel came to \$2,970 in Report Year 3.
- b. This was under the \$9,000 that was budgeted for Travel expenditures in Year 3.
- c. Underspent funds will be used to offset other categories' shortfalls.

4. Equipment:

- a. There were no expenditures for Equipment.
- b. There was no budget for Equipment.
- c. No changes to funds are necessary.

5. Supplies:

- a. There were no expenditures for Supplies.
- b. There was no budget for Supplies.
- c. No changes to funds are necessary.

6. Contractual:

Mid-Year 3 it was discovered that IT expenditures were incorrectly included in the "Contractual" line item. The correct classification was actually the "Other" line item. Adjustments were made to account for this issue.

- a. Actual Contractual expenditures came to \$166,418 in Report Year 3.
- b. This amount was much less than the planned expenditure for Report Year 3 (\$730,212) because of the misclassification.
- c. Underspent funds will be used to offset other categories' shortfalls.

7. Construction:

- a. There were no expenditures for Construction.
- b. There was no budget for Construction.
- c. No changes to funds are necessary.

8. Other:

- a. Other expenditures came to \$1,011,564 in Report Year 3.
- b. This was more than the budgeted \$364,990 due to the failure to include IT expenditures in the proper category (see Contractual line item above).
- c. Funds from other categories will be used to account for the shortfall.

9. Total Direct Costs:

- a. Total Direct Costs came to \$1,244,846.
- b. This was below the \$1,429,057.52 of the estimated revised budgeted for Total Direct Costs.

10. Indirect Costs:

- a. Indirect Costs came to \$104,572.06.
- b. This is over the original planned expenditure of \$56,256.
- c. Funds from other categories will be used to account for the shortfall.

11. Training Stipends:

- a. There were no Training Stipend expenditures in Report Year 3.
- b. There was no budget for Training Stipends expenditures.
- c. No changes to funds are necessary.

12. Total Costs:

- a. Total Costs came to \$ \$1,349,417.94.
- b. This was below the total budgeted costs of \$1,485,855.
- c. The remaining \$135,896 will be carried forward, making the Year 4 budget \$866,215.

Patents/Disclosures:

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

Institutional Review Board (IRB) Approval:



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:

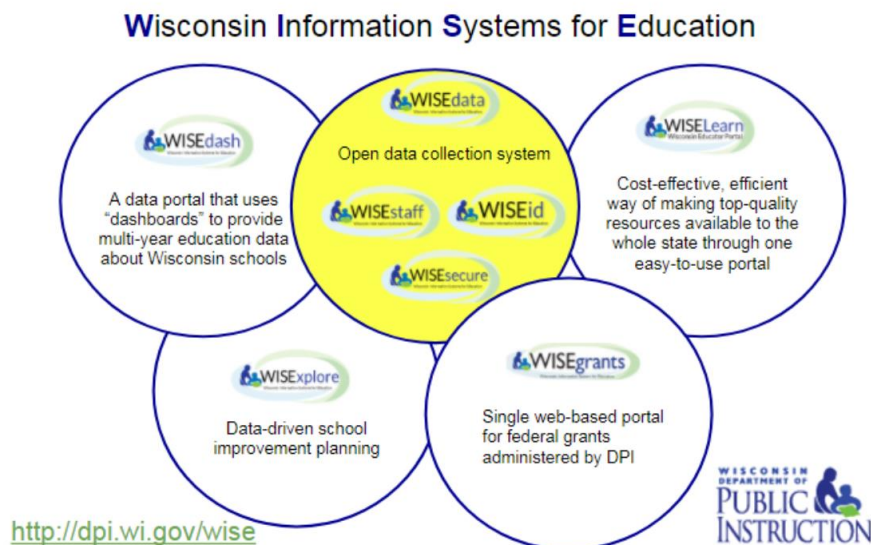
Data Security and Privacy:

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.

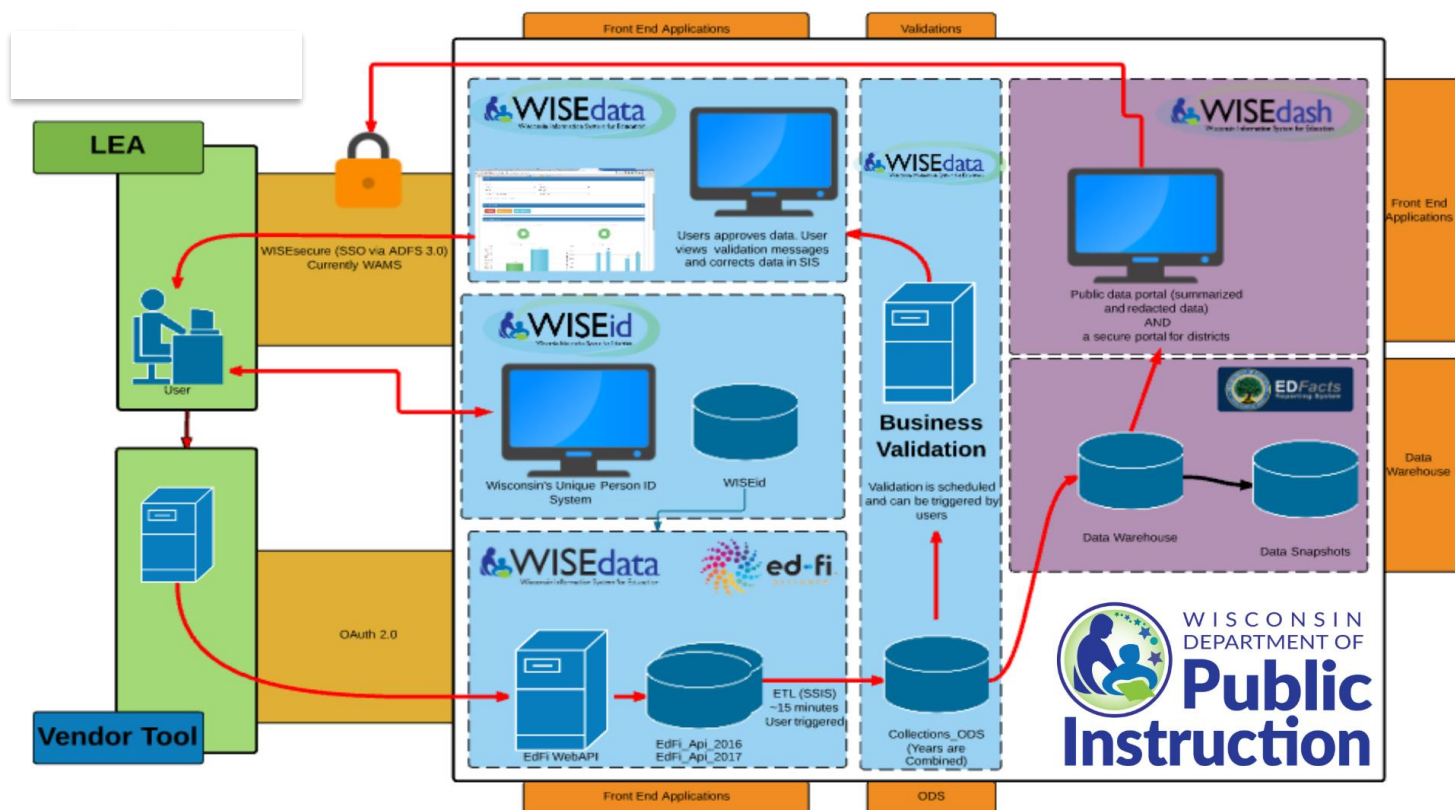
Data Flow and Organizational Chart

Below is an overview of the WISE system from our [WISE User Basics Mini-tutorial](#):

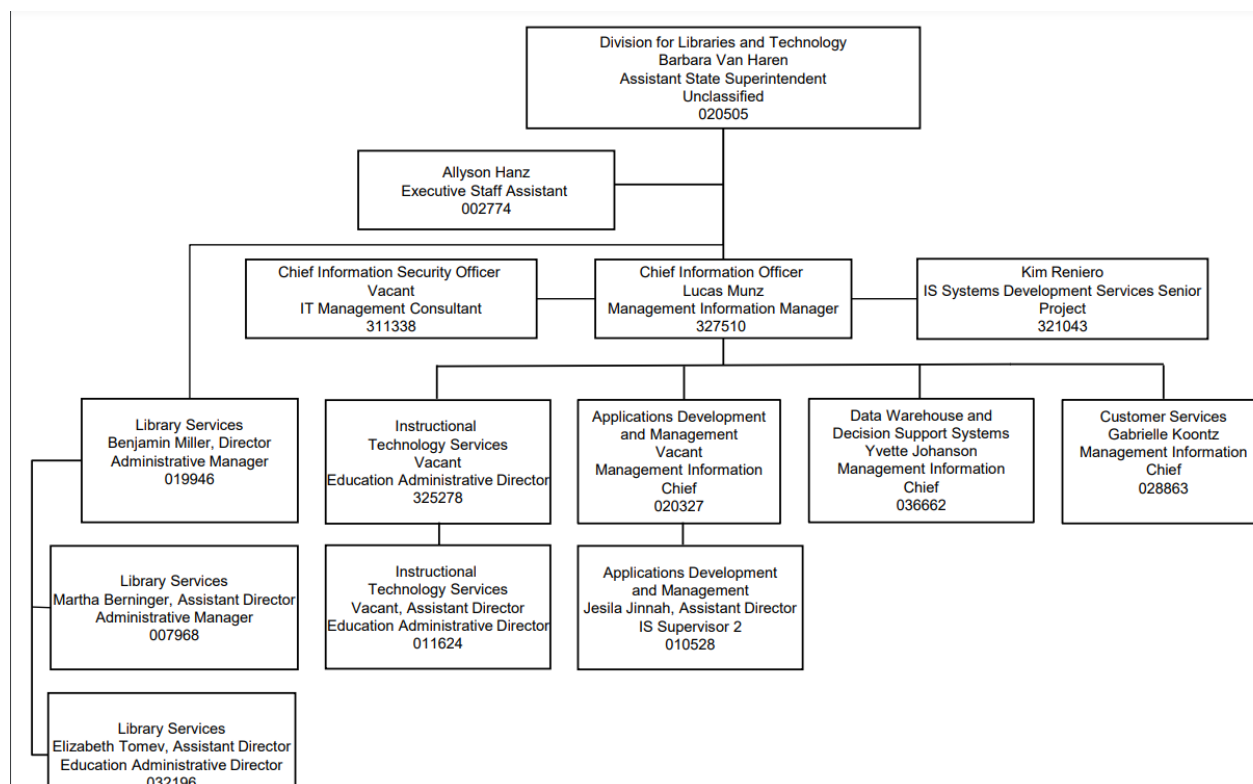
5 Core WISE Components



Below is a diagram of the WISEdata flow:



This is a high-level organizational chart for the Division of Libraries and Technology at DPI:



DPI Data Governance

This internal DPI website provides Data Governance information and resources:

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 at DPI?

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 annually.

For more information on DPI's Data Governance program visit the [Data Governance @ DPI](#) google site.

Who do I contact if I have questions about DPI's internal data governance and/or data privacy?

Please send an email to [Yvette Johanson](mailto:Yvette.Johanson@dpi.nc.gov). Yvette will respond to you within 5 business days. If urgent, please mark the email with a red flag.

What do I do if I need to create a Data Use Agreement (DUA) to share data for a grant, a project, or with a vendor?


Submit an [IT Project Request](#) to request IT and Data Governance Coordinator support in creating a DUA.

Where should I direct a requester, outside of DPI, who wants to access to student data?

Go to the [DPI Data Request](#) page to submit a general or confidential request for student data.

DPI Security

All DPI staff are required a multi-module IT security training at hire and every year thereafter. This is an example of a DPI Training Transcript that shows two years of completed training:



WISCONSIN DEPARTMENT OF
Public Instruction

Search


Home Learning

Kim Reniero

Bio Transcript Actions Snapshot


Kim Reniero Transcript: Kim Reniero

Transcript: Kim Reniero




2022 State of Wisconsin IT Security Awareness Training – Just the Facts
Completed : 11/25/2022 Status : Completed Training Purpose : None Training Type : Curriculum

View Completio... ▼




GEF 3 Evacuation Procedures - DPI
Completed : 11/25/2022 Status : Completed Training Purpose : None Training Type : Online Class

View Completio... ▼



Wisconsin Public Records Law 2022
Completed : 11/25/2022 Status : Completed Training Purpose : None Training Type : Online Class

View Completio... ▼



2021 State of Wisconsin IT Security Awareness Training – Just the Facts
Completed : 12/27/2021 Status : Completed Training Purpose : None Training Type : Curriculum

Inactive ▼

DPI Staff Data and Policy Information and Training

Wisconsin is exemplary in Policy, Privacy, Security and Data Request information 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.

DPI policies require staff to safeguard sensitive data and comply with state and federal laws, including the completion trainings on policies such as data access and use, Email and confidentiality of individual student data and data redaction.

New employees are required to take the Personally Identifiable Information (PII) 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.

This is a screenshot of the main page of the PII training:

Lesson 5.3: Personally Identifiable Information

Lesson 5.3
Personally Identifiable Information (PII)

This lesson should take about 10-15 minutes to complete.

Last updated October 2019

Menu

- Lesson 5.3
 - Home
 - Introduction
 - Definitions of PII
 - Non-Sensitive and Sensitive PII
 - Context of PII
 - Workplace PII
 - Actions To Protect PII
 - PII-Related DPI Policies
 - More Resources
 - Question 1
 - Question 2
 - Question 3
 - Question 4
 - Lesson Complete

Additional privacy resources are in this document: [Resources for Student Data Privacy](#)

When a staff person needs to request access to DPI data, there is information they must review and trainings they must complete.

This is from our Data Access Request (Internal DPI) website showing trainings and resources:

General Information

The DPI Internal Data Access Request Process was developed for DPI staff to request access to data in an application and/or database once a legitimate need for access has been determined. This is a request that is above and beyond an onboarding request for new employees and will also be used for current employees. This process results in documentation of the request, approval, and completion of the request. The Personally Identifiable Information (PII) Training and Policy Document Review (below) should be completed before submitting the request regardless if the request is for student or staff data. If Student level data access is needed, be prepared to provide the reason why you need Student Level data in the request.

It is highly recommended that you review:

**Internal Data
Access Request Training**

In addition, please read the [DPI Internal Data Access Request Process](#)  for more detailed guidance.

If you have any questions, please contact the [Help Desk](#). 

What to do before you request data access

The following Personally Identifiable Information (PII) Training and Policy Documents Review must be completed before data access will be granted:

**Personally Identifiable
Information (PII) Training**

- [Student Data Access Policy](#) 
- [Student Data Access Policy and Procedures Guidebook](#) 
- [Confidentiality of Individual Pupil Data and Data Redaction](#) 

In addition, you may need to determine which Application (or database) role you will need access to. Review the document below and reach out to the Main Contact or Product Owner for assistance.

- [Database and Application Role Description Definitions](#) 
-

This is a pop-up for both external and internal users that must be completed every 90 days. Additional information is available on our website: <https://dpi.wi.gov/wise/secure-home-info/agreement>

Wisconsin Department of Public Instruction Application Usage and Data Access Agreement

You are currently identified by your Application Administrator as an authorized user of secure applications created by the Wisconsin Department of Public Instruction. Users of most secure applications have access to confidential information about students, staff, and other data. Protecting student privacy is required by law and is the highest priority of the Department of Public Instruction. Resources regarding protecting student privacy in Wisconsin are provided at <http://dpi.wi.gov/wise/data-privacy>.

To protect the privacy of student data, staff data, and other data accessible through secure applications, users are required to agree to each of the statements below.

- ☐ I will respect and safeguard the privacy of students and staff and the confidentiality of student data, staff data, and other data accessed.
- ☐ I will comply with state and federal privacy laws and all local or agency specific regulations, policies, and procedures established to maintain the confidentiality of student, staff, and other data accessed.
- ☐ I will not disclose or transmit confidential student, staff, or other data to persons not specifically authorized access to these data by the District Security Administrator, Application Administrator, or District Administrator.
- ☐ I will use the confidential data for legitimate educational purposes only as necessary to perform my assigned tasks.
- ☐ I understand that my password is as important as my signature. It is my obligation to keep my password confidential. I will not share my password with anyone. I will also not share my secure application access with anyone.
- ☐ I will not use other users' login names or passwords.
- ☐ I have viewed the privacy training [Protecting Personally Identifiable Information \(PII\)](#) and understand my obligation to protect the confidentiality of the data that I will be accessing.

Agreement to Protect Privacy

Disagree

Agree

Public-Facing Privacy Training

There are several public-facing DPI trainings for school districts related to Student Data Privacy. They are listed on our [Student Data Privacy](#) website.

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 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.

Those who wish to request public data not available on the DPI website, or who need assistance in locating the data can 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.

In cases where public data do not suffice, people outside DPI can submit an application for student-level or aggregated and unredacted data. These requests must meet the specific circumstances provided by federal and state law and are reviewed monthly by an internal team of data stewards to ensure they are aligned with our agency goals. Approved requests are fulfilled after an appropriate written Data Use Agreement is signed. More information on confidential data requests is available on our website: <https://dpi.wi.gov/wise/data-requests/confidential-data-application>

Data Use Agreements (DUAs) for SLDS Research Projects

DUAs for SLDS work are in place.

[Wisconsin DPI Data Requests](#) webpage has a multitude of information and resources regarding data privacy.

Non-SLDS Grant Fund Spending

There was no non-SLDS spending in Year 3.