

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100019**

Closing Date: DEC 04, 2009

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Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
12/3/2009	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	na

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Virgin Islands Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
660431678	002550841

d. Address:

* Street1:	1834 Kongens Gade
Street2:	
* City:	St. Thomas
County:	
State:	VI
Province:	
* Country:	USA
* Zip / Postal Code:	00802

e. Organizational Unit:

Department Name:	Division Name:
Department of Education	Planning, Research & Evaluation

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Mr.	* First Name:	Randolph
Middle Name:	L		

* Last Name: Thomas

Suffix:

Title: Director of Planning, Research and Evaluation

Organizational Affiliation:

* Telephone Number: (340)774-0100 Fax Number: (340)776-2847

* Email: RTHOMAS@DOE.VI

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

F: U.S. Territory or Possession

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

ED-Grants-072909-001

Title:

Statewide Longitudinal Data System Recovery Act Grants

13. Competition Identification Number:

Title:

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

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

The Virgin Islands SLDS - Virgin Islands Virtual Information Database (VIVID)

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: V.I.

* b. Program/Project: All

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 6/15/2010

* b. End Date: 6/15/2013

18. Estimated Funding (\$):

a. Federal	\$ 8508203
b. Applicant	\$
c. State	\$ 1667285
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 10175488

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**** I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: LaVerne

Middle Name:

* Last Name: Terry

Suffix:

Title: Commisioner of Education

* Telephone Number: (340)774-0100 Fax Number: (340)779-7153

* Email: LTERRY@DOE.VI

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Virgin Islands Department of Ed...

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 662,500	\$ 510,000	\$ 430,000	\$ 0	\$ 0	\$ 1,602,500
2. Fringe Benefits	\$ 218,625	\$ 168,300	\$ 141,900	\$ 0	\$ 0	\$ 528,825
3. Travel	\$ 24,200	\$ 24,200	\$ 24,200	\$ 0	\$ 0	\$ 72,600
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 30,000	\$ 6,000	\$ 6,000	\$ 0	\$ 0	\$ 42,000
6. Contractual	\$ 1,551,500	\$ 858,500	\$ 883,500	\$ 0	\$ 0	\$ 3,293,500
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 716,000	\$ 617,400	\$ 427,270	\$ 0	\$ 0	\$ 1,760,670
9. Total Direct Costs (lines 1-8)	\$ 3,202,825	\$ 2,184,400	\$ 1,912,870	\$ 0	\$ 0	\$ 7,300,095
10. Indirect Costs*	\$ 310,674	\$ 211,886	\$ 185,548	\$ 0	\$ 0	\$ 708,108
11. Training Stipends	\$ 250,000	\$ 125,000	\$ 125,000	\$ 0	\$ 0	\$ 500,000
12. Total Costs (lines 9-11)	\$ 3,763,499	\$ 2,521,286	\$ 2,223,418	\$ 0	\$ 0	\$ 8,508,203

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 10/1/2005 To: 9/30/2008 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 9.7%

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Virgin Islands Department of Ed...

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 274,250	\$ 394,250	\$ 474,250	\$ 0	\$ 0	\$ 1,142,750
2. Fringe Benefits	\$ 90,503	\$ 130,103	\$ 156,503	\$ 0	\$ 0	\$ 377,109
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 364,753	\$ 524,353	\$ 630,753	\$ 0	\$ 0	\$ 1,519,859
10. Indirect Costs	\$ 35,381	\$ 50,862	\$ 61,183	\$ 0	\$ 0	\$ 147,426
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 400,134	\$ 575,215	\$ 691,936	\$ 0	\$ 0	\$ 1,667,285

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Dr. LaVerne Terry Ed.D

Title: Commissioner of Education

Date Submitted: 12/01/2009

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: CFDA Number, if applicable: 72909001	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: LaVerne Terry Title: Commissioner of Education Applicant: Virgin Islands Department of Education Date: 12/01/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION
Virgin Islands Department of Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Dr. First Name: LaVerne Middle Name:
Last Name: Terry Suffix: Ed.D
Title: Commissioner of Education
Signature: _____ Date: 12/01/2009

ED 80-0013

03/04

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

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Randolph	L	Thomas	

Address:

* Street1: 1834 Kongens Gade
 Street2:
 * City: St. Thomas
 County:
 * State: VI* Zip / Postal Code: 00802 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(340)774-0100	(340)776-2847

Email Address:

RTHOMAS@DOE.VI

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: **VIVID Project Abstract** Pages: **1** Uploaded File: **C:\Documents and Settings\rthomas\My Documents\LDS apps2009\Project Abstract.pdf**

Project Abstract
U.S. Virgin Islands Virtual Information Database (VIVID)

The United States Virgin Islands (USVI) is engaged in planning activities and is seeking funding for the establishment of a P-20 statewide longitudinal data system (SLDS) to improve student performance and increase citizenry success and create a culture of data use. The Virgin Islands Department of Education (VIDE) has a Structured Query Language (SQL) data base with core student demographic and assessment data used to generate NCLB reports, the VIDE does not have a data warehouse. Therefore the VIDE lacks the ability to gather, and analyze various data that would be used to improve instruction and make critical policy decisions. The VIDE has undertaken several initiatives to establish a territory-wide data infrastructure, rooted in K-12 data. The USVI established the Interim Data Governance Council (IDGC) to formalize a governance structure to set direction for data policies, procedures and quality initiatives in the territory with representation from 14 different agencies within the USVI. The VIDE has developed an Information Systems Architecture Plan to create a SLDS design and is in the process of implementing a territory-wide student information system to serve as a single repository for USVI K-12 student data.

Based on a review of USVI needs and best practices in other states that have implemented an SLDS, the USVI has developed a three year grant proposal to achieve the following eight outcomes for our planned SLDS to be named VIVID (Virgin Islands Virtual Information Database). The table below indicates how these outcomes achieve or support the seven capabilities and 12 elements of the IES SLDS grant requirements.

Phase	Project Outcome Achievement	Capabilities and Elements
Phase 1 Project Initiation & Planning	<ul style="list-style-type: none"> • Outcome 1 – Formalize governance • Outcome 2 - Prioritize data requirements (benchmark outcome stages 1-5) • Outcome 3 – Establish data audit system 	<ul style="list-style-type: none"> • Capabilities (2, 3*, 4*, 5*, 6*) • Elements (1*, 2*, 6*, 8*)
Phase 2 Build the LMS, VIVID and Conduct Training	<ul style="list-style-type: none"> • Outcome 4 – Build LMS • Outcome 5 – Build VIVID <ul style="list-style-type: none"> • Benchmark Outcome Stage 1: <i>Territory-wide unique ID</i> • Benchmark Outcome Stage 2: <i>Integration of LMS</i> • Benchmark Outcome Stage 3: <i>Improved USDE reporting</i> • Benchmark Outcome Stage 4: <i>Integration post-secondary and workforce data</i> • Benchmark Outcome Stage 5: <i>Integration other agency data</i> 	<ul style="list-style-type: none"> • Capabilities (1, 7) • Elements (3, 4, 5, 7, 11*, 12)
Phase 3 Provide Ongoing-Support	<ul style="list-style-type: none"> • Outcome 6 – Create ongoing demand, capacity and support for use • Outcome 7- Conduct research and evaluation • Outcome 8 – Implement e-Transcript system 	<ul style="list-style-type: none"> • Elements (9*, 10)

*Partially or fully exists

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **The Virgin Islands Virtual Information Database- Project Narrative Pages: 28** Uploaded File:
C:\Documents and Settings\rthomas\My Documents\LDS apps2009\VIVID Project Narrative.pdf

Virgin Islands Virtual Information Database

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Project Narrative

A. Need for the Project

Overview

The United States Virgin Islands (USVI) is located in the Caribbean Sea and the Atlantic Ocean, about 90 miles east of Puerto Rico and immediately west of the British Virgin Islands. The territory consists of four main islands: St. Thomas, St. John, St. Croix and Water Island, as well as several dozen smaller islands, all volcanic in origin and hilly. The combined land area (133.73 square miles) is roughly twice the size of Washington, D.C., and its approximately 108,000 inhabitants consist of a melting pot of ethnicities from other Caribbean islands, the U.S. mainland, Europe, South America and Asia. The 2000 Census lists 74% African American, 13% Caucasian, 5% Hispanic and 8% other, although more recently, a steady stream of Hispanics from the western Caribbean continue to enter the Virgin Islands seeking improved economic conditions, or, a stepping stone to the U.S. mainland.

Public education in the Virgin Islands is managed by the Department of Education (VIDE) which consists of two school districts – St. Thomas/St. John and St. Croix, which serves a total of 15,500 public school students. There are 33 schools and approximately 1,422 teachers on the three main islands. The University of the Virgin Islands (UVI), founded in 1962, is an accredited, public, liberal arts institution serving approximately 2,600 full and part-time students in the two districts. It employs 500 faculty and staff and offers several two-year, four-year and post graduate degrees.

The territory does not yet have a P-20 statewide longitudinal data system (SLDS). We are eager to learn from and build on the successful efforts and best practices of states that are further along the path of developing a SLDS and look forward to sharing our lessons learned with others.

Bringing together key personnel from the central government and non-governmental agencies, the VIDE introduced the idea of an SLDS as an essential tool to capture and address the ongoing data needs of the school system and the community. Together, agency heads agreed to name the proposed SLDS, the Virgin Islands Virtual Information Database (VIVID) which will provide critical data to help improve citizen success and economic development, by focusing on improving student achievement and preparing students for college and the workforce. VIVID will primarily contain educational data from VIDE, school districts, and the University of the Virgin Islands (UVI), and will be supplemented with data from other agencies such as, the Departments of Labor (DOL), Human Services (DHS), Health (DOH), and other related departments. The collaboration between these agencies will be enabled by formal Memorandums of Understanding (MOU) that will articulate shared data requirements and the governance of data sharing and usage.

While the USVI does not benefit from the economies of scale achieved by larger states, our close knit community allows for collaboration among high-ranking officials. We are also able to focus our efforts on a manageable student population.

Background

As evident in data below the current educational system is not satisfactorily meeting the needs of the citizenry of the Virgin Islands. Indications of this are manifested in poor student performance on the Virgin Islands Territorial Assessment of Learning (VITAL), SAT, and other standardized assessments. Other indicators include high failure rates and unacceptable numbers of student dropouts. Additional data, as reported in the USVI Kids Count Data Book of 2008, is shown below.

Table 1. Comparison of USVI and US population on Selected Performance Indicators

Performance Indicator	USVI	U.S. Population
<i>Children living in single mother families</i>	40%	32%
<i>Children living in poverty</i>	29.5%	18%
<i>USVI detached youth (teens ages 16-19 not in school and not working): 2006</i>	22.8%	8%
<i>2007 SAT scale scores in Critical Reading</i>	433 - Male and 423 - Female	504 - Male and 502 - Female
<i>2007 SAT scale scores in Math</i>	425 - Males and 385 - Females	533 - Males and 499 - Females

Other indicators from the USVI No Child Left Behind (NCLB) 2007-08 Report Card include:

- 5 of 33 USVI schools met AYP in 2007-08.
- 88.5% of core classes are not taught by highly qualified teacher.

As measured by the Virgin Islands Territorial Assessment of Learning (VITAL), the statewide assessment, in 2007-2008 grades three through eight and eleven less than 50% of our students met proficiency in reading and mathematics as shown below:

- 36.2% of 4th graders scored at or above proficient in reading.
- 41.9% of 4th graders scored at or above proficient on math.
- 22.2% of 7th graders scored at or above proficient on the in reading.
- 40.6% of 7th graders scored at or above proficient on math.
- 40.6% of 7th graders scored at or above proficient on the in reading; 36.1% of 7th graders scored at or above proficient on math.
- 29.5% of 11th graders scored at or above proficient on in reading in.
- 44.4% of 11th graders scored at or above proficient on math.

Clearly, Virgin Islands students are underperforming. The USVI needs to collect and analyze data to better understand root causes of poor performance. Implementing a successful SLDS across the territory will assist the VIDE in getting to the root of the problem as never before, and offer longitudinal data for sound policy making decisions leading to improved student achievement.

The consequences of poor performance, as outlined above, result in penalties which affect our community through lost opportunities for our students to enter college, poor preparation for jobs, the inability of the workforce to sustain key industries due to a poorly skilled workforce and an overall negative impact on our economy. As part of the SLDS implementation, USVI will address the intricacies of gathering data from various government departments. The government agencies that have been engaged in the VIVID planning process are eager to see longitudinal data consolidation into VIVID allow the USVI to capture the continuum of indicators, such as early warning and workforce readiness indicators, necessary to help our children successfully advance through their educational career to become productive citizens.

- Enable UVI to more efficiently tailor its program offerings to the needs of USVI citizens
- Improved job attainment and income levels among drop-outs and graduates

B. Project Outcomes Related to Systems Requirements and Implementation

To meet the needs described above, VIDE has developed eight “product” outcomes for VIVID (see VI-1 through VI – 8). These outcomes describe the major tasks required to create a successful SLDS. In addition, there are five “benchmark” outcomes (Stages 1 – 5) that describe the scope and staging of data to be loaded into VIVID. Each outcome is cross-referenced to the required capabilities and data elements in Appendix C. This section provides the approach and tasks to achieve each outcome.

VI-1 Formalize governance structure to identify, prioritize and share data to ensure data quality, appropriate provision of services and enable policy making on what works.

The USVI has established an Interim Data Governance Council (DGC) to facilitate and enable the exchange of data among agencies utilizing standard data structures, formats and data definitions. The primary goals of the Governance Council are:

- Provide executive leadership and support for inter-agency collaboration around data
- Define the purpose of VIVID, prioritize data to be loaded, and determine how it will be collected
- Define territory-wide policies guiding the use and management of data, including a territory data quality and audit capability and a Data Request Process
- Develop territory-wide data standards and definitions to develop an inter-agency common data language and avoid unnecessary burden and duplication of data collection (e.g., data dictionary)
- Provide direction on the technical architecture of VIVID

The Interim Data Governance Council is drafting an Executive Order, which will be presented to the Governor for his signature. This order authorizes the establishment of VIVID. Simultaneously, the DGC has requested legislation to create a permanent Data Governance Council and long-term support and funding for VIVID. Tasks within this outcome include:

- a. Assign a Data Governance Council Coordinator (DGCC)
- b. Develop Memorandum of Understanding (MOUs) to formalize agreements
- c. Develop roles and responsibilities, rules and guidelines for what data are shared and how, where data will be stored, how often data will be updated, who will conduct what analyses, how privacy will be protected, and agree to match data records
- d. Form and support governance sub-committees to develop standards and provide project direction, support and decision-making. Subcommittees may include governance issues within VIDE and the school districts, data requests, technical issues and research and/or data quality.
- e. Examine legal and policy issues surrounding data matches and develop cross agency agreements governing data access issues to ensure compliance with Family Educational Rights and Privacy Act (FERPA) as well as any other state and federal requirements.
- f. Create Governance project charter identifying overall performance indicators for specific periods during the implementation process

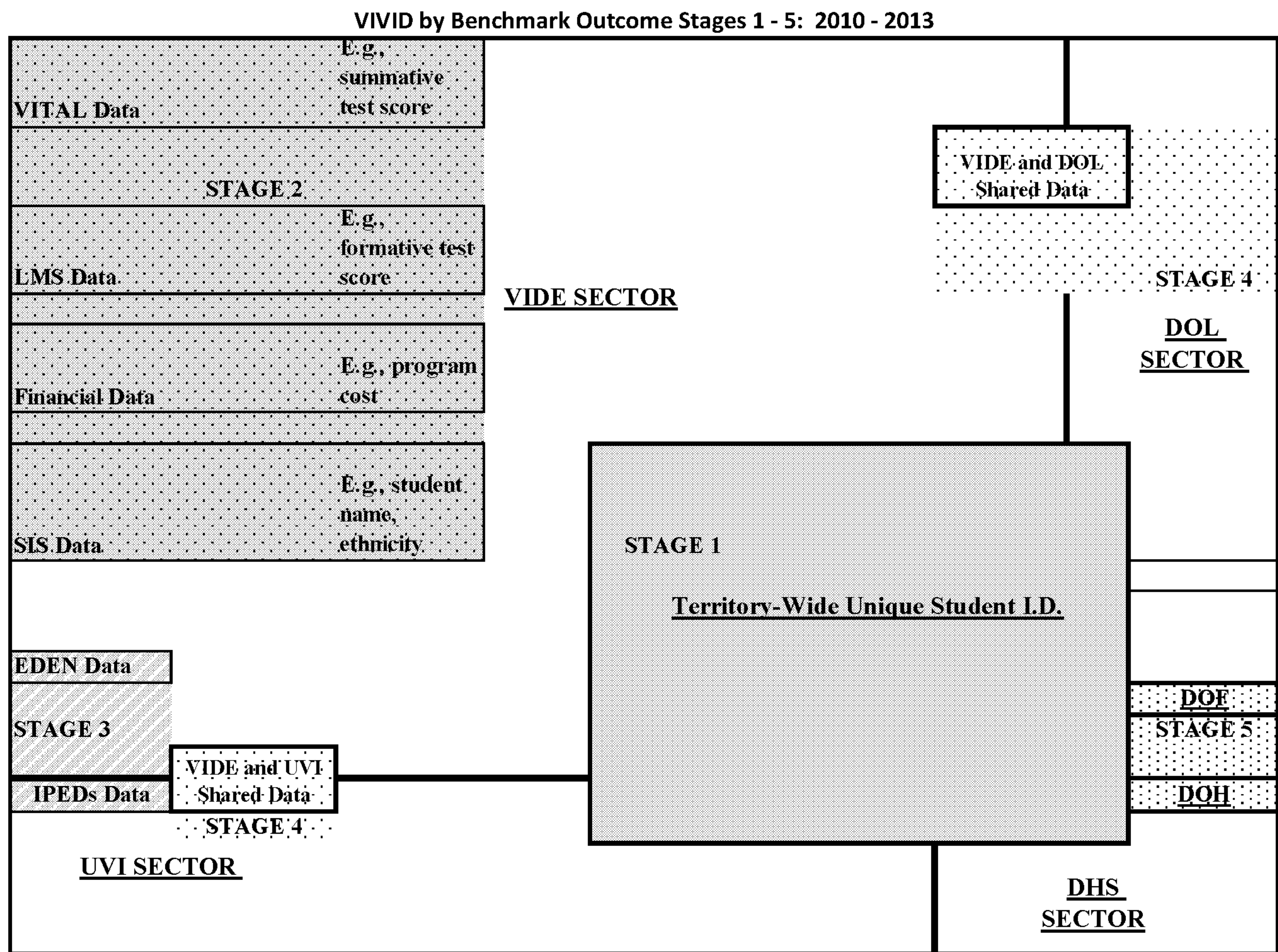
VI-2 Prioritize and implement shared data requirements for VIDE, St. Thomas-St. John and St. Croix Local Education Agencies (LEAs), UVI, DOL, DHS and DOH

The Interim Data Governance Council is identifying and prioritizing shared data requirements for all participating agencies. All required SLDS elements will be met within VIVID.

VIVID will include data from all participating agencies. Each agency will be the authoritative source of data for its own “sector.” There will also be shared data defined through MOUs.

The diagram below illustrates the data sharing design concept and lists examples of data elements stored for each agency (into VIVID sectors). The shared data elements will require MOUs, and benchmark outcome stages for the prioritized requirements of VIVID.

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Tasks required to achieve this outcome include:

- a. Prioritize data requirements into stages (1-5) to achieve the following benchmark outcomes such as:
 1. Territory-wide unique student ID birth-workforce
 2. Learning management system data by 2010
 3. ED*FACTS* EDEN and IPEDs Reporting by 2010
 4. Workforce and post-secondary data by 2011, including College Readiness and StudentTracker for High Schools (National Student Clearinghouse Program)
 5. Other agency data by 2012
- b. Conduct gap analysis (analyze data that needs to be captured versus the data that is currently captured and develop a plan to achieve data capture goals)
- c. Implement new or revised agency policies to capture and/or modify required data
- d. Collect data by stage

VI-3 Establish territory cross-agency and VIDE data audit systems to assess data quality, validity and reliability.

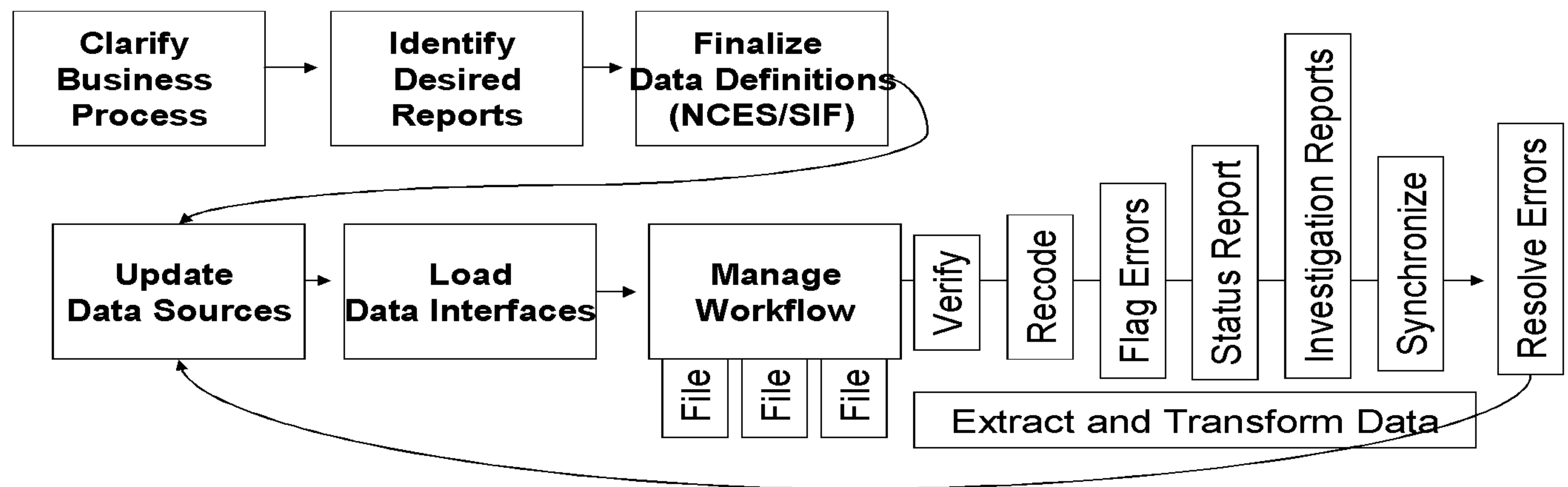
The USVI will build on best practices of states that have already implemented high quality data audit systems such as Kansas and Tennessee. As Kansas describes in their Data Quality Lessons Learned presentation from the NCES conference in July 2008, the USVI will create motivation for ensuring high quality data by following three core principles:

Accountability - Administrators will be required to sign off on aggregate data.

Transparency - Summarized reports will include the ability to drill down into the details behind the totals. They see clearly how the individual data affects their bottom line for funding and for accreditation.

Give the data back! - As districts and agencies use the data, they are more likely to care about the quality.

Key elements of our approach include defining specific roles to manage inter-agency and agency data, as well as establishing processes for ensuring data quality. Our initial proposed process for ensuring data quality is shown below:



Tasks required to achieve this outcome include:

- a. Clarify ownership of core applications, where data elements are stored and owners of the “authoritative source” for key data elements
- b. Clarify “as-is” and desired process of data management, including collection, review, and usage
- c. Assess data availability/access, use and transparency to core users and develop data access and use policy
- d. Conduct gap analysis and develop plan to improve data quality
- e. Create data quality roles and a territory accountability system to ensure data quality (e.g., Data Guardians/Extract Developers, Data Owners, Data Policy Committee)
- f. Create a training and certification program for all levels of staff using VIVID to ensure data quality and data use for decision-making
- g. Integrate software to provide feedback and verification reports on data quality (i.e., Certica)
- h. Conduct initial inventory of data quality and report regularly on data quality issues
- i. Support schools and agencies to address data quality issues as they load and cleans data sets
- j. Load, verify and resolve data quality issues

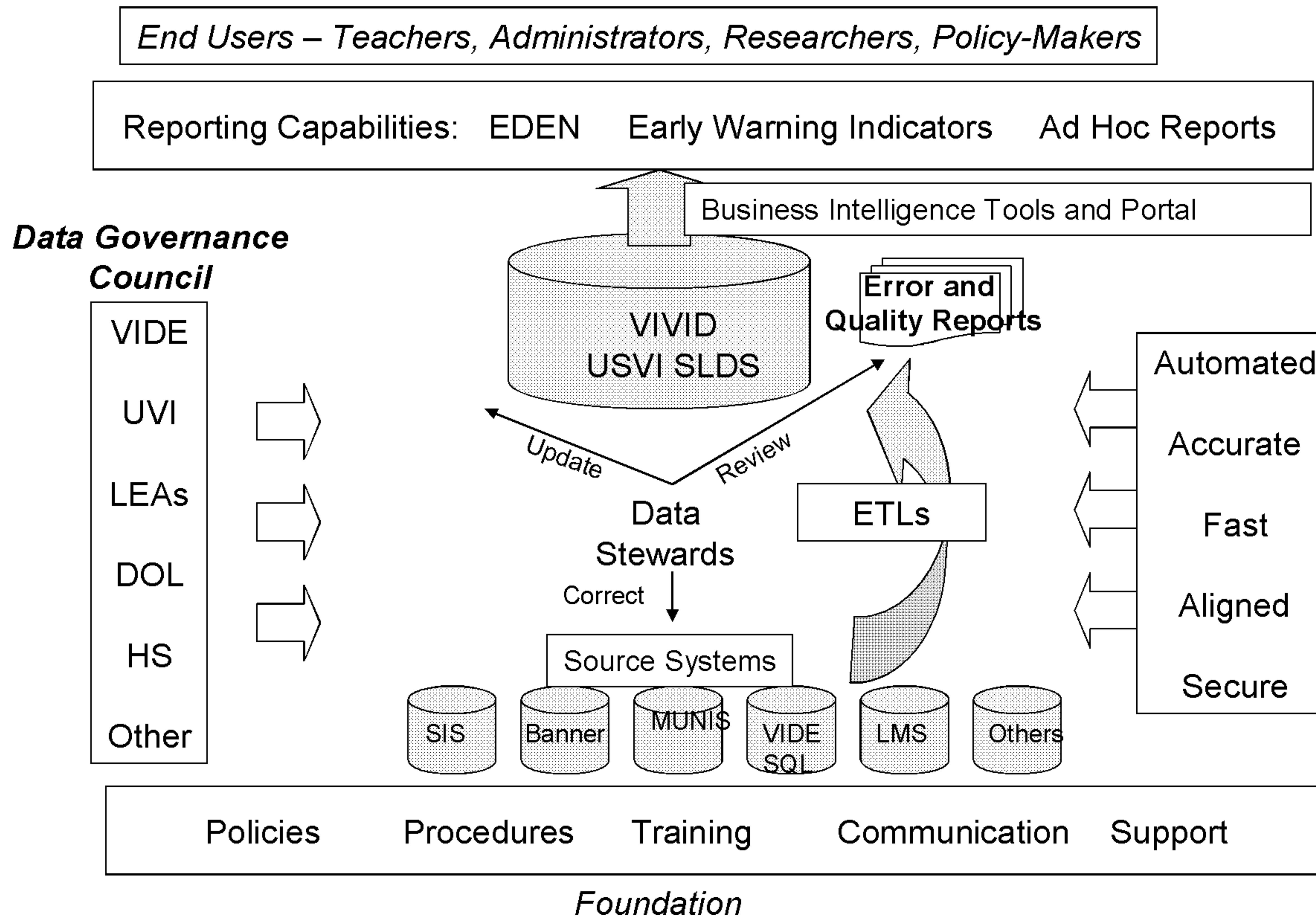
VI-4 Implement the VIDE Learning Management System

The VIDE Learning Management System will be a critical tool used to collect and generate student level data at the classroom level. These data will be essential instructional improvement assets of VIVID. The tasks required to implement the LMS are similar to those in project outcome V, Build VIVID. We will adhere to a standard project management approach based on the Project Management Body of Knowledge (PMBOK) and follow the industry standards. Due to application space limitation issues, we provide a summary below.

- a. Write and issue a Learning Management System (LMS) RFP
- b. Develop project plan and templates, including project charter identifying performance indicators for specific periods during the implementation process
- c. Select and procure LMS vendor and hardware and software
- d. Define business, data and process requirements
- e. Create high-level enterprise architecture design
- f. Provision the technical infrastructure
- g. Develop communication, training, testing, and change management plans
- h. Configure system
- i. Design and develop data conversions and interface programs
- j. Test system
- k. Create stakeholder reports
- l. Develop change management and training materials
- m. Implement communication, testing, and change management plans
- n. Implement knowledge transfer and support plan
- o. Provide LMS training

VI-5 Build Territory-Wide SLDS, VIVID, to provide digital repository for success data management

VIVID, extracts data from source systems, stores and secures it and makes it available to end users through business intelligence tools and a web-based portal. The diagram below illustrates an overview of the components of VIVID. The Data Governance Council and Data Quality Audit System have been established in Project Outcomes 1 and 3. Stages for loading prioritized data into VIVID based on end user needs have been defined by the Data Governance Council in Project Outcome 2. Training, change management and communication activities for VIVID are performed in Project Outcome 5.



The technical structures, standards and processes for Project Outcome 5, building VIVID, are defined in the Virgin Islands Infrastructure Architecture Plan (ISA) of June 2009. The ISA establishes the standards to which detailed requirements, specifications, and documentation for building VIVID must be held and include the sections that follow:

- Agency Organization Structure
- Metadata Standards
- Project Management
- Infrastructure Requirements and Standards
- Disaster Prevention and Recovery
- Portal Services (includes data security and confidentiality of data)
- Data Management and Documentation
- Data Stores
- Data-Driven Decision Support
- User Support

Throughout the building of VIVID, we will adhere to a standard project management approach based on the Project Management Body of Knowledge (PMBOK) and follow the industry standard software development lifecycle described in our Project Management Plan section below. The USVI intends to issue a Request for Proposals (RFP) to contract out development of VIVID.

Tasks required to achieve this outcome include:

- a. Write and issue data warehousing RFP
- b. Develop project plan and templates, including project charter identifying performance indicators for specific periods during the implementation process
- c. Hire consultant(s) to review USVI enterprise data collection strategy and assist with governance efforts
- d. Select and procure data warehousing vendor and hardware and software

- e. Define data elements of prioritized data requests
- f. Develop security plan in line with FERPA requirements
- g. Improve USVI data dictionary
- h. Define infrastructure specifications
- i. Create high-level enterprise architecture design
- j. Provision the technical infrastructure
- k. Develop communication, training, testing, and change management plans
- l. Build VIDE data repository (VIDE Sector of VIVID)
- m. Configure source systems and integrate the source databases
- n. Design and develop data conversions and interface programs
- o. Design and implement mapping, extraction, transformation and load processes
- p. Integrate data sources within VIDE into VIDE Sector
- q. Test system
- r. Make corrections based on system testing
- s. Procure/build and configure the analysis and presentation toolset to provide stakeholder-specific data views
- t. Create other stakeholder-specific data marts
- u. Integrate data sources at the Territorial level
- v. Develop change management and training materials
- w. Implement communication plan
- x. Implement knowledge transfer and support plan
- y. Roll-out data views to stakeholder groups
- z. Provide VIVID training
- aa. Address privacy and security issues

VI-6 Create ongoing demand and capacity for use

At the conclusion of Project Outcome 6, the USVI will have an institutionalized a culture of accountability and data sharing as evidenced by Territory-wide usage of VIVID.

Tasks required to achieve this outcome include:

- a. Support and maintain VIVID
- b. Provide on-going communication and marketing of VIVID
- c. Continue change management process to create a culture of data
- d. Develop policies and practices to inculcate VIVID usage into teacher certification programs, school improvement planning, and teacher data teams
- e. Monitor use of VIVID, including LMS data, improved federal reporting capabilities, and longitudinal data analysis and identify areas for continuous improvement

VI-7 Conduct research and evaluation

Project Outcome 7 includes both evaluation of the VIVID implementation, as well as an ongoing process of using VIVID for territory research projects. The VIVID implementation evaluation will assess the extent to which VIVID was implemented on-time and within budget and meets stakeholder requirements. This analysis will be completed as part of the Quality Assurance process. This Outcome also includes use of VIVID to support research efforts within USVI.

Tasks required to achieve this outcome include:

- a. Review VIVID implementation performance against project plan
- b. Obtain stakeholder feedback on extent to which VIVID meets project needs
- c. Develop research agenda and evaluation criteria during planning phase (i.e., measures of expected outcomes) and implement capabilities
- d. Conduct baseline evaluation of outcome measures
- e. Identify data element requirements to support research agenda and submit through the VIVID Data Request process

- f. Evaluate outcome measures at regular intervals
- g. Provide data for research requests

VI-8 Implement e-Transcript system to enable electronic student record exchange

At the conclusion of Project Outcome 8, the USVI will have an electronic way to share student records between districts and with UVI.

Tasks required to achieve this outcome include:

- a. Identify required data elements on student transcripts
- b. Identify any changes required to standardize course descriptions throughout the Territory
- c. Plan, design, develop and implement e-Transcript system
- d. Support e-Transcript system

C. Timeline for Project Outcomes

Achievement of our Project Outcomes is based on the activities required to create the USVI territory-wide longitudinal system, VIVID. The Project Design occurs in three phases implemented over a three year timeline.

VIVID Project Phase	Project Outcome Achievement
Phase 1 Project Initiation and Planning	<ul style="list-style-type: none"> • Outcome 1 – Formalize governance • Outcome 2 - Prioritize data requirements (benchmark outcome stages 1-5) • Outcome 3 – Establish data audit system
Phase 2 Build the LMS, VIVID and Conduct Training	<ul style="list-style-type: none"> • Outcome 4 – Build LMS • Outcome 5 – Build VIVID <ul style="list-style-type: none"> – Benchmark Outcome Stage 1: <i>Territory-wide unique ID</i> – Benchmark Outcome Stage 2: <i>Integration of LMS</i> – Benchmark Outcome Stage 3: <i>Improved USDE reporting</i> – Benchmark Outcome Stage 4: <i>Integration post-secondary and workforce data</i> – Benchmark Outcome Stage 5: <i>Integration other agency data</i>
Phase 3 Provide Ongoing-Support	<ul style="list-style-type: none"> • Outcome 6 – Create ongoing demand, capacity and support for use • Outcome 7- Conduct research and evaluation • Outcome 8 – Implement e-Transcript system

The VIVID project is anticipated to begin April 2010 for completion by April 2013. Accordingly, the timeline is presented by project year, starting with the second quarter of the calendar year and ending with the first quarter of the calendar year. The shaded boxes corresponding to the beginning of each phase shows the duration of the phase. An 'X' indicates activity in a quarter, and a '▲' indicates a project milestone.

VIVID Timeline

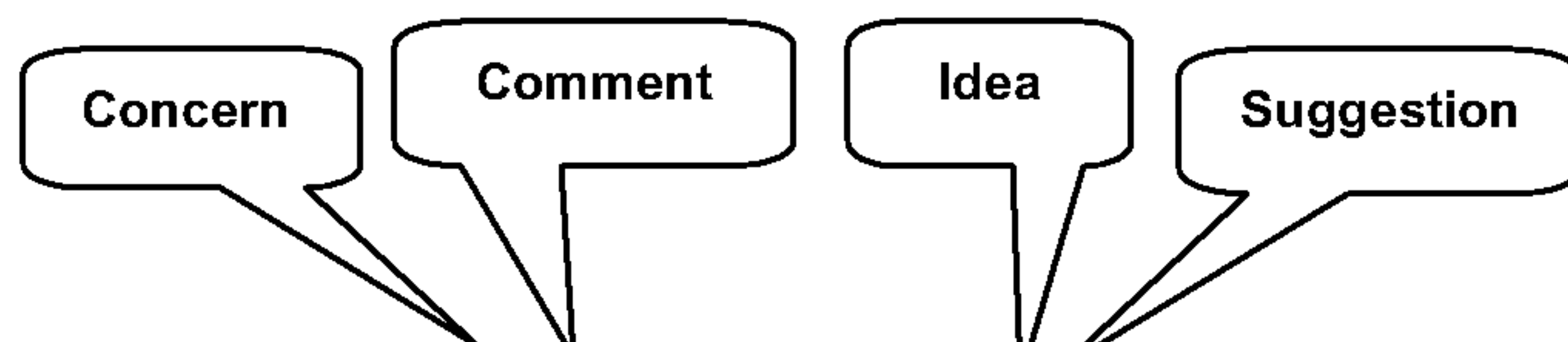
Virgin Islands (VIVID)		VIVID Grant Timeline															
Timeline: June 2009 - April 2013																	
		2010	2011	2012	2013												
		Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Tasks																	
Phase 1: Project Initiation and Planning																	
		Responsibility															
Outcome 1: Formalize Governance Structure		Data Governance Council (DGC)															
a.	Develop Memorandum of Understanding (MOUs) to operationalize agreements	DGCC, PD															
b.	Develop roles and responsibilities for what data are shared and how, where data will be stored, how often data will be updated, who will conduct what analyses, how privacy will be protected, and agree to match data records	DGCC, PD															
c.	Form and support governance sub-committees to develop standards and provide project direction, support and decision-making. One subcommittee will be dedicated to governance issues within VIDE and the school districts.	DGC, PD															
d.	Examine legal and policy issues surrounding data matches and develop cross agency agreements governing data access issues to ensure compliance with FERPA as well as any other state and federal requirements	DGCC, PD															
Outcome 2: Prioritize Data Requirements		DGCC, PD															
a.	Prioritize data requirements into stages (1-5) to achieve the following Benchmark Outcomes:	DGC, DGCC, Project Manager (PM)															
	1. Establishment of territory-wide unique student ID birth-workforce	DGCC, PM															
	2. Integration of learning management system data by 2010	PM															
	3. Improved USDE reporting by 2010 - EDEN EDFacts and IPEDs Reporting	PM															
	4. Integration of workforce and post-secondary data by 2011	DGCC, PM															
	5. Integration of pre-k, labor, and other agency data by 2012	DGCC, PM															
b.	Conduct gap analysis	DGCC, PM															
c.	Implement new or revised agency policies to capture and/or modify required data	DGC, DGCC, PM															
d.	Collect data by stage	DGCC, PM															
Outcome 3: Establish Data Audit System		DGCC, PD															

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Issue and risk management will be an integral part of the day-to-day implementation of VIVID. A risk is a situation, action, problem or question which may arise during the project which demands action to be resolved. Left unresolved, a risk may have a negative impact on project progress. A well-planned risk management process should be in place to properly document, assess, track, control and manage project risks to closure. Types of risks include those that relate to areas such as: Project Management, Business Process, People/Organization Issues or Technology. Managing project risks is an ongoing process that extends throughout the lifecycle of the project. Our tool to track and mitigate risks is provided below.

Risk	Probability of Impact (H, M, L)	Severity of Impact (H, M, L)	Consequences	Action Plan	Responsibility	Action Status
Risk Name	High Medium Low	High Medium Low	Sample consequences: reduced buy-in, resistance, possible delay to go-live, extra costs	High Medium Low	VIDE project team or staff member responsible for risk resolution	Status on risk resolution

A change is an activity that alters the scope, deliverable, architecture, cost or schedule of the project. The most significant impact of uncontrolled change requests could be an alteration to project scope which could result in missed project milestones, dissatisfied users or increased costs. To help control unanticipated change, our issue management process is provided below.



Issue Resolution Process	Responsibility
1. Identify the request	Initiator
2. Log the request	Project Manager
3. Assign for analysis	Project Manager
4. Identify options/cost	Team Member
5. Decide on action	Project Manager/Team Member/Initiator
6. Obtain appropriate approvals	Project Manager (Steering Committee, if applicable)
7. Log action and communicate decision	Project Manager
8. Update plans and budget	Project Manager

Quality Control (QC) is the most important process for any project and is the one area that often presents most of the issues and problems throughout projects. The PMBOK offers a process for QC which is closely aligned with the industry standard six sigma model and processes. VIVID will have a quality assurance resource to ensure the project stays on-track, on-budget, and quality deliverables are produced throughout.

D. Staffing

Project Governance

VIVID will be sponsored by the Commissioner of Education and directed by the VIDE's office of Planning, Research and Evaluation (PRE). Executive direction for VIVID will be provided by a Steering Committee of VIDE executives appointed by the Commissioner of Education. A project manager that is based in PRE will manage the project on a day-to-day basis.

VIVID has established an interim Governance Council to inform SLDS planning activities to this point and requires a legislated territory-wide Data Governance Council to address data governance and policy issues that are raised throughout the SLDS implementation. A commissioned report on "Establishing Governance Processes for an SLDS in the U.S. Virgin Islands" has been used to guide this process. An Interim Data Governance Council has been established. Participating organizations and agencies include the:

- Government House
- Board of Education
- St. Croix and St. Thomas/St. John Districts
- Children and Families Council
- Department of Labor
- Department of Human Services
- University of the Virgin Islands
- Department of Health
- Department of Finance
- Department of Justice – Solicitor General
- Bureau of Corrections
- Chamber of Commerce
- Office of Management and Budget
- Water and Power Authority
- Bureau of Information Technology

A high level overview of the roles and responsibilities of our partners in the establishment of VIVID is provided in the Institutional Support section below. Governance efforts were begun in June and have accomplished the following:

- Created a culture of collaboration among participating agencies (see Appendix D for letters of support and list of governance meeting participants)
- Named the U.S. Virgin Islands state longitudinal data system, VIVID
- Drafted an executive order establishing VIVID
- Created a vision statement for VIVID and common values in working together
- Defined the purpose of VIVID
- Outlined core design components of vivid in the areas of governance, usage, data quality, technical architecture, and training and communication
- Provided input and reviewed the Governance report recommendations
- Provided input and reviewed this IES SLDS grant application
- Determined hosting location

Institutional Support

Education of our citizens is by nature a complex and collaborative undertaking where many individuals, groups, and organizations contribute knowledge, expertise and support at all stages of life. The USVI is able to successfully collaborate across agencies, enabled by its small size and subsequent close-knit community. Collaboration in the development of VIVID is critically important to enable inter-agency agreements about data sharing, use and definitions; to conduct educational and workforce research and apply the results to the classroom; to provide targeted and effective professional

