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 [ ] Preapplication [X] Application [ ] Changed/Corrected Application	* 2. Type of Application: [X] New [ ] Continuation [ ] Revision	* If Revision, select appropriate letter(s): * Other (Specify)
* 3. Date Received: 12/3/2009	4. Applicant Identifier:	
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): 660431678	* c. Organizational DUNS: 002550841	
d. Address:		
* Street1: Street2: * City: County: State: Province: * Country: * Zip / Postal Code:	1834 Kongens Gade St. Thomas VI USA 00802	
e. Organizational Unit:		
Department Name: Department of Education	Division Name: Planning, Research & Evaluation	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Middle Name:	Mr. L	* First Name: Randolph

* 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.
[X] c. Program is not covered by E.O. 12372.

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

[ ] Yes [X] 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)**

[X] ** 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? **[X]** 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: **[X]** 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:

[X] 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%

ED Form No. 524

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

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

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

1. Type of Federal Action:	**2. Status of Federal Action:**	**3. Report Type:**
[ ] Contract **[ ]** Grant **[ ]** Cooperative Agreement **[ ]** Loan **[ ]** Loan Guarantee **[ ]** Loan Insurance	**[ ]** Bid/Offer/Application **[ ]** Initial Award **[ ]** Post-Award	**[ ]** Initial Filing **[ ]** Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:

4. Name and Address of Reporting Entity:	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:**
[ ] Prime **[ ]** Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - **Congressional District, if known:**	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 [X] Not applicable

3. Human Subjects Research

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

[ ] Yes [X] 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	• Outcome 1 – Formalize governance • Outcome 2 - Prioritize data requirements (benchmark outcome stages 1-5) • Outcome 3 – Establish data audit system	• Capabilities (2, 3*, 4*, 5*, 6*) • Elements (1*, 2*, 6*, 8*)

Phase 2 Build the LMS, VIVID and Conduct Training	• Outcome 4 – Build LMS
	• Outcome 5 – Build VIVID
	  • Benchmark Outcome Stage 1: ***Territory-wide unique ID***
	  • Benchmark Outcome Stage 2: ***Integration of LMS***
	  • Benchmark Outcome Stage 3: ***Improved USDE reporting***
	  • Benchmark Outcome Stage 4: ***Integration post-secondary and workforce data***
	  • Benchmark Outcome Stage 5: ***Integration other agency data***
		• Capabilities (1, 7)
		• Elements (3, 4, 5, 7, 11*, 12)

Phase 3 Provide Ongoing-Support	• Outcome 6 – Create ongoing demand, capacity and support for use • Outcome 7- Conduct research and evaluation • Outcome 8 – Implement e-Transcript system	• 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.

U.S. Virgin Islands LDS Grant Application

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
Children living in single mother families	40%	32%
Children living in poverty	29.5%	18%
USVI detached youth (teens ages 16-19 not in school and not working): 2006	22.8%	8%
2007 SAT scale scores in Critical Reading	*433 - Male and 423 - Female*	*504 - Male and 502 - Female*
2007 SAT scale scores in Math	*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.

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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:

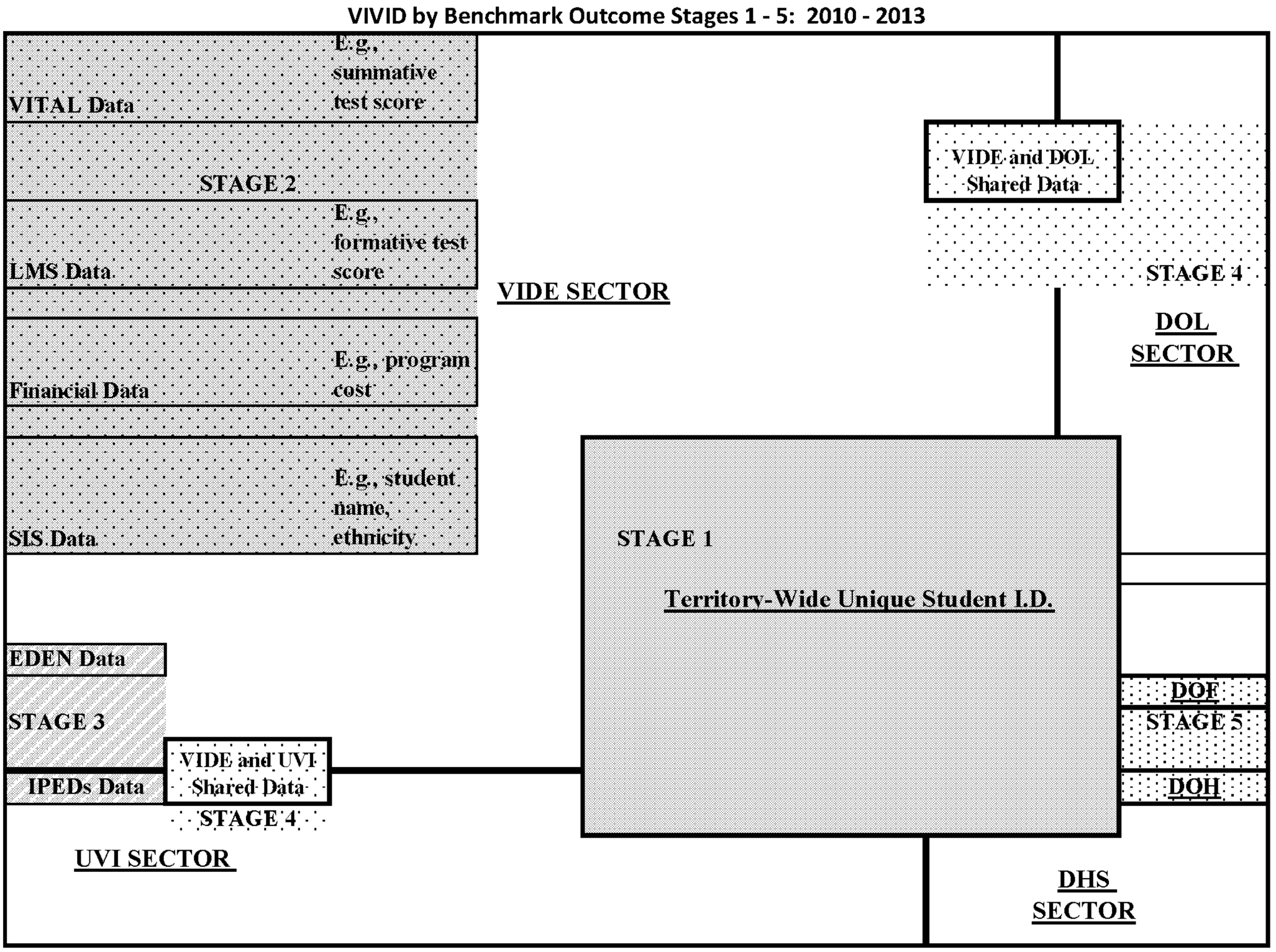
a. Assign a Data Governance Council Coordinator (DGCC)
b. Develop Memorandum of Understanding (MOUs) to formalize agreements
c. Develop roles and responsibilities, rules and guidelines for what data are shared and how, where data will be stored, how often data will be updated, who will conduct what analyses, 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.



Tasks required to achieve this outcome include:

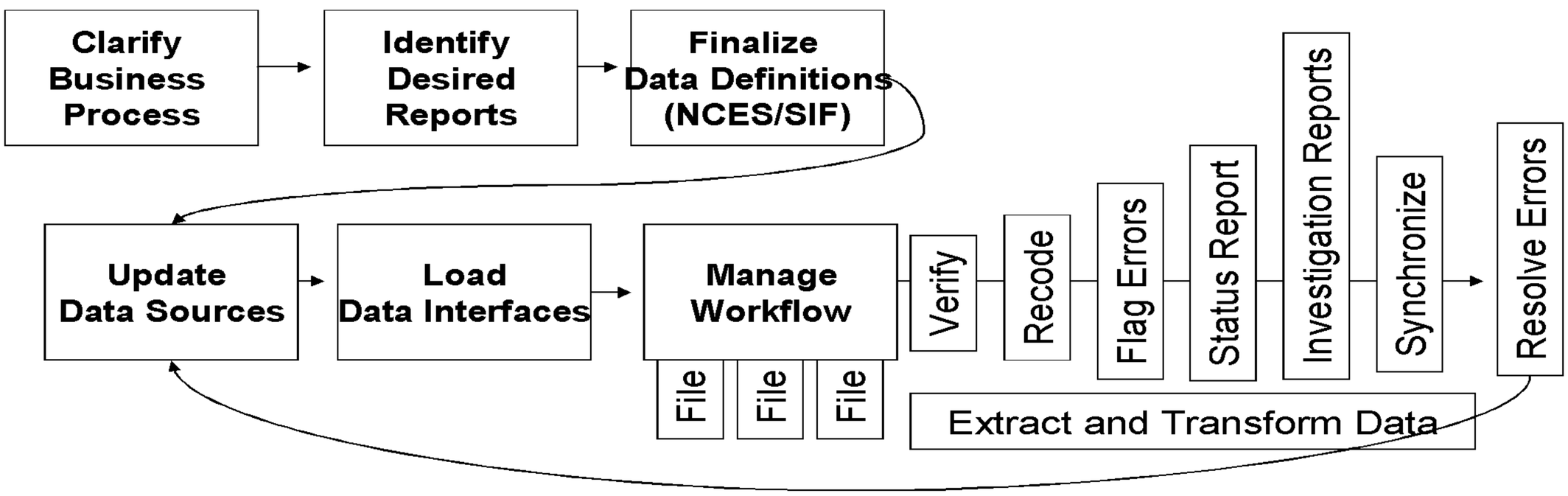
a. Prioritize data requirements into stages (1-5) to achieve the following benchmark outcomes such as:
   1. Territory-wide unique student ID birth-workforce
   2. Learning management system data by 2010
   3. ED*Facts* EDEN and IPEDs Reporting by 2010
   4. Workforce and post-secondary data by 2011, 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

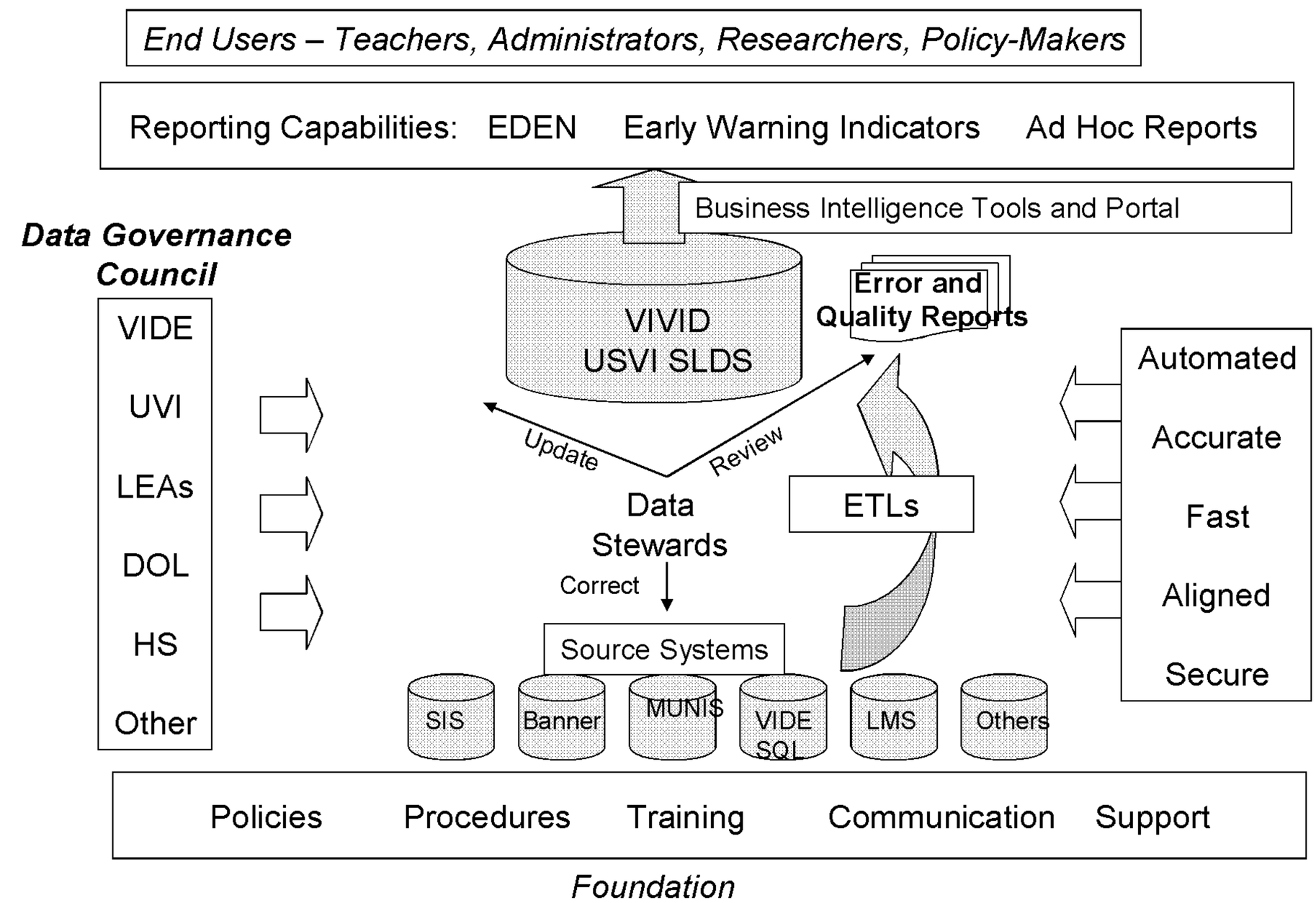
VI-4 Implement the VIDE Learning Management System

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	• 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	• Outcome 4 – Build LMS • Outcome 5 – Build VIVID – Benchmark Outcome Stage 1: ***Territory-wide unique ID*** – Benchmark Outcome Stage 2: ***Integration of LMS*** – Benchmark Outcome Stage 3: ***Improved USDE reporting*** – Benchmark Outcome Stage 4: ***Integration post-secondary and workforce data*** – Benchmark Outcome Stage 5: ***Integration other agency data***
Phase 3 Provide Ongoing-Support	• 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)																			
Timeline: June 2009 - April 2013																			
									VIVID Grant Timeline										
									2010				**2011**				**2012**		
				Quarter	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	DGC Coordinator (DGCC), VIVID Project Director (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															

		a.	Clarify ownership of core applications, where data elements are stored and owners of the "authoritative source" for key data elements	PM
		b.	Clarify as-is and desired process of data management, including collection, review, and usage	PM
		c.	Assess data availability/access, use and transparency to core users and develop data access and use policy	PM
		d.	Conduct gap analysis and develop plan to improve data quality	PM
		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)	DGCC
		f.	Create a training and certification program for all levels of staff using VIVID to ensure data quality and data use for decision-making	Professional Development and Change Management Lead (PDCML)
		g.	Install software to provide feedback and verification reports on data quality (e.g., Certica)	Technical Lead (TL)
		h.	Conduct initial inventory of data quality and report regularly on data quality issues	Functional Lead (FL)
		i.	Support schools and agencies to address data quality issues as they load and cleans data sets	PDCML
		j.	Load, verify and resolve data quality issues	PM
Phase 2: Build VIVID				
		Outcome 4: Build VIVID		PD
		a.	Write and issue data warehousing RFP	VIDE Procurement
		b.	Write and issue LMS RFP	VIDE Procurement
		c.	Develop project plan and templates	PM
		d.	Hire consultant(s) to review USVI enterprise data collection strategy and assist with governance efforts	VIDE Procurement
		e.	Select and procure data warehousing vendor and hardware and software	VIDE Procurement
		f.	Define data elements of prioritized data requests	FL
		g.	Improve USVI data dictionary	TL
		h.	Define infrastructure specifications	TL
		i.	Create high-level enterprise architecture design	TL
		j.	Provision the technical infrastructure	TL
		k.	Develop communication, training, testing, and change management plans	PDCML
		l.	Build VIDE data repository (VIDE Sector of VIVID)	TL
		m.	Configure source systems and integrate the source databases	TL
		n.	Design and develop data conversions and	TL

			interface programs	
		o.	Design and implement mapping, extraction, transformation and load processes	TL
		p.	Integrate data sources within VIDE into VIDE Sector	TL
		q.	Test system	TL/FL
		r.	Make corrections based on system testing	TL
		s.	Procure/build and configure the analysis and presentation toolset to provide stakeholder-specific data views	PM
		t.	Create other stakeholder-specific data marts	PM
		u.	Integrate data sources at the Territorial level	TL/DGCC
		v.	Develop change management and training materials	PDCML
		w.	Implement communication plan	PDCML
		x.	Implement knowledge transfer and support plan	PDCML
		y.	Roll-out data views to stakeholder groups	PDCML/PM
		z.	Provide VIVID training	PDCML
Phase 3: Enhance and Sustain VIVID				
		Outcome 5: Create demand, capacity and support for use		
		c.	Support and maintain VIVID	PM
		d.	Provide on-going communication and marketing of VIVID	PDCML
		e.	Continue change management process to create a culture of data	PDCML
		f.	Develop policies and practices to inculcate VIVID usage into teacher certification programs, school improvement planning, and teacher data teams	PDCML/DGCC
		g.	Monitor use of VIVID, including LMS data, improved federal reporting capabilities, and longitudinal data analysis and identify areas for continuous improvement	PM
		Outcome 6: Conduct research and evaluation		DGC
		a.	Review VIVID implementation performance against project plan	DGC
		b.	Obtain stakeholder feedback on extent to which VIVID meets project needs	DGCC
		c.	Develop research agenda	DGC
		d.	Identify data element requirements to support research agenda and submit through the VIVID Data Request process	DGCC
		e.	Collect additional data if required	DGCC
		f.	Provide data for research requests	DGCC
		Outcome 7: Implement e-Transcript system		UVI
		a.	Identify required data elements on student transcripts	UVI
		b.	Identify any changes required to standardize course descriptions throughout the Territory	UVI
		c.	Plan, design, develop and implement e-	UVI

			Transcript system																
		d.	Support e-Transcript system	UVI															
								Year 1				Year 2				Year 3			
				2	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

Project Management Plan

VIDE will pursue a comprehensive approach to project management to successfully implement VIVID. Elements of our approach include:

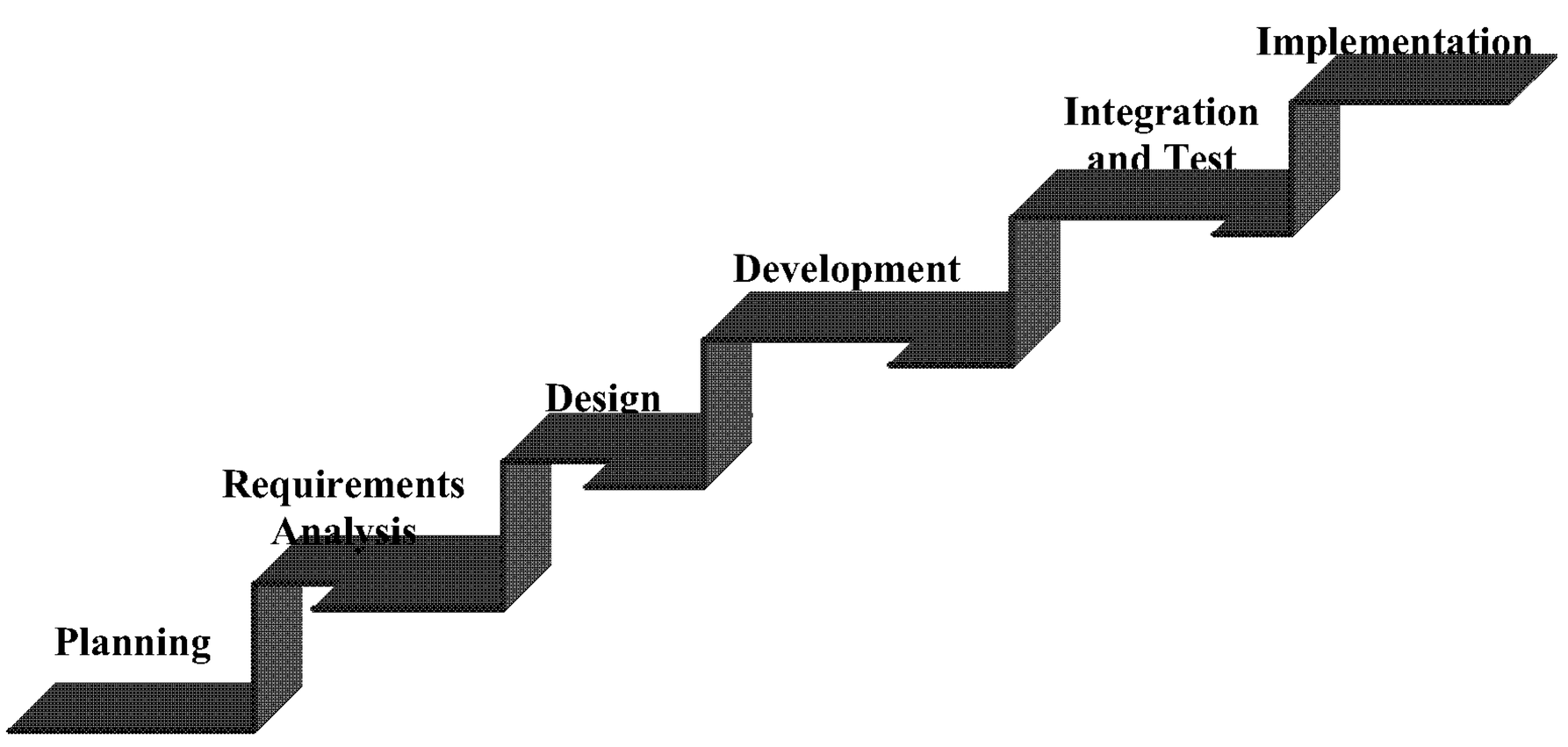
- Project Management Institute's *Project Management Body of Knowledge (PMBOK®)*
- Software Development Lifecycle

PMBOK®: The VIDE's LDS project manager will follow the Project Management Institute's internationally recognized project management methodology - *A Guide to the Project Management Body of Knowledge (PMBOK®)*. Following the PMBOK's® structured approach to project management will help ensure key areas of project management – planning and control, managing quality and managing people – are considered throughout the lifecycle of the project. The PMBOK® addresses the following project knowledge areas:

- Management Initiation
- Scope Management
- Time Management
- Cost Management
- Quality Management
- Human Resources Management
- Communications Management
- Risk Management
- Procurement Management

Software Development Lifecycle (SLDC): In addition to the PMBOK®, VIDE's SLDS project manager will establish a project plan that follows the logical process of the SDLC. Phases of the SDLC are presented in the diagram below:

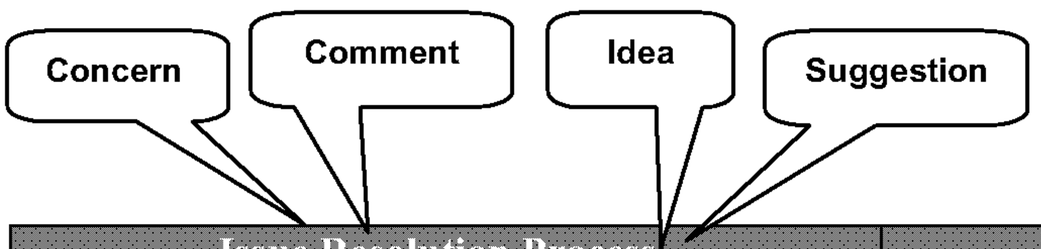
Figure 1: Software Development Lifecycle



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)	Conse-quences	Action Plan	Responsi-bility	Action Status
Risk Name	High Medium Low	High Medium Low	Sample consequenc es: reduced buy-in, resistance, possible delay to go-live, extra costs	High Medium Low	VIDE project team or staff member respons-ible for risk resolution	Status on risk resol-ution

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

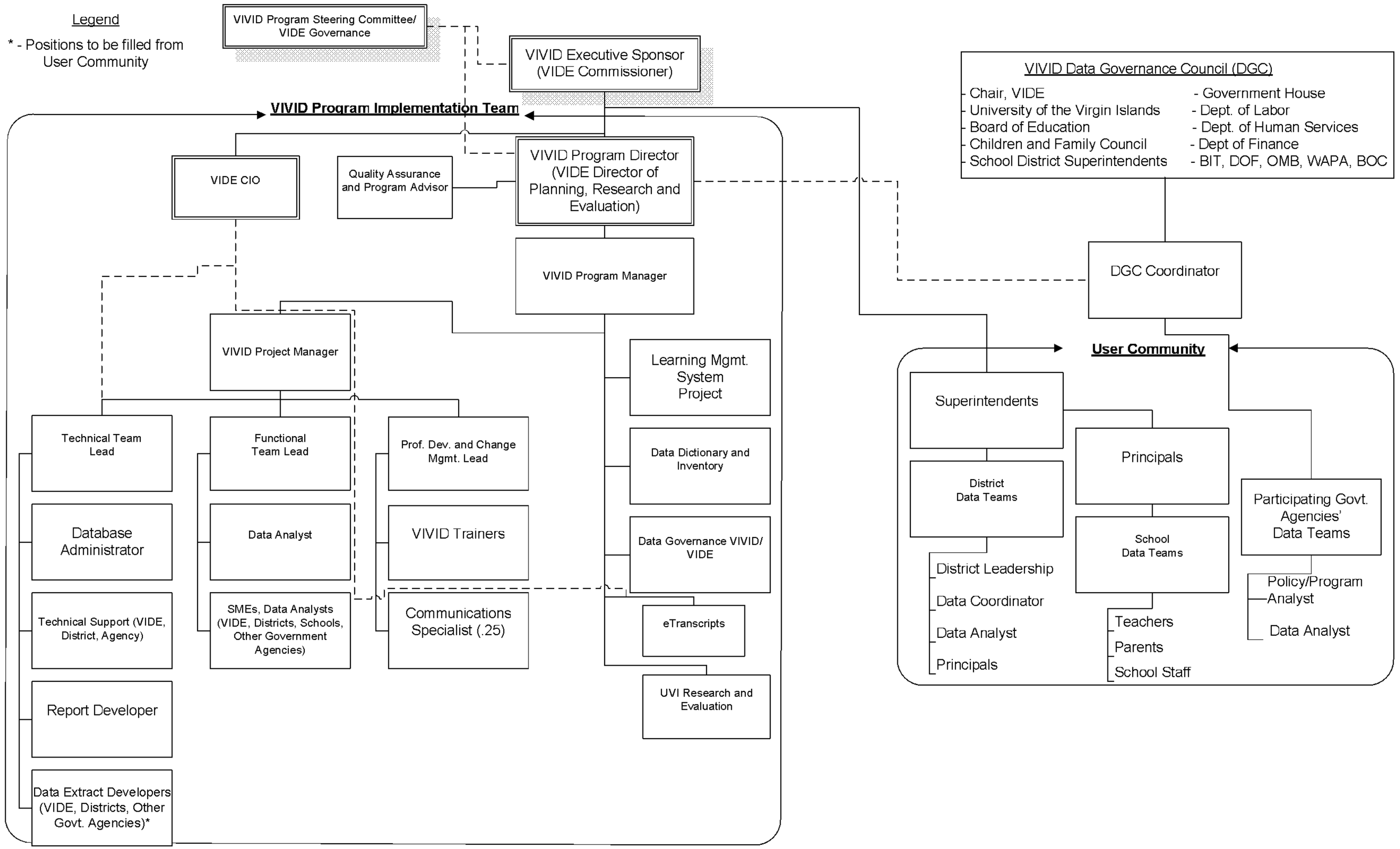
development; and to smooth the transition of citizens as they move through life's stages (i.e., birth to pre-k to elementary and secondary to post-secondary and/or the workforce). The table below describes the partners of VIVID and their role in its implementation and use. All partners listed below also serve on the VIVID Governance Committee. Appendix D includes letters of support for VIVID.

Partner	Role in VIVID
Government House	The VI Governor supports the development of a statewide K-12 SLDS and is issuing an Executive Order to establish VIVID. His office is available for consultation.
Legislature	The VI Legislature supports the building of longitudinal data systems and legislation is being proposed to require in-kind contribution of staff and technology from all participating agencies.
University of the Virgin Islands (UVI)	UVI provides the only teacher education program in the VI and will use VIVID to analyze how teachers perform once they start teaching within VIDE. UVI will also work with VIDE to establish indicators of college readiness.
Department of Labor (DOL)	DOL is responsible for all labor and employment programs in the VI. DOL will use data from VIVID to show how subject areas studies help students prepare for workforce readiness in specific occupations. DOL will also work with VIDE using VIVID to more quickly provide educational and workforce services to drop-outs through the DOL Youthnet program.
VI Bureau of Information Technology (BIT)	BIT will help provide territory-wide technology guidance and assistance on VIVID implementation such as Intranet connectivity, if required.
Human Services (HS)	Human Services will use VIVID to store and analyze data in three areas: • Access the impact of high-risk behaviors in order to better plan to address and prevent recurrence • Ancillary data about families (such as, the number of single parent families) • Identify gaps in services
St. Thomas (STT) and St. Croix (STX) School Districts	The VI school districts are critical partners in implementation of VIVID. The contribution of teacher and other educators has already begun through focus groups. This engagement will continue through steering committee representation and participation, involvement in defining standards and involvement in training. The districts will be the primary users of data from VIVID and use it to better understand and more quickly identify struggling schools, teachers, and students, best practice instruction, and causes of student success. The districts will improve instructional practice and programs based on data use. They will be increased accountability as the connection between student and teacher's performance can be more easily linked.
The Children and Families Council	The Council will assist in Territory-wide coordination of VIVID planning, design, implementation, and support.
Department of Health (DOH)	DOH will conduct diagnostic and predictive analyses of health indicators tied to citizen success.
Department of Finance (DOF)	DOF will provide salary information and analyze territory-wide revenue data to assess economic impact using data in VIVID.
Office of Management and Budget (OMB)	OMB will conduct performance-based budgeting and return on investment analyses using data in VIVID.
Department of Personnel (DOP)	DOP will provide unique employee IDs across all agencies and test results of employment assessments (e.g., fire, police, Civil Service).

Project Structure and Staffing

VIVID will require dedicated human and capital resources to go from a conceptual to operational system. This section outlines the specific roles, responsibilities and time that will be committed to the VIVID implementation.

While there are a number of existing staff members from VIDE and other territory agencies that will be assigned roles in the implementation of VIVID, VIDE, as the project sponsor will need to hire additional staff to complete the VIVID project team. The chart below presents a suggested organizational structure that will be required to design and implement VIVID.


Legend
* - Positions to be filled from User Community
VIVID Program Steering Committee/ VIDE Governance
VIVID Executive Sponsor (VIDE Commissioner)
VIVID Program Implementation Team
VIDE CIO
Quality Assurance and Program Advisor
VIVID Program Director (VIDE Director of Planning, Research and Evaluation)
VIVID Program Manager
VIVID Project Manager
Technical Team Lead
Functional Team Lead
Prof. Dev. and Change Mgmt. Lead
Learning Mgmt. System Project
Data Dictionary and Inventory
Database Administrator
Data Analyst
VIVID Trainers
Data Governance VIVID/ VIDE
Technical Support (VIDE, District, Agency)
SMEs, Data Analysts (VIDE, Districts, Schools, Other Government Agencies)
Communications Specialist (.25)
eTranscripts
Report Developer
UVI Research and Evaluation
Data Extract Developers (VIDE, Districts, Other Govt. Agencies)*
VIVID Data Governance Council (DGC)
- Chair, VIDE
- University of the Virgin Islands
- Board of Education
- Children and Family Council
- School District Superintendents
- Government House
- Dept. of Labor
- Dept. of Human Services
- Dept of Finance
- BIT, DOF, OMB, WAPA, BOC
DGC Coordinator
User Community
Superintendents
Principals
Participating Govt. Agencies' Data Teams
District Data Teams
School Data Teams
District Leadership
Data Coordinator
Data Analyst
Principals
Teachers
Parents
School Staff
Policy/Program Analyst
Data Analyst

The Budget Narrative provides a detailed description of each role in the Organizational Chart. The table below highlights qualifications that describe how key personnel are qualified to manage and implement the proposed activities. See Appendix B for key project staff resumes.

Role	Name (Current Title)	Qualifications
Executive Sponsor	Dr. LaVerne Terry (VIDE Commissioner)	– Leader of K-12 education within the USVI
Program Director	Randolph Thomas (VIDE Director of Planning, Research and Evaluation)	– Current leader of VIDE Research and Evaluation function, successful implementation of statewide SIS and statewide accountability reporting
UVI Governance Committee Representative and Project Advisory	Sharlene Harris	– Prior successful project management experience within the USVI education system
UVI Governance Committee Representative and Project Advisory	Tina Koopman, University of the Virgin Islands, Chief Information Officer	– National experience directing implementation of large information technology projects and current UVI Chief Information Officer
VIVID Implementation Support	Dean Baptiste	– Director of Computer Operations-– experienced in support of VIDE technology
VIVID Implementation Support	Dr. Clinton Stapleton	– Director of Instructional Technology – experienced in support of VIDE technology infrastructure and manager of VIDE statewide network
Data Analyst	James M. Richardson	– VIDE EDEN and ED*Facts* Coordinator/Evaluation Specialist
VIVID Program Steering Committee/VIDE Governance Member	Dr. Sarah Mahurt	– VIDE Deputy Commissioner of Curriculum and Instruction
VIVID Implementation Support , St. Croix	Samuel Solomon	– St. Croix School District Technologist
VIVID Implementation Support, St. Thomas/St. John (STT/STJ)	John Heyliger, Director of Technology, STT/STJ	– Experienced technologist – SmartBoard expert

Summary

The U.S. Virgin Islands needs a robust longitudinal data system that provides timely, reliable, high quality P-20 data to all stakeholders. This data will positively impact and inform policy, practice while improving student achievement. The funding proposed in this grant application will pay for USVI's longitudinal data system software, hardware, development and implementation costs, as well as the seed money required to develop an e-Transcript system and improved data quality, training and research initiatives. VIDE and other Territory agencies will contribute staff necessary to govern, support and sustain VIVID. These efforts build on the K-12 foundation as part of a larger collaborative territory vision where citizens are tracked and supported through a well-articulated provision of services from preK-12 to post-secondary education and to the workforce through a seamless integration of data across Territory agencies.

SLDS Requirements Checklist (within three years)

	Outcomes Achieved	In Existing System	Will be developed or improved with this grant	Being developed with other funds	Current Resources Used	Comments
Required System Capabilities						
1. Must allow states to examine student progress over time to meet demands of postsecondary, 21st century workforce, and the Armed Forces. Must be individual data from preschool through postsecondary to workforce.	Outcome 4 Benchmark Outcome Stage 1					– This grant will help USVI develop a territory-wide unique student ID. – VIDE, UVI, and DOL do not currently track individual student data in areas such as, employment, wage and earnings information.
2. Must facilitate and enable the exchange of data among agencies within the state and between states utilizing standard data structures, formats and data definitions.	Outcome 1					– Started in July, 2009 and established the Interim Data Governance Council met in September and October 2009.
3. Must link student data with teachers.						– Currently captured in VIDE's current student information system (SASI).
4. Must match teachers with certifications and teacher preparation programs.	Outcome 4 Benchmark Outcome Stage 4					– VIDE currently manually captures data related to teacher certification / preparation programs, and highly qualified for NCLB.

	Outcomes Achieved	In Existing System	Will be developed or improved with this grant	Being developed with other funds	Current Resources Used	Comments
5. Must allow data to be easily generated for continuous improvement and decision-making such as timely reporting to parents, teachers, and school leaders around student achievement.	Benchmark Outcome Stage 2 Outcome 5 Outcome 6	☐	☐		☐	– Manual NCLB report card data (generated from the SQL database) and VITAL assessment data (from CDROMs) are being shared with stakeholders for data-driven decision-making. – Started as a part of the territory-wide Data Governance Council
6. Must have a component ensuring data quality/integrity checks and validations.	Outcome 3	☐	☐		☐	– In progress as a part of the territory-wide Data Governance Council. – VIDE currently has some procedures to help ensure data quality / integrity such as a data quality manual shared with schools, physical visits, and an initial implementation of Certica that sends e-mails of data errors to districts.
7. Must facilitate the ability of the state to meet reporting requirements of USDE, especially those contained in the metrics for the Stabilization Fund and ED Facts.	Outcome 4 Benchmark Outcome Stage 3		☐			– VIDE has challenges meeting pre-school and special education reporting requirements. – VIVID will enable integration of special education, financial and pre-school data with core demographic information by program and location.

	Outcomes Achieved	In Existing System	Will be developed or improved with this grant	Being developed with other funds	Current Resources Used	Comments
Required Data Elements (America COMPETES Act)						
1. Unique student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law) ***(PreK-12 and Post Sec)***	Outcome 2 Outcome 4 Benchmark Outcome Stage 1, 4	☐	☐			- This grant will help USVI develop a territory-wide unique student ID. - Within VIDE, this grant will help eliminate any duplication of student IDs.

2. Student-level enrollment, demographic and program participation information ***(PreK-12 and Post Sec)***	Outcome 2
	
	Outcome 4
		☐	☐			- VIDE has some data on program participation in special education, ELL and Title I.
						- This grant will help clarify what additional data elements VIDE and other agencies:
						  - currently capture
						  - need to capture
						  - how to capture

3. Student-level information about the points at which students exit, transfer in, transfer out, dropout, or complete P-16 education information ***(PreK-12 and Post Sec)***	Outcome 2
	
	Outcome 4
	
	Benchmark Outcome Stage 4
		☐	☐			- This grant will help VIDE and other agencies identify elements to:
						  - currently capture
						  - need to capture
						  - how to capture

	Outcomes Achieved	In Existing System	Will be developed or improved with this grant	Being developed with other funds	Current Resources Used	Comments
4. Ability to communicate with postsecondary data systems ***(PreK-12 and Post Sec)***	Outcome 4 Benchmark Outcome Stage 4		☐			– No data are currently shared electronically between VIDE and UVI.
5. State data audit system assessing data quality, validity, and reliability ***(PreK-12 and Post Sec)***	Outcome 3 Benchmark Outcome Stage 4	☐	☐	☐		– In progress as a part of the territory-wide Data Governance Council. – VIDE currently has some procedures to help ensure data quality / integrity such as a data quality manual shared with schools, physical visits, and an initial implementation of Certica that sends e-mails of data errors to districts.
6. Yearly individual student test records ***(PreK-12)***	Outcome 4 Benchmark Outcome Stage 2	☐	☐			– VIDE has aggregate level assessment data in a SQL database including VITAL and ITBS data. – VIDE would like to capture additional information in a new Learning Management System (LMS). – VIVID will integrate assessment data from PreK-20.
7. Information on students not tested by grade and by subject ***(PreK-12)***	Outcome 4 Benchmark Outcome Stage 2		☐			– VIDE can provide information on students who did not take the VITAL test, but cannot provide this information for college readiness assessments, such as the SAT, ACT, and

	Outcomes Achieved	In Existing System	Will be developed or improved with this grant	Being developed with other funds	Current Resources Used	Comments
						PSAT scores.
8. Teacher identifier with ability to match teachers to students ***(PreK-12)***		⌟				– Currently captured in VIDE's current student information system (SASI).
9. Student level transcript information to include courses completed and grades earned ***(PreK-12)***	Outcome 7	⌟	∟			– Currently captured in SASI, but need to improve to standardize grade definitions across the territory.
10. Student level college readiness test scores ***(PreK-12)***	Outcome 4 Benchmark Outcome Stage 4		⌜			– This grant will help clarify what additional data elements VIDE and other agencies: – currently capture – need to capture (e.g., SAT, PSAT, ACT) – how to capture
11. Data on if student transitions successfully from secondary to postsecondary, including whether students enroll in remedial coursework ***(Post Secondary)***	Outcome 4 Benchmark Outcome Stage 4	⌟	∟			– UVI currently captures data on remediation in their Banner system. – This grant will be used to capture data on other transition areas.

	Outcomes Achieved	In Existing System	Will be developed or improved with this grant	Being developed with other funds	Current Resources Used	Comments
12. Other information determined necessary to address alignment and adequate preparation for student success in postsecondary education ***(Post Secondary)***	Outcome 4 Benchmark Outcome Stage 4					– UVI does not currently capture this data, but this capacity will be developed with this grant.
Four Reform Areas of Recovery Act						
1. Achieving equity in teacher distribution	Benchmark Outcome Stage 2 Outcome 5 Outcome 6					– One of the stated priorities of the VI Board of Education is to improve teacher quality for all students. VIVID will be used to store and analyze information on how teachers area allocated to students and how teacher certification, and training impacts student performance.
2. Improving collection and use of data	Outcome 4					– Core purpose of grant. VIVID will serve as the repository for collection and storage of data and will provide tools for stakeholder use.
3. Standards and assessments	Benchmark Outcome Stage 2					– VIDE is in the process of revising VI standards and assessments based on new

	Outcomes Achieved	In Existing System	Will be developed or improved with this grant	Being developed with other funds	Current Resources Used	Comments
						International standards. VIVID will store territory-wide assessments.
4. Supporting struggling schools	Benchmark Outcome Stage 2 Outcome 5 Outcome 6					– VIVID will store No Child Left Behind (NCLB) report card data to help identify struggling schools and analyze factors influencing low student achievement.

Project Narrative

Project Narrative - Appendix A, Optional Attachments

Attachment 1:
Title: **The Virgin Islands Virtual Information Database- Current Capacity** Pages: **2** Uploaded File: **C:\Documents and Settings\rthomas\My Documents\LDS apps2009\VIVID Current Capacity.pdf**

Virgin Islands Virtual Information Database

Current Capacity

While the Virgin Islands Department of Education is fortunate to have one territory-wide Student Information System (SIS) and has recently won an award for its ED*Facts* reporting through the Education Data Exchange Network (EDEN), capacity is limited in the following three categories:

Technology

- Lack of a data warehouse/data system to integrate and consolidate data over multiple years.
- Lack of a Learning Management System (LMS) to provide item level analysis and timely actionable feedback and access to teachers and instructional leaders.
- Lack of a portal to make data widely accessible to stakeholders.
- Lack of an inter-agency infrastructure –infrastructure through which to share data among agencies is inadequate and has never been configured; there has been a lack of funds to finance the infrastructure, hardware and software to support a territory-wide SLDS.

Processes

- While a territory-wide governance structure is in the early stages of emergence (The Virgin Islands has formed an Interim Governance Council which has held several meetings since June of 2009. This council is recommending legislation to formalize LDS governance), a formalized governance structure and processes will be instituted to establish comprehensive territory-wide policies and executive level support for data sharing.
- There is currently no consistent protocols for data gathering, analysis and usage at the school/district levels. These must be established and teachers and administrators must receive extensive training in their use. There will be an even greater need for training once data are more available and easily accessible. .
- There are limited data quality control and audit procedures (e.g., verification procedures on student-teacher links or cleaning course enrollment data). The comprehensive implementation of Certica should help improve this capacity issue.

Human Capital

Additional staffing will be necessary to accomplish the goals of the SLDS. VIDE lacks sufficient funds to dedicate staff to fully implement a project of the magnitude of VIVID, including key roles such as Project Managers, Functional Lead and Report Developers (see Budget Narrative). Current VIDE staff are lacking key technology and data quality skills specifically required to successfully implement an SLDS. With the implementation of VIVID, staff skills will need to be updated to successfully implement and maintain the LMS and VIVID.

Training and Technical Assistance Needs

Creating a culture of data throughout the school, district and state is one of the primary goals of an SLDS. Sufficient training has not yet been provided to school and district staff on how to collect and use data to improve student performance.

One of the most important aspects of VIVID will be training and providing support to users so they can become proficient with the system and improve data-driven decision-making. In order to achieve the buy-in of educators, administrators and other USVI public service personnel, users must understand the value VIVID will offer and how it will help them improve their own performance and student achievement.

Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:
Title: **VIVID Key Personnel Resumes** Pages: **24** Uploaded File: **VIVID Resumes.pdf**

Sarah F. Mahurt, Ph.D
Deputy Commissioner
Virgin Islands Department of Education

Ph. D.	Purdue University, West Lafayette, IN Curriculum and Instruction Major: Literacy and Language Specialization: Teacher Change in Literacy Education
M. S.	Purdue University, West Lafayette, IN Major: Education Specialization: Reading and Social Studies
B. A.	Purdue University, West Lafayette, IN Major: Sociology

Academic Appointments

2008-present	Director, Curriculum, Assessment, and Technology; Deputy Commissioner, Curriculum and Instruction, Virgin Islands Department of Education
1999-2008	Director, Comprehensive Literacy Reform, Literacy Collaborative; Clinical Associate Professor of Curriculum and Instruction; Associate Director, Purdue Literacy Network Project. Promoted to Clinical Professor of Curriculum and Instruction, April, 2008, Purdue University
1996-1999	Vice Chair, Division of Teacher Education, University of the Virgin Islands, St. Croix Campus
1993-1999	Instructor, Assistant Professor, Associate Professor of Teacher Education Universityof the Virgin Islands
1977-1991	Reading Teacher, Specialist, Language Arts Resource Teacher, Virgin Islands Public Schools, St. Croix

Published works

a. Books

Mahurt, S., Metcalfe, R., & Gwyther, M. (2007). *Building bridges from early to intermediate literacy, Grades 2-4.* Thousand Oaks, CA: Corwin. [Nominated for 2007 National Reading Conference Edward Fry Book Award]

Perna, D., & Mahurt, S. (2009). *Reading to learn in secondary classrooms.* Thousand Oaks, CA: Corwin.

b. Book chapters

Mahurt, S. (2004). The picture book in Caribbean children's literature. In J. May and D. Henderson (Eds). *Exploring culturally diverse literature for children and adolescents: Learning to listen in new ways* (pp. 277-284). New York: Allyn & Bacon.

c. Bulletins/Editorials

Hynd, G. W. & Mahurt, S. (2006, Fall). An early collaborative effort: Developing better writers. In *College of Education Magazine* (p. 10). West Lafayette, IN: Purdue University.

Hynd, G. W. & Mahurt, S. (2006, September 26). Developing better writers takes an early, collaborative effort. *Journal & Courier*.

Hopkins, C. J., & Mahurt, S. (2004, Winter). School/university partnerships in reading: Teacher education at Purdue. In *Networds* (pp. 8-10). Evansville, IN: Middle Grade Reading Network.

Mahurt, S. (2001). Student achievement in two first-grade classrooms. In G. S. Pinnell & P. L. Scharer (Eds.), *Literacy Collaborative 2001 research report* (pp. 31-32). Columbus, OH: Literacy Collaborative at The Ohio State University.

Mahurt, S. F. (1997, January 6). We can improve our schools systematically and sensibly. *The Virgin Islands Daily News,* p. 18.

d. Monographs

Mahurt, S. (2006). Writing supports reading instruction. *Write Connections, 2(2).* Available at: http://thewritingsite.org/articles/vol2num2d.asp.

e. Selected refereed journal articles

Mahurt, S., & Younts, T. (2007). Interactive writing: A tool for developing phonological awareness and phonics usage. *Indiana Reading Journal, 39(1),* 17-22.

Mahurt, S. (2005). Writing is reading. *Indiana Reading Journal. 37(1),* 19-26.

Lenski, S. D., Grisham, D. L., Brink, B., Mahurt, S., Jampole, E., Cohen, S., Mitchell, J. N., & Zeek, C. (2001). Researching the relationship between school-university partnerships and students' learning. *Journal of Reading Education, 26(3)*, 23-28.

Mahurt, S. (1998). Writing instruction: University learning to first-year teaching. In T. Shanahan & F. V. Rodriguez-Brown, *National Reading Conference Yearbook, 47* (pp.542-554). Chicago, IL: National Reading Conference.

Selected research presentations

Forbes, R., Hopkins, C., Schmitt, M., & Mahurt, S. (2006, December). *Using a fluency and phrasing rubric to develop teachers' knowledge of prosodic features of oral reading*. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.

Mahurt, S. (2004, November). What it takes to improve literacy instruction. In J. May (Chair), *Teaching reading, exploring writing*. Panel conducted at the meeting of the National Council of Teachers of English, Indianapolis, IN.

Schmitt, M., Kelley, L., Mahurt, S., & Younts, T. (2003, December). *Shifts in teacher beliefs and practices that impact student literacy learning*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Mahurt, S., Schmitt, M., Younts, T., & Lose, M. (2002, December). *Examining the relationship between teacher beliefs and practice*. Paper presented at annual meeting of the National Reading Conference, Miami, FL.

Mahurt, S. (2000, April). Literature circles in preservice teacher education: A tool for changing attitudes and instruction. In *Linking Theory and Practice through Literature Response Circles in Teacher Education*. Symposium presented at the annual conference of the American Education Research Association, New Orleans, LA.

Brink, B., Mahurt, S., & Grisham, D. L. (1999, December). Developing models of research in a partnership school. In *Focused Intent: Proposing Models for Linking School-University Partnerships to Students' Literacy Learning*. Symposium presented at the annual meeting of the National Reading Conference, Orlando, FL.

Mahurt, S., & McMahon, S. (1993, March). *The writing roller coaster: A collaborative study of change*. Paper presented at the spring convention of the National Council of Teachers of English, Richmond, VA.

Selected conference presentations

a. Selected featured speaker

Mahurt, S. (2008, October). *Team planning as part of systematic school reform.* Prince William County Schools, Manassas, VA.

Mahurt, S. (2008, February). *Coaching as part of systematic professional development.* Prince William County Schools, Manassas, VA.

Mahurt, S. (2007, October). *Comprehension and vocabulary: The base for better reading*. Keynote presentation Anderson Community Schools Fall Professional Development. Anderson, IN.

Mahurt, S. (2007, May). *Language: The basis for literacy.* Keynote presentation at the Best Beginnings Early Childhood Conference, St. Thomas and St. Croix, VI.

Mahurt, S. (2004, February). *What works for professional development?* Featured speaker at the National Reading Recovery and Descubriendo la Lectura Conference, Columbus, OH.

Mahurt, S. (2003, June). *Teaching all children in reading/writing classrooms*. Conference sponsored by Brainerd (MN) School District and Hamline University. Brainerd, MN.

Mahurt, S. (2002, February). *Extending children's understanding: Developing comprehension strategies.* Featured speaker at the National Reading Recovery and Descubriendo la Lectura Conference, Columbus, OH.

b. Selected invited presentations

Mahurt, S. (2008, January). *Building bridges in literacy.* Preconference institute at the annual RRCI Early Literacy Reading Recovery Conference, Des Moines, IA.

Mahurt, S. (2007, February). *Comprehension: The heart of reading.* Paper presented at the annual RRCI Early Literacy Reading Recovery Conference, Des Moines, IA.

Mahurt, S. (2006, June). *Developing vocabulary: Words can be fun*. Paper presented at the Lebanon Summer Literacy Academy, Lebanon, IN.

Mahurt, S. (2004, September). *Promoting literacy through the public library*. Paper presented at the annual conference of the Indiana Library Federation, Children and Young People's Division Conference, West Lafayette, IN.

c. Selected refereed presentations

Mahurt, Metcalfe, R., Mahurt, S., Gwyther, M. (2008, February). *Building bridges in reading*. Paper presented at the National Reading Recovery and K-6 Classroom Literacy Conference, Columbus, OH.

Mahurt, S. & Metcalfe, R. (2007, May). *Coaching as part of systematic professional development.* Paper presented at the annual convention of the International Reading Association (ticketed session), Toronto, Canada.

Mahurt, S. (2007, February). *Making a difference: Professional development for improving literacy teaching.* Paper presented at the National Reading Recovery and K-6 Classroom Literacy Conference, Columbus, OH

Mahurt, S. (2006, May). *Literacy coaching: What it takes to be effective.* Paper presented at the annual convention of the International Reading Association (ticketed session), Chicago, IL.

Mahurt, S. & Gwyther, M. (2005, February). *Language: The basis for literacy.* Institute presented at the National Reading Recovery and Descubriendo la Lectura Conference, Columbus, OH.

Mahurt, S., Adair, J., Gordon, P., Hansen, B. (2003, May). *Making a difference: Professional development for improving literacy teaching*. Microworkshop presented at the annual convention of the International Reading Association, Orlando, FL.

Mahurt, S. (2003, October). *Writing is reading.* Paper presented at the NCA CASI Fall Conference. Indianapolis, IN.

Lyons, C., Mahurt, S., Gordon, P., Hansen, B. (2002, February*). Professional development: Collaboration for teaching improvement*. Institute presented at the National Reading Recovery, Columbus, OH.

Mahurt, S. F., Beagles, E., Hasselle, R., Withrow, V., & Roberts, L. (1995, May). *Do as I say not as I do: Choice as an effective teaching strategy in a college literacy course*. Paper presented at the annual convention of the International Reading Association, Anaheim, CA.

Elster, C. A., Moje, E. B., Mahurt, S. F., Hughes, M. A., & Berg, S. D. (1992, November). *Whole language in non- mainstream classrooms*. Paper presented at the annual convention of the National Council of Teachers of English, Louisville, KY.

Mahurt, S. (1992, May). *The circle beneath the tree: Bringing the community into the classroom*. Paper presented at the annual convention of the International Reading Association, Orlando, FL.

d. Selected invited workshops

Crawfordsville Community School Corporation, Crawfordsville, IN

Seven days of professional development in literacy instruction for all 3-5 grade teachers. (October 2007-April 2008)

Madison Consolidated School Corporation, Madison, IN

Ten full-day workshops on teaching writing, vocabulary development, and comprehension to teachers from all elementary schools and junior high school. (October 2004-January 2007)

Decatur Township Early Childhood Center, Indianapolis, IN

Long-term (38 days) professional development in early literacy instruction. This involved observations, workshops, and coaching as well as advising on materials purchasing and long-term planning (2000-2003)

Northeast and Islands Regional Educational Laboratory at Brown University (LAB)

Assisted Virgin Islands' liaison to the LAB with research issues in the planning and implementation of professional development schools (1997-1999)

Virgin Islands Department of Education, St. Croix District

Developed Action 95-96, a district initiative to improve student achievement in the language arts through a professional development process. Implementation consisted of a series of professional development opportunities for elementary classroom teachers, secondary reading teachers, and principals (May, 1995-May, 1996)

e. Selected consulting activities

Virgin Islands Reading First, St. Croix, VI

Provided nine days of workshops and demonstration lessons in guided reading for primary teachers from seven elementary schools and five days of workshops for literacy coaches and school and district administrators. (March, 2007-December, 2007)

Ricardo Richards Elementary School, St. Croix, VI

Completed workshops and demonstration lessons on using assessment to guide reading instruction in small-group guided reading, classroom environment, and effective guided reading lessons. Will also be coaching classroom teachers. (September, 2006-February, 2008)

Thompson Elementary School, Walton, IN

Provided day-long workshop on writing workshop to K-6 teachers and seven days of demonstration lessons and reflective conversations with teachers in Kg-6th grades. (October 2004-December 2007)

Edgewood Elementary School, Anderson, IN

Completed eight half-days of observation and six days of workshops centering on the improvement of comprehension instruction in grades K-5. (April 2005-April 2007)

Lebanon Community School Corporation, Lebanon, IN

Provided classroom demonstrations and lead reflective discussions for K-5 teachers focusing on developing comprehension strategies and professional development for district literacy consultants. (2003-2005)

Shikellamy School District, Sunbury, PA

Provided professional development in balanced literacy instruction to all K-3 teachers through workshops, demonstrations, and reflective discussions throughout several school years. (2002-2004).

Logan Avenue School, Emporia, KS

Provided 3 days professional development in writers' workshop for all teachers (Grades K-5). This included workshops and teaching demonstrations with reflective discussions. (2002)

Northeast and Islands Regional Educational Laboratory at Brown University; Research Assistant

Assisted Virgin Islands' liaison to the LAB with research issues in the planning and implementation of professional development schools. (1997-1999)

Perfection Learning Company, Logan, IA

Reviewed manuscript and made suggestions regarding information and activities about the Caribbean region for *Beyond the Basal, Around the World: Caribbean Islands.* This teacher's resource book centered on *My Little Island* by Frane Lessac. (1992).

Samuel A. Solomon
(b)(6)
Email Address: (b)(6)
sasolomon@stx.k12.vi

WORK EXPERIENCE:

08/1999 to Present. Network Specialist, Seminole County Public Schools: Information Service Department. 400 East Lake Mary Blvd Sanford, FL 32773-7127
Installs hardware and software, maintains network operations and ensures that inquiries and problems concerning networks, computers, peripherals and services are expeditiously resolved. Responsibility for installing network software and equipment and changes the components of existing equipment. Monitors operation of the network and ensures that hardware and software are functioning properly and that operation standards are met. Maintains an inventory of all network hardware and software. Responds to users requests for assistance in a timely manner. Identifies and determines problems and the corrective action to be taken in case of hardware/software failure or in circumstances when prescribed procedures will not produce desired results. Performs systems backups to insure expedient restoration of the database for the respective network servers. Coordinates support actions with user, management, contractor personnel and higher levels as required. Troubleshoots all aspects of the system to include hardware, software and communications lines. Maintains a continuing awareness of technical changes in the areas of equipment technology and software. Maintains, manages, monitors and expands local and wide area networks (LAN & WAN). Supports connectivity of Windows 95, Windows 98, Windows XP, Windows 2000 and other platforms along with network printers to the network; sets up and provides support for TCP/IP and manages the distribution and tracking of TCP/IP numbers.

11/1997 to 8/1999, Network Technician, Seminole County Public Schools: Information Service Department. 400 East Lake Mary Blvd Sanford, FL 32773-7127
Installs, configures, and trouble-shoots network and application server hardware, operating system software, and peripheral network equipment such as routers, network interface cards, and modems. Changes the components of existing equipment for efficient operation. Install and configure computer labs.

3/1994 to 10/1997 Customer Service Rep, Technology Service Solutions/IBM Orlando, Florida
Installs, maintains, and relocates computer equipment; mini-computer hardware, personal computers (PCS) their associated peripherals (terminals, monitors, printers, modems, etc.) diagnostic analysis to detect possible malfunctions in the systems hardware.
Delivers customer support services, including installation, configuration, troubleshooting, of IBM computers and peripherals; diagnosing and resolving problems in response to customer reported incidents;

9/1993 to 1994, Customer Service Rep, KODAK/ IBM Orlando, Florida
Installs, maintains, and relocates computer equipment; mini-computer hardware, personal computers (PCS) their associated peripherals (terminals, monitors, printers, modems, etc.) diagnostic analysis to detect possible malfunctions in the systems hardware.
Repair Service and Installation of IBM Computers, Printers, Peripherals
Installation of software, and Customer Satisfaction

3/1991 -9/1993 Customer Engineer, IBM; Orlando, Florida
Installs, maintains, and relocates computer equipment; mini-computer hardware, personal computers (PCS) their associated peripherals (terminals, monitors, printers, modems, etc.) diagnostic analysis to detect possible malfunctions in the systems hardware.
Repair Service and Installation of IBM Computers, Printers, and Peripherals
Installation of software, and Customer Satisfaction

3/1988- 3/1991 WSO Production Specialist- WSO Senior Operator IBM; New York
Operate and maintain high tech equipment

EDUCATION:
Barry University, Miami FL, B.S.; Information Technology 2007-2009
Seminole Community College, Sanford FL, A.S.; Computer Network Engineering 1995- 1999
DeVry Institute of Technology, Atlanta GA, A.S.; Electronic Technician 1986-1988
St. Croix Central High School 1985

CERTIFICATION:
Certified Novell Administrator (Netware 3.12)
Dell Certified Technician

(b)(6)

Randolph Thomas

Profile

Over fifteen years of work experience in the areas of assessment, planning, research and evaluation. Planned for, coordinated and managed more than two million dollars of federal project funds during the past five year period. Created the Data Collection, Management and Accountability System (DCMAS) using the Virgin Islands IT network infrastructure and School Administration Student Information (SASI) application to create a state-wide database system with the capability to generate the Virgin Islands NCLB report card.

Professional Highlights

Assessment

- Planned and coordinated territorial assessment of Virgin Islands students on the Metropolitan Achievement Tests (MAT)
- Produced analysis of students' performance on the MAT

Professional Development

Planned and coordinated more than 1000 hours of training territorially in the following areas: MS Access, MS Excel, MS PowerPoint, Project Management, SPSS, JReport, Project Management, School Administration Student Information (SASI) Attendance, Query, and District Integration

Research & Evaluation

- Produced analysis of Virgin Islands' students SAT scores
- Conducted survey of homework practices in Virgin Islands Public Schools
- Created evaluation documents

Project Management

- Homework Policy Project- Establish a territorial homework policy
- DCMAS- Establish a territorial data collection and reporting system including No Child Left Behind Report Card –Coordinated the activities of team members, vendors and school, district and state personnel
- Coordinated development of data-warehousing proposal for the Department of Education

Skills

- Project Management
- Professional Writing
- Program Evaluation
- Data Analysis
- Educational Research
- Testing and Assessment
- Microsoft Office (Excel, Access etc.)
- SPSS

Randolph Thomas

Job Title

(b)(6)

Randolph Thomas

Director, Planning, Research & Eval.	2007 to Present
Project Manager/ Eval. Specialist	2003 to 2006
Homework Policy Project Manager	2003 to 2005
Outreach Specialist	1986 to 1992
Research Analyst	1992 to 1996

Education

BA	College of the Virgin Islands St. Thomas, USVI Thomas	May 1981
Candidate for MA Public Administration		

Additional Activities

Small business owner

PTA President J. Antonio Jarvis Elementary School 2002-2004

Zero Tolerance Summer Basketball League

Chairperson, contextual Information Committee

Chairperson, Accreditation Facilities Committee

Workshop Presenter, American Federation of Teachers

Mentor, Saturday boys program

References

References are available on request.

LaVerne Terry, Ed.D.

(b)(6)

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860-878-8833
340-774-2810

EDUCATION

Fellow, Broad Urban Superintendents Academy
Doctor of Education in Education Leadership, University of Delaware, Newark, DE
Master of Education in Special Education, University of Maryland, College Park, MD
Bachelor of Science in Elementary and Special Education, University of Delaware, Newark, DE

PROFESSIONAL EXPERIENCES

Commissioner of Education January, 2008 – Present
Virgin Islands Department of Education
St. Thomas, Virgin Islands

Provide leadership, monitoring and oversight in development of curriculum and standards, the development, implementation and monitoring of instructional programs inclusive of the special education, adult, career and technical education and the maintenance of educational facilities. Additionally, the Department under the leadership of the Commissioner is responsible for providing support services such as child nutrition and school lunches, pupil transportation, and library services to both public and non-public schools. As head of the education system the Commissioner is oversees a budget of approximately 240 million dollars and workforce of approximately 3000. Recent accomplishments include:

- Revised Virgin Islands Accountability Notebook to meet NCLB requirements
- Implemented new teacher contract to include six professional development days
- Implemented service delivery model to increase state level support to districts/schools
- Established ground work for curriculum development and standards review
- Obtained approval of the State Career and Technical Grant
- Established consolidated grant structure that allows for the effective and efficient use to federal grant funds

Deputy Superintendent July, 2005 – December 2007
Hartford Public Schools
Hartford, CT

Provide leadership for curriculum and instruction for all schools, Pre-K-12. Responsible for monitoring, evaluation and implementation of curricular and curricular support services including the Magnet Schools, professional development, research and assessment, and Bilingual Education. Accomplishments include:

- Collaborated with the special education department to change delivery strategy. Professional development is now co-planned and co-facilitated. A similar model will be implemented with Bilingual department.
- Worked with staff to streamline and coordinate efforts in order to adopt a service delivery model to support the schools at the sight.
- Implemented student support teams. These teams consist of central office experts who are on call to assist principal and/or school teams
- Organized professional development for substitute teachers
- Worked with PTP President's Council to identify strategies and opportunities for greater parent involvement
- Organized the Faculty Senate with the HFT and also organized the State Organizational Assessment audit.

Assistant Superintendent/ Chief Academic Officer 1998-2005
Christina School District
Newark, DE

Provide executive leadership in an urban/suburban district with over 20,000 students (35% eligible for free/reduced lunch, and 35% members of minority groups). Responsible for the successful implementation, monitoring, and evaluation of all curricular and co-curricular programs and services including Title I, adult education, special education, two statewide special schools, alternative education, accountability and assessment, professional development, and the supervision of principals. Manage department budget in excess of $15 million.

Accomplishments

- Improved elementary and middle school math, reading and/or writing test scores improved by over 20%.
- Successfully implemented a school improvement process requiring the use of student achievement data in all curriculum and program planning. Resulted in 85% of the district schools receiving ratings of "Superior" or "Commendable".
- Developed an award-winning professional development model for teachers and building administrators, including focus on in-classroom coaching from master teachers. Program received award from State Chamber of Commerce highlighting program's result and ability to be duplicated in other districts.
- All childhood centers over a two-year period received national accreditation from the National Association for the Education of Young Children.
- Served as member of teachers' contract negotiation team. Worked with union leaders to institute collaborative, interest-based negotiations. Resulted in a change in the culture where the district and union collaborate on many projects i.e. profession development, curriculum development, etc.
- Selected as Chair and Co-Chairperson of the State Science Coalition (formerly the Smithsonian Project). The goal of the Coalition was to implement statewide, elementary inquiry-based science curricula and professional development in order to significantly change how science is delivered to the students. Over 88% and

87% of fourth grade students (state and district respectively, meet or exceeds the standards).

Curriculum Supervisor 1997-1998
Christina School District
Newark, DE

Responsible for curriculum development and alignment, professional development and program supervision of Science, English Language Learners (ELL), Art, Music, and World language programs.

SCHOOL BASED EXPERIENCE

Principal, George V. Kirk Middle School 1980 – 1997
Assistant Principal, Newark High School
Assistant Principal, George V. Kirk Middle School
Special Education Teacher- Mathematics and Reading
Christina School District

Awards and Honors

- Teacher of the Year
- Outstanding Black Delawarean
- Outstanding Delawarean
- Trio Achievers- Delaware
- PTA Excellence in Education
- Super Stars in Education Award

Professional and Community Affiliations

- Member, NABSA, Hartford Chapter
- Trustee, University of the Virgin Islands
- WTJX (PBS) Board of Directors
- Beacon School Board of Directors
- Regional Educational Laboratory Northeast and Islands, Board of Directors
- Governor's Children and Family Council, Board Of Directors
- Member, Council of Chief State School Officers
- Member Education Commission of States

JOHN G. HEYLIGER

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WORK EXPERIENCE

12/02-PRESENT **Department of Education** - St.Thomas, VI

Technology Program Manager

-Supervised district technology staff

-Assessed future hardware, software, support services, and professional staff development needs

-Related technology to school improvement goals

-Assisted in preparing certain aspects of district and school improvement plans for technology expenditures

-Organized and conducted activities to inform the community about technology programs in the district

-Prepared reports to the Superintendent on the status of and need for specific technology based programs

District Technology Technician

-Supported District personnel in various aspects of personal computer and ETAN utilization. The Education Territorial Area Network (ETAN) is one of the largest point to point wireless networks in the Caribbean. ETAN provides internet and network connectivity to 23 schools and administrative buildings on the islands of St. Thomas and St. John, and 18 schools and administrative buildings on the island of St. Croix.

-Developed and conducted training classes to assist administrators, teachers, and students in standardized computer hardware and software products/applications.

-Provided technology support and guidance for the integration of technology into all classrooms

-Supported district and schools in technology planning and hardware purchases

-Developed and conducted training classes to assist administrators, teachers, and students in standardized computer hardware and software products/applications; support district and schools in technology planning and hardware purchases

01/00 – 03/02 **Lucent Technologies, Optical Fibers Solutions -** Atlanta, GA

Supervisor

Responsible for directing a group of 53 trades personnel in a union shop with three direct supervisors in the Maintenance/Engineering Control group of an Optical Fiber Cable Factory

-Maintained maintenance budget of $9.0mm

-Developed, monitored, and communicated metrics for trades group

-Developed training matrix to monitor and insure trades personnel were trained and proficient

-Insured equipment uptime of 94% for 300 + assets

Project Coordinator

-Managed multiple parallel projects using formal project management techniques

-Participated and assisted in project design and review sessions with business and engineering staffs

-Collaborated with engineers, project managers, and production planning to identify potential bottlenecks and manage their impact on business results

08/98 - 09/99 **United States Postal Service -** Atlanta, GA

Distribution Clerk

- Responsible for the sorting and distribution of mail to both mail carriers and customers
- Recorded and accounted for monies collected by mail carriers for COD's and postage dues.
- Assisted postal customers with problems pertaining to mail delivery, distribution, and mail carrier complaints.

03/86 - 03/90 **United States ARMY** – Domestic & International Assignments

Specialist 4\Trainer

- Instructed groups ranging from 5 to 30 on the proper use and maintenance of the Stinger Missile System
- Taught teammates how to effectively operate and repair computer based diagnostic equipment
- Performed diagnostic troubleshooting procedures on air defense missile systems and subsystems
- Supervised and evaluated the individual performance of five soldiers for three years
- Maintained Army Occupational Safety and Hazard documentation and updated personnel on site safety

EDUCATION **Keller Graduate School of Management, DeVry University** Atlanta, Georgia

Master of Science in Information Systems Management
Concentration: Distributed Systems Management
Graduation Date: June 2003

Morehouse College Atlanta, Georgia
Bachelor of Arts in Political Science
Graduation Date: May 1998

TECHNICAL SKILLS: MS Office 97/00/XP/03; Microsoft 95/98/Me/NT/00/XP;UNIX; MS Project 98/00/02; MSVisio 02, MS Outlook, Wi-Fi, VoIP, TCP/IP Ethernet Networking

TECHNICAL TRAINING: Windows 2000 Advance Server, Understanding Networking Fundamentals, Fiber Optics, Network +

PROMETHEAN

Certified Promethean Installer

JAMES RICHARDSON
Post Office Box 306852, St Thomas, VI 00803 • Tel. 340.998.2633 Fax. 340.777.9085 • richcomor@hotmail.com

OBJECTIVE

Seeking a career position within a Company/Agency, where professional experience, education and abilities would be an advantage to the growth of my employer and myself."

PROFILE

I have had much teamwork experience throughout my career. Team projects and my experience as a research analyst or evaluation specialist have enhanced my critical thinking and problem solving skills. My research experience and my minor training in information technology have also allowed me to become proficient in many software applications.

PROFESSIONAL STRENGTHS

- Detailed-oriented of office functions with background and past experience in the Student Data.
- Experiences in balancing priorities for long term and shot term company goals.
- A history of completing projects timely and with accuracy.
- Ability to adapt to challenges and changing environments.
- Quick and eager to learn, trustworthy and dependable with access to confidential information.
- Managed to established professional relationships with mayor stake-holers.
- I am team builder, teachable and easy to work with.
- Enthusiastic, creative and willing to assumed increase responsibility.
- Strong organizational, presentation, and customer service skills.

EXPERIENCE

2005 – Present Virgin Islands Department of Education St. Thomas, VI

Evaluation Specialist

- Conducts educational research, monitoring, and evaluation activities for the No Child Left Behind Act.
- Assisting the program manager in collecting, summarizing, and analyzing progress data;
- Evaluating effectiveness of student achievement accountability processes as indicated by progress measure results;
- Developing forms, brochures, letters and other pertinent documents;
- Planning/organizing meetings and conferences; and providing technical assistance to parents, local education agencies, providers and the general public.
- Designs research and evaluation studies covering a variety of education issues;
- Manages the studies by developing data collection instruments, training data collectors and analyzing and reporting the results;
- Develops computer programs for data analysis;
- Manage data collection, entry and production of regular reports
- Conduct analyses and develop reports based on study results.
- Develop, design, implement, evaluation and research studies of education
- Support members of the Education and Training department and other departments in project design, data collection, and interpretation of results.

- Provide internal consulting to staff and management,
- Comply with policies and procedures protecting patient rights for informed consent and the handling of confidential information as defined
- Assist with the development of Request For Proposals: provide input to and review software and integration vendor contracts.
- Organize task forces as needed to obtain functional requirements, design details, and approval of project direction
- Coordinate the data cleansing, data mapping and data conversion efforts for integrated relational databases; assist in the definition and development of system databases and act as a resource to other staff
- Configure and maintain system/software to ensure systems meets end-user needs
- Plan and schedule project deliverables, goals, milestones.
- Efficiently identifies and solves project issues.

2002 – 2005 UVI-Eastern Caribbean Center St. Thomas, VI

Research Analyst I

- Design data collection questionnaires, procedures and forms
- Assist in development and formulation of terms and conditions of staff contracts, including compensation rates
- Recruit, interview and screen applicants for office and field staff positions
- Responsible for disseminating information and pertinent data to the public
- Assist in the production of documents for publication, including the 2001 and 2002 US Virgin Islands Community Survey and 2000 US Virgin Islands Statistical Yearbook.

2001 - 2002 UVI – Eastern Caribbean Center St. Thomas, VI

Research Assistants

- Coordinating and overseeing the work of subordinates, and training part-time employees to use computer program Integrated Microcomputer Processing System (IMPS).

1998 - 2001 UVI – Media Center St. Thomas, VI

Computer Lab Attendant

- Worked with Computers, televisions and communication devices between St. Croix and St.. Thomas.

1998 - 2001 UVI – Mathematics and Science division St. Thomas, VI

Teachers Assistance

- Installing and maintaining computer software program to aid students in remedial mathematics.
- Administered weekly quizzes.

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P.O. BOX 306852 • ST. THOMAS, VI 00803-6852 • PHONE (340) 777-9085

EDUCATION

1997 – 2002 University of the Virgin Islands St. Thomas, VI

- B.S., Mathematics.

1990 – 1994 Albena Lake-Hodge Comprehensive High School Anguilla

- High School Diploma.

COMPUTER SKILLS

Microsoft® Certified IT Professional(MCITP), Microsoft® Certified Technology Specialist (MCTS), Statistical Package for the Social Sciences (SPSS), School Administration and Student Information System (SASIxp), JReporter, Visual Basic, Integrated Microcomputer Processing System (IMPS), Census and Survey Processing System (CSPro), Microsoft Works, Microsoft Word, Microsoft Excel, Microsoft Powerpoint, Microsoft Publisher, Microsoft Access, Microsoft Outlook, Microsoft Viso, Microsoft Project, Microsoft Groove, Microsoft Infopath, Microsoft OneNote, Word Perfect, Mathematica, Abode Photoshop, Abode Acrobat Windows 95, 98, NT, ME, 2000 Home and Professoinal, XP Home and Professional and Windows VISTA

HONORS AND ACTIVITIES

2009 NCES Forum & Summer Data Conference, 21st Annual Management Information Systems Conference , 11th Annual SASI Users Conference, Evaluation, Assessment & Policy Connection, 20th Annual Management Information Systems Conference, 2006 NCES Forum & Summer Data Conference, Census and Survey Processing System (CSPro) 2002, National Dean's List 2001, Dean's List 2000, Summer Research 2000, SIAM Conference 2000, UVI Math Club 2000 – 2001, Mentoring Program 2002 – 2001, Peer Tutor in Advance Algebra and Trigonometry 2000 – 2001, Community Service 1998.

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(b)(6)

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Email: dbaptiste@doe.vi
or (b)(6)

Dean Baptiste

Objective

To secure a position which would enable me to broaden my current skills and challenge my various abilities as a Computer Specialist and Office/Project Manager.

Professional Experience

2007 – Present Department of Education St. Thomas, VI

Director of Computer Operations

- Provide staff training and support regarding numerous applications.
- Chief Network Supervisor & Database Supervisor.
- Responsible for Network Documentation.
- Prepare Monthly Reports and Attend Numerous Planning meetings.
- Responsible for managing funds provided in the annual Comp Ops budget.

2005 – 2007 Department of Education St. Thomas, VI

Network Administrator

- Installed computers, printers, copiers, and scanners in a network environment.
- Recorded serial numbers for existing and new equipment purchased.
- Install & Test Operating System, Office Applications, and Custom Software.
- Backup Office Data & User Data on a regular basis.
- Replace ribbons and toners for printers and copiers as needed.

1990 - Present D/M Computer Consulting Services, Inc. St. Thomas, VI

President, CEO

- Responsible for providing Computer Sales, Repairs, and Training to many residents and businesses throughout the US and British Virgin Islands.
- Act as a computer instructor for C&A Management's Labor Dept workforce contract.
- Provide Sales Consultation and Network Administration services.
- Install and Repair PCs and Macs.
- Act as an instructor for the nonprofit National Hackers Association computer club.

2000 - 2001 UPS Logistics/Comlasa Miami, FL

Computer Technician

- Duties included 24/7 repair services for American Airlines, Continental, US Air.
- Maintained the Sabre Reservation systems for all Travel Agencies in St. Thomas, St. John, Tortola, and Virgin Gorda.
- Acted as the local Dell Computer service technician in the aforementioned areas.
- Provided service as Data General tech to the Roy Lester Schneider Hospital.

1998 - 2000 How to Learning Center, Inc. St. Thomas, VI

Co-Owner

- Provided computer classes in the use of various Office Application suites.
- Taught Computer Repairs, Web Design, Programming, etc.
- Acted as instructor for the Annual Computer Summer Camp.
- Maintained the lab facilities and assisted visitors who rented the facilities and those

who used the equipment designated also as a Cyber Village.

1996 – 1997 Department of Finance St. Thomas, VI

Wide Area Network Manager

- Responsibilities included installing a massive NT/Exchange network to connect all government agencies throughout the US Virgin Islands (STT/STJ/STX).
- Act as an instructor for VITI and provide software training to government employees.
- Set up training facilities within the DOF.
- Provide Help Desk Services to the DOF, Motor Vehicle Division, and other government agencies running under the installed Wide Area Network (WAN).

1995 - 1997 Federal Emergency Management Agency St. Thomas, VI

Network Manager

- System Administrative Manager for Disaster Field Offices (DFO).
- Ran CAT 5 Cabling and performed Data Migration services.
- Responsible for maintaining the equipment inventory log by DFO locations.

1989 - 1993 deJongh & Associates St. Thomas, VI

Systems Administrator

- System Administrative Manager for deJongh Associates
- Document Control & Data Mgmt Specialist for the Joint-Venture of deJongh/Williams.
- Unix Systems Administrator and PC Specialist.
- Computer Programmer in VI Editor and Informix SQL.

1985 - 1989 Tri-Systems Communication, Inc. St. Thomas, VI

Vice-President

- Responsible for running most office operations including hiring and firing of staff.
- Responsible for rental collections for the large office space subleases.
- Responsible for promoting computer sales, service, and training throughout both the US Virgin Islands and British Virgin Islands territories.

1988 - 1997 Virgin Islands Daily News St. Thomas, VI

PC Specialist and Circulation Clerk

- Troubleshoot Various PC, Macintosh, and IBM AS/400 problems.
- Trained the staff members in the use of WordPerfect and Lotus 1-2-3.
- Acted as Assistant Unix Network Manager on various occasions.

1985 - 1987 IBM Corporation St. Thomas, VI

Assistant Marketing Director

- Responsible for promoting and increasing sales throughout the territory.
- Assisted in Typewriter, Copier, PC Installations and Repairs.

Education

1989 University of the Virgin Islands St. Thomas, VI

Data Processing

Technical Skills

Windows 98/2000/NT/XP/VISTA, MS Word/Excel/Access/PowerPoint, Lotus Smart Suite, Word Perfect Office, Web Page Design, Computer Repairs, and Computer Instructor.

References

Professional and Personal References Available Upon Request.

Clinton Stapleton, Ph.D.

(340) 774-0100 ext 8124

Experience

Department of Education	State Instructional Technology Program Director	1996-present
	State E-Rate Telecommunications Grant Director	1998-present
	Network Voice, Video and Data Project Manager	1996-present
	Co-Chair of State Technology Committee	1996-present
	Technology Literacy Challenge Fund Grant Manager	1998-2001
	Best Integration of Telecommunications in Ed. Award from Society for Telecommunications in Ed.	
St. Thomas-St. John District	District Technology Coordinator	1992-1996
	Developed 1st District 1st State Long Range Tech Plan	
University of Illinois	Post Doctoral Research Fellow Distributed E. Networks	1991-1992
Microsoft Corporation	CBT Application (Interactive Systems Design) Analysis Business Unit	
University of Illinois	Graduate Research Assistant (NSF Telecommunications Grant)	
	Technology Lab Manager (Tech Support/Training)	
	Graduate Teaching Assistant (Computer Courses)	

Education

University of Illinois at Urbana-Champaign	Ph.D.	E. Technology/Interactive Systems Design
University of Illinois at Urbana-Champaign	M.S.	Educational Technology
Florida A& M University	B.S.	Music Education/Computer-assisted Music

Current Responsibilities

- Direct the State Technology program for the V.I. Department of Education which delivers statewide technology standards, planning, evaluation, curriculum and instruction, professional development and monitoring programs to districts, schools, state and district support offices and instructional programs on all three islands.
- Direct the VIDE E-rate telecommunications fund program which has successfully requested and received over $30 million dollars in FCC funding to build the ETAN network which delivers mission critical services to thousands of users including VI students and educators.
- Direct creation, implementation, management and upgrade of the Education Territory Area Network (ETAN), one of the largest point to point wireless wide area networks in the world
- Direct and manage IT services implementation by IT staff of network engineers to implement and monitor major voice, video and data projects including, Voice Over Internet Protocol (VoIP) Telephone Systems, Homework Hotline, Moodle online collaboration Portal, Cisco Wireless Access Points, Fiber and Copper Cabling, webhosting, distance learning, in over 50 schools, campuses, offices and remote relay sites over three islands.
- Presents sessions at local, national and international meetings and conferences, e.g., the NEIR*TEC (North East and Islands Regional Technology in Education Consortium) and SEI*TEC Conferences, AERA, and the National Educational Computing Conference (NECC).
- Manage deliverables in multimillion dollar service contracts with telecommunication service providers, internet service providers, information technology consulting firms and corporations

Department of Education, Instructional Technology Program, 1834 Kongens Gade, St. Thomas, VI 00802 cstapleton@doe.vi

Sharlene Harris
(b)(6)

EDUCATION:
School of Information and Library Science
University of North Carolina at Chapel Hill
Degree: Master of Science in Library Science, May 1996
Masters Thesis: A Case Study in Management and Marketing Practices at the Elaine Ione Sprauve Library and Museum, St. John, USVI

Ohio Dominican College
Degree: Bachelor of Arts in History and Library Science, May 1994

EMPLOYMENT:

Manager, Enterprise Data & User Services **October 2007 – Present**
University of the Virgin Islands – St. Thomas, VI
Information & Technology Services

Manage the University's Enterprise Resource Planning database, staff and projects. Project manage module and process improvements to the database. Write grants to fund special projects. Upgrade database hardware to currently supported versions. Manage the institutional and grant funded budget of EDUS. Plan and manage projects outsourced to consultants. Assist with component technical projects such as identity management and UVI's connection to Internet2. Assist and support Chief Information Officer in development of budget, staffing and strategic planning initiatives for the ITS component. Present accomplishments of EDUS to the University President's Cabinet.

Manager, Library & Student Technology Services **January 2006 – October 2007**
University of the Virgin Islands – St. Thomas, VI
Ralph M. Paiewonsky Library

Manage the operations and budget of the St. Thomas Campus Library of the University of the Virgin Islands. Integrated the operations of the media center into the library. Work closely with the Chief Information Officer on the merger of libraries and Information Technology into the new Information & Technology Services component. Manage the budget of the component. Oversee operation of current, and development of new videoconference rooms, smart classrooms and computer labs across the St. Thomas and St. Croix campuses of the University. Work with faculty on the integration of technology in courses.

St. Thomas Campus Librarian **January 2005 – December 2006**
University of the Virgin Islands – St. Thomas, VI
Ralph M. Paiewonsky Library

Managed the operations and budget of the St. Thomas Campus Library of the University of the Virgin Islands. Integrated the operations of the media center into the library. Work closely with the VP of ITS on the merger of libraries and Information Technology into the new Information Technology Services component. Managed the budget of the component.

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sharlenejh@earthlink.net / 340.998.6315 (cell) / 340.693-1361 (wk)

Systems Librarian **August 2004-January 2005**
University of the Virgin Islands – St. Thomas, VI
Ralph M. Paiewonsky Library

Responsible for the upgrade and maintenance of the University libraries' online catalog and its computers on both the St. Thomas and St. Croix campuses. Maintained the University library's World Wide Web page. Administered the library computer lab network and server. Responsible for all library computer/technology purchases. Conduct information literacy courses as needed for various academic areas. Implement technologies for monitoring

Director of Libraries/Territorial Librarian **October 2001-August 2004**
Government of the United States Virgin Islands – St. Thomas, VI
Department of Planning and Natural Resources
Division of Libraries, Archives and Museums

Supervised operations of four public libraries, one bookmobile, one kiosk and one regional library for the blind and physically handicapped spread throughout the US Virgin Islands. Managed a staff of over 30 persons working at these facilities. Updated job descriptions and spearheaded a reclassification for professional positions held within the division.

Prepared and administered the divisional budget. Wrote grants seeking support for library programs. Oversaw federal grants and associated projects. Maintained associated reports in compliance of federal grant guidelines. Secured bids for physical plant projects at the libraries. Conducted public service campaigns aimed at increasing awareness of libraries and use by community. Trained staff, educators and the public on the use of computer systems and software.

Systems Administrator and Government Documents Librarian **May 1996-September 2001**
University of the Virgin Islands - St. Thomas, VI
Ralph M. Paiewonsky Library

Responsible for the upgrade and maintenance of the University libraries' online catalog, a Dynix system, and the upgrade and maintenance of the library's computers on both the St. Thomas and St. Croix campus. Spearheaded the first inventory of the collection since its transition to an online environment.

Created and maintained the University library's World Wide Web page. Maintained the library server. Set up and administered a library computer lab with its own network and server. Worked closely with the Information Technology department to ensure the library's systems were kept up to par with university standards. Responsible for all library computer/technology purchases. Oversaw the St. Thomas campus' inventory.

Responsible for the University's Federal Depository collection. Started the cataloging of government documents and the transition to an electronic document collection, taking the collection from card catalog access to an online catalog and web availability. Responsible for collection development of the depository collection. Promoted the depository collection to the university community in order to increase its usage.
Provided reference service to patrons as needed. Conducted library bibliographic instruction sessions for university classes. Trained faculty and staff on usage and searching of the web and the library online catalog.

Graduate Research Assistant **August 1994-May 1996**
University of North Carolina at Chapel Hill, North Carolina

Worked with three professors over a two-year period creating databases and conducting research.

P.O. Box 304220 / St. Thomas, VI 00803
sharlenejh@earthlink.net / 340.998.6315 (cell) / 340.693-1361 (wk)

Summer Intern: **May 1995-August 1995**
Virgin Islands Division of Libraries, Archives and Museums St. Thomas, VI

Worked on St. Thomas, St. John, and St. Croix performing the following tasks: Cataloged books, CD-ROMs, and video tapes; searched Library of Congress Information Systems (LOCIS); selected reading text for a Virgin Islands Legislature Senatorial reading program; assisted patrons in searching, locating items, and OPAC (DYNIX) orientation; read materials and provided a synopsis and suggestions to head librarian on issues, programs, and upcoming conferences; assisted in bibliographic database maintenance; searched *Bibliofile* for cataloging records; and verified bibliographic information for acquisitions by contacting publishers and distributors.

Inroads Intern - Information Specialist Assistant **May 1993-August 1994**
OCLC Information Center
OCLC TechPro **May – August 1992**
Performed serials check-in, claiming, and upkeep; prepared serials for commercial binding; fielded reference search requests via telephone as well as personal contact; tailored reference search results to client needs; maintained Information Center competitor file and worked in Interlibrary Loan (ILL) borrowing and lending.

Received training on the conversion of bibliographic information from card to on-line format; performed retrospective conversion of bibliographic records; created original catalog records for scores and other materials (OCLC TechPro).

PRESENTATIONS:
"**Beginning HTML**", Presented to Government of the Virgin Islands Public School Librarians.
"**Using the Internet for Research**", Presented to students and teachers at Ivanna Eudora Kean High School, St. Thomas, Virgin Islands.
"**Searching the Online Catalog and the Web for Research**", Presented to research staff at the University of the Virgin Islands.
"Integration of Library and IT Units", Presented at the HBCULA Institute II and ACURIL 2006
"HBCU/ASERL Exchange: College of William and Mary", Presented at the Annual Meeting of the HBCULA, 2006

GRANT APPLICATIONS:
"UVI/PITT SIS Initiative", an IMLS grant funded at $965,910 allowing twenty-five (25) residents of the United States Virgin Islands to attain an MLIS degree through the University of Pittsburgh's Online FastTrack program, 2005 – 2009

PROFESSIONAL DEVELOPMENT:
HBCULA Institute I & II, August 2005 & April 2006
HBCULA Exchange Program, July 2006
TRLN Management Academy, October 2007

PROFESSIONAL MEMBERSHIPS:
American Library Association, 1995-Present
Association of College and Research Libraries, 1998-Present
Library and Information Technology Association,
St. Thomas/St. John Library Association, 1997-Present
Virgin Islands Library Association, 1997-Present

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sharlenejh@earthlink.net / 340.998.6315 (cell) / 340.693-1361 (wk)

Tina M. Koopmans

(b)(6)

tina.koopmans@uvi.edu

Seasoned Chief Information Officer, Learning Technology Director and Librarian with more than 15 years of significant experience in providing managerial and technology leadership for information technology and libraries in the US and Canada. Major areas of responsibility have included strategic planning and policy development; integrated implementations and management of infrastructure, systems, human and fiscal resources; staff and project management leadership; and user support systems. These successful leadership roles – exclusively in higher education – required the ability to identify and communicate technology implications of strategic goals, the ability to anticipate changes and the role of emerging technologies, library science and communications as they applied to the varying strategic missions of the colleges.

Professional Experience

UNIVERSITY OF THE VIRGIN ISLANDS
ST. THOMAS, VIRGIN ISLANDS

Chief Information Officer
2005 to Present

Serve as Chief Information Officer for combined library and technology organization. Responsible to articulate, develop and implement UVI's strategy for information and communication technologies to position and support the administrative, academic, research, business and community strategies of the University. Provide guidance and promote change, develop campus-wide information technology and campus library standards, facilitate access and information sharing and ensure the optimum use of resources to maintain excellence of operations.

- Re-engineered and replaced University-wide infrastructure including electronics, routing, DNS systems, security and identify management
- Developed and implemented a five-year technology plan to improve services and prepare the University to achieve its strategic vision
- Developed and implemented planning and budgeting to install Internet2 at the University
- Developed and implemented a program to expand and support the use of technology to improve instruction
- Developed and implemented a succession plan to provide professional development, retain current employees and sustain the accomplishments of the organizational unit
- Reorganized and implemented significant changes to the component to streamline budgets, implement assessment activities and reporting, improve the ability of the component to respond and communicate effectively, and to provide project planning guidance to the University

CAMPUSWORKS INC.
SARASOTA, FLORIDA

Vice President & Managing Director
2000 to 2005

Serve as Chief Information Officer for IT Management consulting clients and manage client IT operations, contract and client relationships. Work on-site at client sites internationally holding college management positions. Lead corporate visioning, tactical and strategic planning activities for all client sites and the implementation and planning for instructional technology.

- ***Grand Rapids Community College, Grand Rapids, Michigan.*** Serve as Vice President and Chief Information Officer to design and implement the upgrade and enhancement of the

College technology infrastructure and reorganize the disparate technology departments to serve the teaching and learning mission of the College. Managed a staff of 93 and a $12 million dollar technology budget. Areas of responsibility include infrastructure, media, printing, the PeopleSoft ERP, TV Production, Faculty/Staff Development Center and Learner Support Center and Library. August 2004 to July 2005.

- ***Lethbridge Community College, Lethbridge, Alberta***. Serve as Chief Information Officer to manage the visioning, planning and implementation of the enhancement and upgrade of the College technology environment. This includes the development of technology services and programs to support the teaching and learning efforts of the College. Manage other full-time and part-time consultants and college staff of 35 in the fulfillment of the $5million contract obligations. In addition to leading the selection and planning for an ERP upgrade, the areas of responsibility included network, administrative systems, instructional technology and Blackboard utilization, web development and desktop support. July 2002 to October 2003.
- ***Yosemite Community College District, Modesto, California***. Serve as Dean of Instructional Technology for Modesto Junior College and Columbia College. Prepared strategic plan for the implementation of WebCT support throughout the District. Reorganized staff to encourage collaboration between the colleges and the District Offices. March 2002 to June 2002.
- ***Colorado Mountain College, Glenwood Springs, Colorado***. Served as Chief Information Officer for the District. Reorganized IT services to provide support to seven campuses across the District. Led the College through the selection of the Datatel ERP. Managed staff of 23 District-wide, including the implementation of District-based instructional technology initiatives. January 2001 to February 2002.
- ***Chabot-Las Positas Community College, Pleasanton, California***. Served as Dean of Information Technology for Chabot Community College. Reorganized Distance Education Department and developed short-term tactical plan to coordinate instructional technology services in a SCT Banner/WebCT environment between the colleges in the District. July 2000 to December 2000.
- ***Strategic and Tactical Plan Development***. Client sites include Dallas County Community College District (TX), Westchester County Community College (NY), McHenry County College (IL), Collin County Community College District (TX), Assiniboine Community College (MB, Canada). November 2003 to July 2004.

KIRKWOOD COMMUNITY COLLEGE
CEDAR RAPIDS, IOWA

Director, Learning Technologies
1995 – 2000

Manage an annual $3,500,000 budget and lead a team of 41 to provide information technology support to campus and off-campus sites. Areas of responsibility include network infrastructure, Internet development, Helpdesk and PC support, faculty staff technology training, instructional computing, integration of technology into the curriculum, video production, media services and printing and graphics.

- Led the development of faculty/staff instructional technology training program that served over 1000 participants in two years
- Implemented a five year plan to prepare instructors to teach students in the 21st century
- Coordinated the development of Campus Internet resources, including web server installation
- Developed technology training certificate for instructors using instructional television system and Internet delivered curriculum
- Managed a three year network upgrade project that introduced switched ATM into the network environment
- Introduced team-based work environment that reorganized several functions into one

department
- Centralized academic computer labs support into one department

KIRKWOOD COMMUNITY COLLEGE
CEDAR RAPIDS, IOWA

Librarian, Technical Services
1991 - 1995

- Managed technical services for the library system
- Provided reference and information services and bibliographic instruction
- Implemented, developed and trained staff on VTLS-UNIX library system
- Developed systems to better serve six remote campuses
- Served as co-director on NSF grant to provide Internet connectivity to campus
- Received State of Iowa license for Learning Resource Specialist

Microcomputer Instructor, Part-time
January 1994 - August 1995

- Delivered instruction via interactive instructional television system to multiple remote sites

HAMILTON COLLEGE
CEDAR RAPIDS, IOWA

Basic Computer/Networking Instructor
October 1992-January 1994

- Taught classes and advised undergraduate learners on course pathways

Education

University Of Iowa, Iowa City, Iowa
Master of Arts – Information and Library Science August, 1991

University Of Iowa, Iowa City, Iowa
Bachelor of Arts – Communication Studies, Minor, History May, 1989

Project Narrative

Project Narrative - Appendix C Current Status of State's Longitudinal Data System

Attachment 1:
Title: **VIVID- SLDS Current State** Pages: **12** Uploaded File: **Virgin Islands Virtual Information Database Current State.pdf**

Virgin Islands Virtual Information Database

U.S. Virgin Islands LDS Grant Application

Current Status of SLDS

Within the scope of this proposed grant, the USVI currently collects a wide range of data across the agencies listed in the table below. This table provides a summary of each participating agency's systems that will provide data to VIVID. Currently there is no way to collectively share data across agencies and most data are not available in a format easily extractable or compliant with NCES data definitions/standards.

List of USVI Agencies, Current Systems, Data Captured and XML Format Status

Agency	Current Systems/ Applications	Data Currently Captured	Data Currently Available in Extensible Mark-up Language (XML) Format (Y or N?)	Data follows National Center for Education Statistics (NCES) definitions / standards (Y or N?)
VIDE	• School Administration Student Information (SASI) • SQL Database • Goldview- Special education • Municipal Information Systems (MUNIS) –Human Resources/ Finance system • Assessment CD ROMs	• Student ID • Teacher ID-Student ID match • Program and demographic information • Special education information • Financial information • Human resources information • Assessment information	No	Yes
UVI	• Banner – ERP and Student Information System	• Student information • Human resources information • Financial information	No	No
DOF	• Munis ERP and iDC Financial Management Systems (FMS)	• Teacher & Administrative Salary and Fringe Benefit Data and Financial infromation	No	No
DHS	• Child Outcome Planning Administration (COPA)	• HeadStart participation, planning, & demographic data	No	No
DOL	• America's OneStop Operating System	• Demographics • Employment history • Skill attainment • Test results	No	No

Agency	Current Systems/ Applications	Data Currently Captured	Data Currently Available in Extensible Mark-up Language (XML) Format (Y or N?)	Data follows National Center for Education Statistics (NCES) definitions / standards (Y or N?)
		• Training certification		

Due to a pervasive lack of longitudinal and consolidated data, VIDE and other agencies that serve the spectrum of USVI citizens (Pre-K through the workforce) are challenged to make informed decisions and policies that can lead to systematic change that will resulted in improved outcomes for the students and citizens. Informed decisions and policies are crucial for attaining *and* sustaining high student achievement and post high school work-force and college success. The bullets below provide a summary of major system inadequacies:

- **Longitudinal Data Warehouse**: The VIDE does not have a data warehouse. While VIDE has a Structured Query Language (SQL) database with core student demographic and assessment data used to generate NCLB reports, there is no warehouse to serve as a repository for all student assessments, both summative and formative. Nor is it possible to easily manipulate the data. Districts receive a flat file from standardized assessment providers that contains only aggregate level data which is not conducive to drilling down and analyzing individual student performance. Assessment data is primarily stored in binders requiring teachers to flip pages to understand and compare student performance. This does not promote ready use and analysis that will allow teachers to better plan for the instructional needs of the students.
- **Integration of Systems**: Data collection systems are not integrated, which results in a labor intensive data collection process that produces inconsistent data at the territory and district levels. In addition to difficulties in assessing trends and relationships, we are also unable to efficiently produce analyses defining the costs versus the benefits of many programs. The Department is also unable align and correlate outcomes to specific interventions, programs and staff.
- **Inconsistent Data Formats**: Data needed for federal and state reporting, financial and program analysis and educational improvement is obtained in various formats, including paper. The data is then downloaded into silo databases and extracted in various formats (such as Excel and Access spreadsheets) and used for analysis and to produce reports.
- **Access to Data**: School and district-based educators and administrators cannot independently access timely and accurate data (e.g., student achievement, teacher performance, and financial data). This lack of access prevents teachers from using data to make improvements to their instructional practice and also hinders the ability of administrators to use data to support operational or instructional decisions. Likewise the state and policy makers cannot access information in a manner that will enable decision making about teacher performance, program alignment and allocation of resources.
- **Data Use Training**: Despite the existence of data teams at the elementary, middle and high schools, the limitations in the existing system also results in limited understanding and use of data to drive instruction and school reform. Additional training is required at all levels to support teachers and administrators in decision making and in systematically improving instructional practice.
- **Data Quality Standards**: The public school district level financial and student information systems lack comprehensive standards for collection and validation of data to ensure accountability. System-wide internal controls surrounding data

collection, analysis and reporting are weak. A written protocol for making centralized changes to VIDE data definitions based on policy and procedural changes does not exist. Policies identifying authoritative data sources for reporting purposes also do not exist. Data processes and workflows are not documented.

Required Capabilities and Key Elements to be Developed or Improved through this Grant

VIDE current systems meet or partially meet 2 of 7 IES SLDS Application required capabilities and 8 of 12 data elements. As described in this application, building VIVID will enable the USVI to meet and/or make significant progress on all of the required SLDS capabilities and key elements within the next three years. While the USVI has some data available within individual agencies, there is a systemic lack of ability within and among agencies to track students over time and as they transition among government agencies. Appendix C provides further detail on the USVI's current status in meeting these requirements.

How Required Capabilities and Key Elements Will Support the USVI's Education Improvement Efforts, Goals and Accountability System

The USVI has four primary goals it hopes to accomplish by establishing a territory-wide SLDS, VIVID, with the support of this grant:

1. Provide usable, timely, accurate data that are accessible on-line to all relevant stakeholders.

2. Build a culture of data where data are used by teachers, school/district and state administrators to inform instruction, policy and function; and agency leadership and staff to drive operations and inform policy.

3. Improve collaboration among all agencies to assess areas of overlapping services to citizens and provide more seamless coordination, delivery of these services and efficient use of resources.

4. Improvement student performance and overall citizenry success as measured by:

   - Improved teacher performance and overall K-12 system accountability
   - Student achievement at elementary, middle, and high schools as measured by high stakes tests and other indicators
   - Reduced drop-out rates and improved graduation rates in all USVI education programs
   - Reduced remediation and increased retention rates at UVI
   - Improved teacher quality from UVI's teacher education program

- 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

The Virgin Islands Department of Education (VIDE) administration, district leadership, teachers and staff recognize the importance of continually improving the educational services provided to our Islands' children and young adults. Capturing, analyzing and using accurate and reliable P-20 data is a critical way to systemically improve the education system so the USVI can improve the quality of education and the outcomes for all students, increase the economic stability of the territory, and enhance the safety, health and well fare of the entire community through a better educated, more productive citizenry. Establishing a territory-wide SLDS with the capabilities and key elements outlined in the State LDS Request for Applications (RFA) will also specifically support the USVI's education improvement efforts and accountability system as described below.

How USVI Accountability Systems and Improvement Efforts Meet SLDS Required Capabilities and Key Elements Current USVI Education Improvement Efforts and Accountability System	How Required Capabilities and Key Elements will be Achieved/Supported
Data Governance Council: The Council will determine territory-wide policies, procedures and data quality standards for the definition, collection and use of relevant, timely, and accurate data across agencies to improve the education and services provided to citizens. Many USVI programs service the same "customers" and a core question for the USVI is "how to better collaborate to integrate core services?" Council activities include: • Cross-agency efforts to share data and set policies to improve programs and articulation across programs • Creating linkages among K-12, UVI, and the workforce to track citizen progress and transitions across government agencies to ensure college and workforce readiness and thus improve student access to job opportunities and spur economic development.	• Helps USVI achieve capabilities (1, 2, 4, 6) and elements (1, 3, 4, 5, 11, 12). • Creates stewardship of governance process. • Champions the creation of legislation governing the SLDS and a territory-wide unique student ID. • Provides inter-governmental coordination of the SLDS. • Establishes leadership on territory-wide data audit and quality program.
VIDE's Accountability System: The framework of VIDE's accountability system is based on the accountability measures required by NCLB—primarily making AYP and ensuring highly	• Helps USVI achieve capabilities (3, 4, 5, 7) and elements (1, 2, 3, 6, 7, 8, 9, and 12) and the following

How USVI Accountability Systems and Improvement Efforts Meet SLDS Required Capabilities and Key Elements Current USVI Education Improvement Efforts and Accountability System	How Required Capabilities and Key Elements will be Achieved/Supported
qualified teachers in every classroom. The core measures of progress for USVI's compliance under NCLB are the following territory-wide assessments: • **Virgin Islands Territorial Assessments of Learning (VITAL-S and A)**: VITAL augments ITBS and ITED. VITAL reading and math assessments are administered in grades 3, 4, 5, 6, 7, 8 and 11. VITAL-A is targeted at severely cognitively disabled students. • **Iowa Tests of Basic Skills**: Iowa's reading and math assessments, which are aligned with territorial academic content standards, are administered in grades 2 (ITBS) and 9 and 10 (ITED) • **Science Assessments:** to be included in 2010. **<u>VIDE's Accountability Workbook</u>**: The Accountability Workbook is the vehicle for carrying out NCLB accountability requirements. VIDE's Accountability Workbook provides action items necessary to implement NCLB and is an accountability system developed by various task forces – including the Board of Education, union, state, district and program stakeholders. The VIDE Accountability Workbook establishes policy for the statewide assessment, State Report Cards, AYP/NCLB, daily attendance, graduation and drop-out rates,	Reform Areas of the Recovery Act – Standards and Assessments and Supporting Struggling School. • Creates K-12 accountability system based on alignment of standards, assessments and accountability drawing upon VIVID data. The USVI could make better use of assessment and student data to improve sanctions and rewards for teachers and schools. • Creates testing data for the K-12 accountability system based on alignment of standards, assessments and accountability drawing upon VIVID data.
<u>LEA Efforts</u> to use relevant, timely, and accurate data to support school improvement efforts such as: • Turning around struggling schools • Implementing school data teams • Implementing a Learning Management System	• Supports capabilities (3, 5) and elements (1, 2, 3, 5, 6, 7, 8, 9, and 12) and all Reform Areas of the Recovery Act – Achieving Equity in Teacher Distribution, Improving Collection and Use of Data, Standards and Assessments

How USVI Accountability Systems and Improvement Efforts Meet SLDS Required Capabilities and Key Elements Current USVI Education Improvement Efforts and Accountability System	How Required Capabilities and Key Elements will be Achieved/Supported
	and Supporting Struggling School. • Puts high quality data in the hands of teachers and administrators to identify root causes of student, teacher, and school success.
New Territory-wide Public School Student Information System (SIS): The new SIS will be implemented in fall of 2010 and will improve integration of special education and general data. The new system will provide an improved web-based system with increased access to information by administrators, teachers and parents, as well as new Referral to Intervention (RTI) capabilities.	• Helps USVI achieve capabilities (2, 3, 5, 6, 7) and elements (1, 2, 3, 5, 8, 9, and 12) and all Reform Areas of the Recovery Act – Achieving Equity in Teacher Distribution, Improving Collection and Use of Data, Standards and Assessments and Supporting Struggling School. • Enables territory-wide consolidation of information of student and teacher demographic and programmatic information.
Certica Implementation: Certica's (data quality improvement software) software will enable improved data quality validation capabilities for the SIS, LMS and VIVID.	• Helps USVI achieve capability 6 and element 5. • Provides a key software tool for ensuring data input into VIVID is accurate.
Financial Aid Reporting: VIVID will enable better collection and reporting of data to support funding for K-12, higher education and federal grants reporting.	• Supports capability 7. • Facilitates the ability of the USVI to meet reporting requirements of the USDE.
UVI Initiative: UVI collects all student data in Banner which is a database that collects student enrollment data and is used for IPED reporting. Banner also generates UVI performance indicators in the areas student achievement and	• Supports capabilities 1, 2, 5, 6, 7 and elements 1, 2, 3, 4, 5, 6, 9, 10, 11, and 12. • VIVID will create the ability to link K-12 and

How USVI Accountability Systems and Improvement Efforts Meet SLDS Required Capabilities and Key Elements Current USVI Education Improvement Efforts and Accountability System	How Required Capabilities and Key Elements will be Achieved/Supported
financial needs. The VIVID will be used to collect data in core areas to address reform goals of reduced drop-outs, remediation and general program improvement. UVI will also create a territory-wide e-transcript system.	post-secondary data, enabling better data on college readiness.
Department of Labor's (DOL) Drop-Out Prevention and Career Readiness Program and Youth Net: DOL is currently working with VIDE on a 9th grade drop-out prevention and career readiness program. The Department of Labor also has a Youth Net program to provide a safety net to students through early identification of drop-outs and immediate referral to intervention programs.	• Enables USVI to achieve capabilities 1, 2, 5 and elements 1, 2, and 3. • VIVID will create the ability for an early warning system of drop-outs, as well as enable tracking of students from K-12 to the workforce.
Governor's Legislative Policy: VIVID will enable data analysis to measure the efficacy of how intergovernmental programs support Territory citizens. Specifically, implementation of an SLDS is critical to the Children and Family Council, an intergovernmental group of agencies, under Executive Order of the Legislature to improve student outcomes, including academic performance from birth through age eight.	• Supports capabilities 1, 2, 5 and elements 1, 2 and 3. • Will enable the USVI to assess program efficacy across a wide range of government services, enabling analysis of citizen success from birth to the workforce.

Current Capacity

While the Virgin Islands Department of Education is fortunate to have one territory-wide Student Information System (SIS) and has recently won an award for its ED*Facts* reporting through the Education Data Exchange Network (EDEN), capacity is limited in the following three categories:

Technology

- Lack of a data warehouse/data system to integrate and consolidate data over multiple years.
- Lack of a Learning Management System (LMS) to provide item level analysis and timely actionable feedback and access to teachers and instructional leaders.
- Lack of a portal to make data widely accessible to stakeholders.

- Lack of an inter-agency infrastructure –infrastructure through which to share data among agencies is inadequate and has never been configured; there has been a lack of funds to finance the infrastructure, hardware and software to support a territory-wide SLDS.

Processes

- While a territory-wide governance structure is in the early stages of emergence (The Virgin Islands has formed an Interim Governance Council which has held several meetings since June of 2009. This council is recommending legislation to formalize LDS governance), a formalized governance structure and processes will be instituted to establish comprehensive territory-wide policies and executive level support for data sharing.
- There are currently no consistent protocols for data gathering, analysis and usage at the school/district levels. These must be established and teachers and administrators must receive extensive training in their use. There will be an even greater need for training once data are more available and easily accessible. .
- There are limited data quality control and audit procedures (e.g., verification procedures on student-teacher links or cleaning course enrollment data). The comprehensive implementation of Certica should help improve this capacity issue.

Human Capital

Additional staffing will be necessary to accomplish the goals of the SLDS. VIDE lacks sufficient funds to dedicate staff to fully implement a project of the magnitude of VIVID, including key roles such as Project Managers, Functional Lead and Report Developers (see Budget Narrative). Current VIDE staff are lacking key technology and data quality skills specifically required to successfully implement an SLDS. With the implementation of VIVID, staff skills will need to be updated to successfully implement and maintain the LMS and VIVID.

Training and Technical Assistance Needs

Creating a culture of data throughout the school, district and state is one of the primary goals of an SLDS. Sufficient training has not yet been provided to school and district staff on how to collect and use data to improve student performance.

One of the most important aspects of VIVID will be training and providing support to users so they can become proficient with the system and improve data-driven decision-making. In order to achieve the buy-in of educators, administrators and other USVI public service personnel, users must understand the value VIVID will offer and how it will help them improve their own performance and student achievement.

A detailed training needs analysis and training plan will be created to outline the logistics and curriculum required to train VIVID users and provide them with the technical assistance necessary to become proficient. Estimated training needs are shown in the table below. Both school districts have previously held Data Summits and see this activity as a proven, effective means of train-the-trainer model within the USVI, and to spearhead the introduction of VIVID.

Training/Support Need	Audience	Description
Introductory and ongoing training on the use of data in the classroom	Teachers on data teams	Introductory and ongoing training discussing actual classroom data; how to understand student performance; and how to improve instruction based on data analysis.
Basic and Power User training on VIVID	District administrators and school coaches	Data Summits to provide introductory and advanced training on the use of VIVID and train-the-trainer model to support their role of coach for school data teams and classroom teachers.
Using data to improve programmatic performance	Agency administrators	Instructor-led role-based course where agency administrators review data reports generated from VIVID, and learn how to understand and improve performance based on data analysis.
Introduction to VIVID	All users	Distance learning or instructor-led overview course on how to use the business intelligence and reporting tools within VIVID
Support training	VIVID Support staff	Training provided to data analysts and school coaches who provide support to VIVID users.
Data Quality Certification Training	Agency application owners and data entry clerks	Certification training provided to individuals responsible for entering, maintaining, and providing data in core USVI applications.

State Fiscal Stabilization Fund Requirements

The table below indicates how VIVID will be used to meet the requirements of the State Fiscal Stabilization Fund Requirements.

State Fiscal Stabilization Fund Requirement	VIVID Uses
Achieving equity in teacher distribution	One of the stated priorities of the USVI Board of Education is to improve teacher quality for all students. VIVID will be used to store and analyze information on how teachers are allocated to students and how teacher certification and training impacts student performance.
Improving collection and use of data	VIVID will serve as the repository for collection and storage of data and will provide tools for stakeholder use.
Standards and assessments	VIDE's accountability plan provides action items necessary to implement standards, assessments and accountability systems developed by various task forces, including VIDE's Assessment Task force. VIDE is in the process of revising standards and assessments based on National Core Standards. VIVID will store territory-wide assessments.
Supporting struggling schools	VIVID will store No Child Left Behind (NCLB) report card data to help identify struggling schools and analyze factors influencing low student achievement.

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:
Title: **VIVID Letters of Support** Pages: **20** Uploaded File: **VIVID Letters of Support1.pdf**

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www.myviboe.com

November 17, 2009

Dr. LaVerne Terry
Commissioner of Education
1834 Kongens Gade
St. Thomas, VI 00802

Dear. Commissioner Terry:

The members of the 16th-elected Virgin Islands Board of Education are acutely mindful that the future success of our children depends on the quality of PK-20 education that they receive. We believe that Virgin Islands' institutions, working cooperatively and collaboratively, can contribute to an island community of successful citizens. We believe that a Longitudinal Data System, integrating data from key agencies will contribute significantly to the improvement of education in our territory.

Varied indicators continue to tell us that we must improve the quality of citizens we place in the workforce. We know that valid and reliable information about our students, their environment, their teachers, and experiences will help us to address their needs in a more meaningful way. We are convinced that the Virgin Islands Virtual Information Database (VIVID) will play a pivotal role in the improvement of our community and will address our short-term and long-term needs.

The Board offers our full support to the Longitudinal Data System, VIVID. We acknowledge the efforts and the plans of the Virgin Islands Department of Education to pursue an IES Longitudinal Data Systems grant, and we further pledge our participation though staff representation and active participation on the Governance Committee and other related sub-committees.

The Virgin Islands Virtual Information Database (VIVID) initiative is a major and exciting project. Providing data in the hands of the entire territory, allowing access to information and educational resources to all, directly targets our goal of improving student success.

The Board pledges its full support of the Virgin Islands Department of Education and its leadership in planning and implementing the Virgin Islands Virtual Information Database (VIVID).

Sincerely yours,

Carol O Henneman

Carol Henneman
Executive Director

MISSION STATEMENT

The Virgin Islands Board of Education is committed to its vision and will promote the transformation of the structure of existing public education through: 1. governance over the public education system; 2. improved student, parent, teacher relationship; 3. comprehensive community engagement; 4. standards that promote high academic achievement; 5. creation of an environment that is conducive to effective communication; 6. enhanced quality of professional development for all; 7. provision of adequate resources to achieve our vision, goals and objectives.

VISION STATEMENT

To ensure that each child is provided with the best quality education which promotes our history and culture, guarantees academic achievement and builds strong communities

GOVERNMENT OF
THE UNITED STATES VIRGIN ISLANDS

DEPARTMENT OF EDUCATION
OFFICE OF THE COMMISSIONER

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[illegible]

We are greatly excited that the future success of our children depends on the quality of PK-12 and the post-secondary education they receive. The Department of Education, District of St. Croix has been committed to educate and encourage to believe education is a priority. We believe the Virgin Islands territories continuous collaboration can contribute to an ideal network of successful citizens. We believe that a cooperative flow system, safeguard data from key agencies will provide significant to the improvement of education in our territory.

Record information continue to fall on deaf ears impede the quality of service we give to the students. We know the valid reliable information about our students, their environment, their teachers and communities will help us to better address their needs. We are convinced that the Virgin Island Virtual Information System (VIVIS) will play a major role in the improvement of our community as the rest and certainly one the best.

The Department of Education, District of St. Croix, offer its full support to the Longitudinal Data System. We acknowledge the efforts and the plan of the Virgin Islands Department of Education to pursue the Longitudinal Data System grant. We further pledge our participation through staff representation and active participation in the Conference Committee and other related activities.

We look forward [illegible]
[illegible]
[illegible]
[illegible]

Respectfully,

[illegible]
[illegible]
[illegible]

THE UNITED STATES VIRGIN ISLANDS

OFFICE OF THE GOVERNOR
GOVERNMENT HOUSE

Charlotte Amalie, V.I. 00802
340-774-0001

October 30, 2009

Dr. LaVerne Terry
Commissioner
Department of Education
1834 Kongens Gade
St. Thomas, VI 00802

Dear Commissioner Terry,

I am mindful that the future success of our children is dependent on the quality of PreK-12 and the post-secondary education they receive. One of my highest priorities is transforming our educational system to ensure that it meets the opportunities and the challenges of the 21st Century environment. It is essential that our educational institutions work collaboratively to facilitate the process of improving and tracking the successful outcomes of the lives of our residents. A Longitudinal Data System, integrating data from key agencies, will contribute significantly to the improvement of education in our territory.

We currently have benchmark indicators and assessments which continue to tell us that we must improve the quality of education for our students and those individuals who intend to enter the workforce. Real-time information that is valid, comprehensive, and reliable, outlining the performance of our students, the condition of the environment in which classes are taught, the qualification and performance of their teachers, and their overall experiences as they move through the various grade levels, will greatly enhance our ability to better develop intervention strategies to improve the outcomes of our students. I am convinced that the Virgin Islands Virtual Information Database ("VIVID"), the Virgin Islands' version of a Longitudinal Data System, will have a major role in the improvement of our tracking and monitoring capabilities in the short, and certainly over the long run as decisions are made to further improve our systems and educational institutions.

I endorse the efforts and the plans of the Virgin Islands Department of Education to pursue an IES Longitudinal Data Systems grant, and further pledge additional participation though staff representation and active participation on the Governance Committee and other related sub-committees.

The VIVID initiative is a major and critical project, which will provide data in the hands of the entire Territory, and allow access to information and educational resources by all interested parties, thus enlisting them in the efforts to improve student success. VIVID will address the information needs of Office of the Governor when required to make decisions on policy matters.

I am in full support of the Virgin Islands Department of Education and its leadership in planning and implementing the Virgin Islands Virtual Information Database ("VIVID").

Sincerely,

John P. de Jongh, Jr.
Governor

GOVERNMENT OF THE
THE UNITED STATES VIRGIN ISLANDS

THE OFFICE OF MANAGEMENT AND BUDGET
No. 5041 Norre Gade
Emancipation Garden Station, 2nd Floor
Charlotte Amalie, St. Thomas, V.I. 00802

Tel: 340-774-0750
Fax: 340-776-0069

October 14, 2009

Honorable La Verne Terry, Ed.D.
Commissioner
Department of Education
1834 Kongens Gade
St. Thomas, V.I. 00802

Dear Commissioner Terry:

The Office of Management and Budget (OMB) has been committed to providing the necessary resources to ensure a successful educational outcome for the children of the Territory. We believe that education is a priority and that partnering with like-minded Virgin Islands organizations will help to improve the quality of life for our common stakeholders.

We believe that data gleaned from a Longitudinal Data System (LDS) will prove to be invaluable as the Administration pursues our Performance Based Budgeting initiative and matching scarce resources to the areas of greatest need will undoubtedly lead to better education outcomes.

OMB offers our full support to the LDS, Virgin Islands Information Database (VIVID). We acknowledge the efforts and the plans of the Virgin Islands Department of Education to pursue an IES Longitudinal Data Systems grant. We further pledge our participation though staff representation and active participation on the Governance Committee and other related sub-committees.

The VIVID initiative is a major and exciting project. Providing data and allowing access to information and educational resources to all, directly targets our shared goal of improving student success.

We are in full support of the Virgin Islands Department of Education and its leadership in planning and implementing the VIVID.

Sincerely,

Debra E. Gottlieb
Director

DEG/IW/urb
D: Longitudinal Data System

University of the Virgin Islands

Historically American. Uniquely Caribbean. Globally Interactive.

Office of the President

October 14, 2009

Honorable LaVerne Terry, Ed.D.
Commissioner of Education
V.I. Department of Education
1834 Kongens Gade
St. Thomas, VI 00802

Dear Commissioner Terry:

Recognizing that the success of the youth of this community is significantly influenced by the quality of P-16 education they receive, the University of the Virgin Islands (UVI) has been committed to quality education for all youth and has made the support of quality education in the Territory a priority. We believe that ensuring quality education in the Territory requires collaboration between UVI and the K-12 educational system. Further, we recognize that data is essential to making the best possible decisions with respect to the education of our youth. As such, we fully support the Virgin Islands Department of Education's initiative to establish a Longitudinal Data System which will integrate data from key agencies and contribute significantly to the improvement of education in the U.S. Virgin Islands.

Varied indicators point to the need for the improvement of the knowledge-base and skills of the workforce. We are cognizant that valid and reliable information about our students, their environment, their teachers and educational and other experiences will assist us to more effectively address their needs. We know that the Virgin Islands Virtual Information Database (VIVID) will play a major role in the improvement of educational quality in our educational institutions, and by extension, to improvements in our community both short-term and long-term.

We at UVI offer our full support to the Longitudinal Data System, VIVID. We acknowledge the efforts and the plans of the Virgin Islands Department of Education to pursue an IES Longitudinal Data Systems grant. We further pledge our participation through staff representation and active participation on the Governance Committee and other related sub committees.

The Virgin Islands Virtual Information Database (VIVID) initiative is a significant and much needed project. Providing data to key decision makers and allowing access to information and educational resources to all aligns with our goal of improving student success. We anticipate that VIVID will address the information needs of UVI during the process of determining the most appropriate courses and related support services for incoming students.

We look forward to partnering with the Virgin Islands Department of Education and its leadership in planning and implementing the Virgin Islands Virtual Information Database (VIVID).

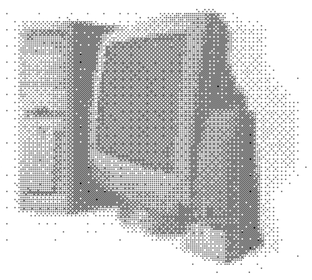
Sincerely,

Dr. David Hall
President

#2 John Brewer's Bay • St. Thomas • U.S. Virgin Islands 00802 • Tel: (340) 693-1000 • Fax: (340) 693-1005

Bureau of Information Technology

1050 Norre Gade #5
Government Development Bank Building
St. Thomas, VI 00802
(340) 774-1013
(340) 774-1490 fax



October 8, 2009

The Honorable LaVerne Terry, Ed
Commissioner
Department of Education
1834 Kongens Gade
St. Thomas, Virgin Islands 00802

Dear Commissioner Terry:

We are acutely mindful that the future success of our children depends on the quality of PK-12 and the post-secondary education they receive. The Bureau of Information Technology (the "Bureau") has been committed to education and continues to believe education is a priority. We believe that Virgin Islands' institutions working collaboratively can contribute to an island community of successful citizens. We believe that a Longitudinal Data System ("LDS"), integrating data from key agencies will contribute significantly to the improvement of education in our territory.

Varied indicators continue to tell us that we must improve the quality of citizens we place in the workforce. We know that valid and reliable information about our students, their environment, their teachers and experiences will help us to better address their needs. We are convinced that the Virgin Islands Virtual Information Database ("VIVID") will play a major role in the improvement of our community in the short, and certainly over the long run.

The Bureau offers our full support to the LDS and VIVID. We acknowledge the efforts and the plans of the Virgin Islands Department of Education ("VIDOE") to pursue an IES LDS grant. We further pledge our participation through staff representation and active participation on the Governance Committee and other related sub-committees.

The VIVID initiative is a major and exciting project. Providing data in the hands of the entire territory, allowing access to information and educational resources to all directly targets our goal of improving student success.

We are in full support of the VIDOE and its leadership in planning and implementing the VIVID.

Sincerely,

Paul J. Arnold, Jr.
Acting Director/CIO

OFFICE OF
THE COMMISSIONER

(340) 774-4750
Fax: (340) 776-4028

GOVERNMENT OF
THE UNITED STATES VIRGIN ISLANDS

Mailing Address:
2314 Kronprindsens Gade
Charlotte Amalie, VI 00802

Street Address:
76 Kronprindsens Gade
Charlotte Amalie, VI 00802

DEPARTMENT OF FINANCE

October 15, 2009

Dr. LaVerne Terry
Commissioner of Education
1834 Kongens Gade
St. Thomas, VI 00802

Dear Commissioner Terry:

The Department of Finance (DOF) recognizes that educational excellence, particularly the quality of pre-kindergarten through high school and post-secondary education, should always be a top priority for U.S. Virgin Islands (USVI). With this in mind, DOF is profoundly committed to contributing our concerted efforts and working collaboratively with the Department of Education (DOE) and other entities to enhance the prospect of improving education in the USVI via the Longitudinal Data System (LDS) initiative.

While an important byproduct of reaching the pinnacle of educational excellence is an enhanced workforce, to achieve this objective we must obtain valid and reliable information about our students, their environment, their teachers and experiences that will allow us the opportunity to better address their needs. We are convinced that the implementation of a LDS, or Virgin Islands Virtual Information Database (VIVID), will play a significant role in the improvement of our community and its quality of life.

VIVID is a vital and exciting project that will catapult the USVI towards improving student success by leveraging critical data housed in DOF to make decisions in the best interest of the students and citizens of the USVI. As such, DOF offers our full support to LDS (or VIVID) and we applaud DOE's fortitude and strategic plans to fully realize this worthy achievement. Moreover, we commit ourselves to this endeavor and expect to be an active participant in the Governance Committee, and other related sub-committees, to ensure the success of this project.

Once again, we appreciate your thoughtful consideration of DOF and look forward to supporting DOE's leadership in the planning and implementation of VIVID in the months ahead.

Sincerely,

Angel E. Dawson, Jr.
Commissioner

RECEIVED
OCT 15 2009
COMMISSIONER
OFFICE OF THE

THE UNITED STATES VIRGIN ISLANDS
DEPARTMENT OF JUSTICE
OFFICE OF THE ATTORNEY GENERAL

VINCENT F. FRAZER, ESQUIRE
ATTORNEY GENERAL

October 20, 2009

RECEIVED
OCT 20 PM 3:47
COMMISSIONER'S OFFICE
DEPT. OF EDUCATION

Honorable LaVerne Terry
Commissioner of Education
Department of Education
No. 1834 Kongens Gade
St. Thomas, Virgin Islands 00802-6746

Dear Commissioner Terry:

We are acutely mindful that the future success of our children depends on the quality of PK-12 and the post-secondary education they receive. The Department of Justice is committed to education and continues to believe education is a priority in our community. With the Virgin Islands Government and community based groups working, together, we all can contribute to a better educational system which produces successful citizens. As a result, the Longitudinal Data System project, which integrates data from key agencies, will contribute to the improvement of education in our Territory.

We must improve the quality of citizens we place in the workforce. One way of doing that is to have a system that creates, analyzes and maintains information in shared useable forms. We know that acquiring valid and reliable information about our students, their environment, their teachers and experiences will help us to better address their needs and ultimately the community's needs. We are confident that the Virgin Islands Virtual Information Database (VIVID) can and will play a major role in the improvement of our community and therefore offer our support to the project.

We are encouraged by the efforts and the plans of the Virgin Islands Department of Education to pursue an IES Longitudinal Data Systems grant. To assist the Department of Education in pursuit of this grant, we offer not only our support, but also our participation though staff representation, which includes participation on the Governance Committee and other related sub-committees.

The Virgin Islands Virtual Information Database (VIVID) initiative is a major and exciting project for the Territory. This project directly targets the Government's and community's goal of improving student education and, in turn, creating better citizens

34-38 KRONPRINDSENS GADE · GERS BLDG., 2ND FLOOR · ST. THOMAS, U.S. VIRGIN ISLANDS 00802 · PH (340) 774-5666 · FAX (340) 774-9710
50-A & 50-B CASTLE COAKLEY · DESIGN CENTER BLDG. · CHRISTIANSTED, ST. CROIX, U.S. VIRGIN ISLANDS 00820 · PH (340) 773-0295 · FAX (340) 773-0320

and successful adults for our islands future. VIVID will address the information needs of our community, especially when required to make decisions affecting its future needs.

We are in full support of the Virgin Islands Department of Education and its leadership in planning and implementing the Virgin Islands Virtual Information Database (VIVID).

Very truly yours,

Vincent F. Frazer, Esq.
Attorney General

VFF/PRT/mp

RECEIVED
2009 NOV -3 AM 11:34
OFFICE OF THE GOVERNOR
GOVERNMENT HOUSE
CHARLOTTE AMALIE, VI 00802

THE UNITED STATES VIRGIN ISLANDS

OFFICE OF THE GOVERNOR
GOVERNMENT HOUSE
Charlotte Amalie, V.I. 00802
340-774-0001

October 30, 2009

Dr. LaVerne Terry
Commissioner
Department of Education
1834 Kongens Gade
St. Thomas, VI 00802

Dear Commissioner Terry,

I am mindful that the future success of our children is dependent on the quality of PreK-12 and the post-secondary education they receive. One of my highest priorities is transforming our educational system to ensure that it meets the opportunities and the challenges of the 21st Century environment. It is essential that our educational institutions work collaboratively to facilitate the process of improving and tracking the successful outcomes of the lives of our residents. A Longitudinal Data System, integrating data from key agencies, will contribute significantly to the improvement of education in our territory.

We currently have benchmark indicators and assessments which continue to tell us that we must improve the quality of education for our students and those individuals who intend to enter the workforce. Real-time information that is valid, comprehensive, and reliable, outlining the performance of our students, the condition of the environment in which classes are taught, the qualification and performance of their teachers, and their overall experiences as they move through the various grade levels, will greatly enhance our ability to better develop intervention strategies to improve the outcomes of our students. I am convinced that the Virgin Islands Virtual Information Database ("VIVID"), the Virgin Islands' version of a Longitudinal Data System, will have a major role in the improvement of our tracking and monitoring capabilities in the short, and certainly over the long run as decisions are made to further improve our systems and educational institutions.

I endorse the efforts and the plans of the Virgin Islands Department of Education to pursue an IES Longitudinal Data Systems grant, and further pledge additional participation though staff representation and active participation on the Governance Committee and other related sub-committees.

The VIVID initiative is a major and critical project, which will provide data in the hands of the entire Territory, and allow access to information and educational resources by all interested parties, thus enlisting them in the efforts to improve student success. VIVID will address the information needs of Office of the Governor when required to make decisions on policy matters.

I am in full support of the Virgin Islands Department of Education and its leadership in planning and implementing the Virgin Islands Virtual Information Database ("VIVID").

Sincerely,

John P. de Jongh, Jr.
Governor

ST. CROIX
CHAMBER OF COMMERCE

2009 Orange Grove
Suite 12
St. Croix, VI 00820
Phone: 340.773.1105
Fax: 340.773.8152
E-mail: info@stxchamber.org
Web: www.stxchamber.org

November 2, 2009

Dr. LaVerne Terry
Commissioner of Education
1834 Kongens Gade
St. Thomas, VI 00802

Dear: Commissioner Terry,

We are acutely mindful that the future success of our business community depends on the quality of PK-12 and the post-secondary education our children receive. As such, the St. Croix Chamber of Commerce has been committed to education and continues to believe education is a priority. We believe that Virgin Islands institutions working collaboratively can contribute to an island community of successful citizens and businesses. We believe that a Longitudinal Data System, integrating data from key agencies will contribute significantly to the improvement of education in our territory.

Varied indicators continue to tell us that we must improve the quality of citizens we place in the workforce. We know that valid and reliable information about our students, their environment, their teachers and experiences will help us to better address their needs. We are convinced that the Virgin Islands Virtual Information Database (VIVID) will play a major role in the improvement of our community in the short, and certainly over the long run.

The St. Croix Chamber of Commerce offers its full support to the Longitudinal Data System, VIVID. We acknowledge the efforts and the plans of the Virgin Islands Department of Education to pursue an IES Longitudinal Data Systems grant. We further pledge our participation though staff representation and active participation on the Governance Committee and other related sub-committees.

The Virgin Islands Virtual Information Database (VIVID) initiative is a major and exciting project. Providing data in the hands of the entire territory, allowing access to information and educational resources to all, directly targets our goal of improving student success.

We are in full support of the Virgin Islands Department of Education and its leadership in planning and implementing the Virgin Islands Virtual Information Database (VIVID).

Respectfully,
Michael Dembeck
Executive Director

Government of the Virgin Islands of the United States
Department of Human Services
Office of the Commissioner
(340) 773-2980 STX Office
(340) 774-1166 STT Office
(340) 773-6121 (fax) STX Office, (340) 774-3466 (fax) STT Office
chris_finch@yahoo.com

October 14, 2009

Ms. LaVerne Terry, Ed.D.
Commissioner
VI Department of Education
No. 1834 Kongens Gade
St. Thomas, VI 00802

Dear Commissioner Terry;

This letter serves as a "Letter of Support" for the VI Department of Education's effort to coordinate and implement a comprehensive longitudinal data system in the US Virgin Islands known as VIVID – Virgin Islands Virtual Information Database.

The VI Department of Human Services recognizes the continued need for governmental entities and other stakeholders to collect, exchange, and jointly assess and analyze data. Furthermore, the Department of Human Services recognizes that the collection of reliable data with high data integrity substantially advances the ability to constructively impact policy. For these reasons, the VIVID system, if successfully implemented by the VI Department of Education, will be seminal to the integration of data from key agencies and may significantly enhance education outcomes and quality of life indicators for residents of the U.S. Virgin Islands.

The coordination and implementation of the VIVID system is major initiative under the auspices of the Department of Education. The Department of Human Services confirms its commitment to fully support this initiative through the assignment of staff representation and the active participation in the VIVID Governance Committee and other committees and/or subcommittees.

In closing, the VI Department of Human Services strongly supports the Virgin Islands Virtual Information Database project and will continue its commitment to the actively participate in the success of this project.

If questions arise or clarification is required pertaining to this matter, please contact me at 340-773-2980 at your earliest convenience.

Sincerely,

Chris Finch
Commissioner

CF/MASjr.

RECEIVED
OCT 14 2009
Office of the Commissioner
Dept. of Human Services
St. Thomas, VI 00802

GOVERNMENT OF
THE UNITED STATES VIRGIN ISLANDS

DEPARTMENT OF LABOR

2203 Church Street - Christiansted
St. Croix, VI 00820-4612
(340) 773-1994
Fax (340) 773-0094

P. O. Box 302608 - Charlotte Amalie
St. Thomas, VI 00803-2608
(340) 776-3700
Fax (340) 774-5908

Albert Bryan Jr.– Commissioner

October 9, 2009

The Honorable Dr. LaVerne Terry
Commissioner of Education
1834 Kongens Gade
St. Thomas, VI 00802

Dear Commissioner Terry:

We are acutely mindful that the future success of our children depends on the quality of PK-12 and the post-secondary education they receive. The Virgin Islands Department of Labor (VIDOL) has been committed to education and continues to believe education is a priority. We believe that Virgin Islands' Institutions working collaboratively can contribute to an island community of successful citizens. We believe that a Longitudinal Data System, integrating data from key agencies will contribute significantly to the improvement of education in our territory.

Varied indicators continue to tell us that we must improve the quality of citizens we place in the workforce. We know that valid and reliable information about our students, their environment, their teachers and experiences will help us to better address their needs. We are convinced that the Virgin Islands Virtual Information Database (VIVID) will play a major role in the improvement of our community in the short, and certainly over the long run.

We offer our full support to the Longitudinal Data System, VIVID. We acknowledge the efforts and the plans of the Virgin Islands Department of Education to pursue an IES Longitudinal Data Systems grant. We further pledge our participation though staff representation and active participation on the Governance Committee and other related sub-committees.

The Virgin Islands Virtual Information Database (VIVID) initiative is a major and exciting project. Providing data in the hands of the entire territory, allowing access to information and educational resources to all, directly targets our goal of improving student success. VIVID will address the information needs of our entire Workforce Development system. Use of this system will guide our WIB (Workforce Investment Board) decisions in providing training opportunities and enhanced services to students throughout the Territory. The agency will be able to use the demographics and other pertinent information to pinpoint and strategically allow our funds to target the various industries and organizations that can provide pathways of success in entry level jobs, apprenticeships, and career starts and exploration. Through this system, the Department of

Labor can also exchange data with the Department of Education detailing projections and occupational outlooks that can assist in the development of curriculum geared at preparing students to meet future job demands. Another primary feature that the system can enhance is the Youth Net system. Real time and pertinent data can be reviewed and exchanged to quickly track data on the out of school population that seems to disappear from the school rosters and appear at many social service entities seeking employment opportunities and guidance.

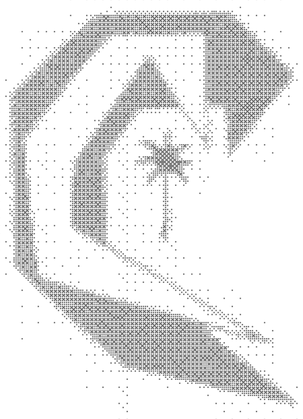
We are in full support of the Virgin Islands Department of Education and its leadership in planning and implementing the Virgin Islands Virtual Information Database (VIVID).

Sincerely,

Albert Bryan Jr.
Commissioner

Rec'd 10/15/09
NSB

BOX 324 • CHARLOTTE AMALIE • ST. THOMAS • U.S. VIRGIN ISLANDS 00804 • PHONE (809) 776-0100 • FAX (809) 776-0288



ST. THOMAS-ST. JOHN CHAMBER OF COMMERCE, Inc.

October 2, 2009

Dr. LaVerne Terry
Commissioner of Education
1834 Kongens Gade
St. Thomas, VI 00802

Dear: Commissioner Terry,

The St. Thomas-St.John Chamber of Commerce knows that the future success of our children will depend in great measure upon improving the quality of our present and in many instances inadequate PK-12 and post-secondary educational systems. The Chamber has been committed to the Territory's Educational System and the quality of its teachers. We continue to believe that education must become our number one priority if we want to develop a viable work force that will produce graduates with the skills necessary for participation in a 21st century work force. The current data that exists or data that we develop is not accurate , relevant or timely enough to make the types of decision that our present circumstances demand. The Chamber believes there are many Virgin Islands' Institutions that could contribute to and/or produce a community of successful citizens.provided they have the necessary data needed to make informed decisions about our educational needs.

A variety of indicators demonstrates that we must improve the quality of our workforce. We know that valid and reliable information about our students, their environment, their teachers and their experiences will help us better meet their needs and aspirations as well as the Community's needs. The Chamber believes the Virgin Islands Virtual Information Database (VIVID) could play a major role in the improvement of our decision making processes immediately and in the future..

The Chamber offers our support to the Longitudinal Data System, VIVID and we acknowledge and support the efforts and the plans of the Virgin Islands Department of Education to pursue and secure an IES Longitudinal Data Systems grant. We further pledge our participation though staff representation and active participation on the Governance Committee and other related sub-committees as may be required to attain these goals.

The Chamber believes the Virgin Islands Virtual Information Database (VIVID) initiative is a major project that will provide meaningful, relevant and timely data for the entire Territory, that will allow and/or provide access to information and educational resources for all and will directly target our goal of improving student success. VIVID will develop data that will be used to address the information needs of the St.Thomas-St.John Chamber of Commerce so that the private sector will be able to hire personnel from a pool of qualified and highly motivated graduates.

The St.Thomas-St.John Chamber of Commerce fully supports the Virgin Islands Department of Education and its leadership in planning and implementing the Virgin Islands Virtual Information Database (VIVID).

Sincerely,

Thomas B. Brunt III
President St.Thomas-St.John Chamber of Commerce

GOVERNMENT OF THE UNITED STATES VIRGIN ISLANDS

Department of Education
St. Thomas/St. John School District
Office of the Insular Superintendent
1834 Kongens Gade
St. Thomas, Virgin Islands 00802
Telephone (340) 775-2250 **Fax (340) 775-7381**

December 1, 2009

La Verne Terry, Ed. D.
Commissioner
Department of Education
1834 Kongens Gade
St. Thomas, VI 00802

Dear Dr. Terry:

On behalf of the St. Thomas/St. John School District I pledge my full support for the implementation of the Longitudinal Data System, LDS, in the territory. The district is totally committed to ensuring that our students receive a quality education, and so it is important that the department along with community partners work collaboratively to ensure the success of our children.

Incorporating information from key agencies can help to contribute to the improvement of education in our territory. Establishing an LDS system in the Virgin Islands will assist the department and other public and private agencies to track student data from Pre-K through the 12th grade. Additionally, the system can enable stakeholders to track professional and support staff data. The benefits of this endeavor are enormous and can assist us in making informed policy decisions.

I, therefore, offer my support and look forward to the complete integration of this data system.

Sincerely,

Jeanette Smith-Barry
Insular Superintendent

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:
Title: **VIVID Budget Narrative - Justification** Pages: **10** Uploaded File: **VIVID Budget Narrative.pdf**

The Virgin Islands Virtual Information Database (VIVID)

Budget Narrative - Justification

Overview

The U.S. Virgin Islands (USVI) State Longitudinal Data System (SLDS), the Virgin Islands Virtual Information Database (VIVID), has a total projected three year cost of $10.7 million. Included in the overall $10.7 million are this request of $8.5 million, territorial funds and other federal funds. Territorial funds identified for this project total $1.6 million; total SLDS funding request plus territorial funds equals $10.1 million. A detail break-down of federal and non-federal costs is provided in ED- 524 Form sections A and B. ED form 524, section C provides all other budget details.

With student population of 15,500 students, projected costs for the establishment of the USVI longitudinal data system are similar to those of states with larger student populations due to a lack of economies of scale and an initial large fixed cost investment in a core enterprise infrastructure. More importantly the implementation of the SLDS will be a major undertaking that will require sufficient resources to execute.

Based on our research, discussions with SLDS vendors and national SLDS experts, reviews of prior successful grantees' budgets, and a zero-based staffing and cost estimation, it was determined that the following level of effort and cost are required to establish a SLDS in the USVI:

Start-Up Fixed Costs – Hardware, Software, Travel

- Enterprise level licensing agreements for all required software (i.e., business intelligence, extract-transformation-load software, data warehousing software)
- Data storage hardware
- Travel to national conferences
- Start-up project team supplies/expenses

Start-Up Fixed Costs – Personnel and Contracted Services

- Formalize and coordinate inter-agency and department of education governance structure, policies, procedures and guidelines
- Establish the statewide data audit system
- Dedicate a core project team including a project steering committee, sponsor, project director, full-time project manager, functional lead, data analyst, technical lead, report developer, trainers, subject matter experts and data extract developers (for data extraction from source systems)
- Procurement activities required to buy VIVID goods and services (e.g., write the Request for Proposals and manage the procurement process)

- Contract implementation services required to establish VIVID (e.g., data warehousing, learning management system, and business intelligence implementations)
- Improve compliance with ED*Facts* and *IPEDS* reporting requirements

The LDS, as a completely new system, will require funding for 16.6 full-time equivalent (FTE) staff members during the first three years. This number includes the creation of 6.5 new jobs over the life of the grant.

While implementing VIVID requires a large initial start-up investment, USVI will also contribute current resources as well as to request additional resources from the State legislature for ongoing costs including personnel, maintenance and enhancements. An estimated budget of $1.2 million annually will be provided from the general funds during the three year grant period.

Subsequently the territorial government will provide 100% maintenance to the SLDS. This ongoing annual amount will support the following expenditures:

Estimated Annual Ongoing Hardware, Software and Travel Costs – In-Kind Contribution	**Total**	**Legislative Appropriation**	**Existing Funds**
Maintenance licensing agreements for all required software	$440,000	$440,000	
Hosting of the VIVID, including maintenance of all required hardware	$200,000	$200,000	
Travel to national conferences	$32,000	$32,000	
Ongoing project team/supplies/expenses	$6,000	$6,000	
Estimated Ongoing Annual Personnel Costs – In-Kind Contribution			
Coordinate inter-agency and department of education governance structure, policies, procedures and guidelines and maintain statewide data audit system			
Data Governance Council – 7% FTE support for each participating Council member $90k and 15 persons	$94,500		$94,500
Half-Time Data Governance Council Coordinator	$32,500	$32,500	
25% FTE for each participating agency to support subject matter experts and data extract developers	$120,000	$120,000	
VIVID project team			
for ongoing governance of the VIDE data and processes $90K and 10 persons	$63,000		$63,000
Sponsor – 5% of the Commissioner of Education's Time	$4,500		$4,500
Project Director – 50% of the Director of Research and Evaluation's time	$45,000		$45,000
Chief Information Officer	$100,000	$100,000	
Data analyst- 80% FTE	$54,000	$54,000	
Report developer - 30% FTE	$21,000	$21,000	
Ongoing training	$24,000	$24,000	
	$1,236,500	$1,029,500	$207,000

The budget includes funding for a Learning Management System (LMS) as this is the surest way to institutionalize use of the SLDS and ensure that the data it contains are useful on a day-to-day basis. The proposed LMS will extract crucial data from VIVID that has been pulled from various data silos (e.g., testing, the statewide SIS, and other data) and put it into the hands of teachers and school-based data teams where data can be used to directly impact student teaching and learning.. The LMS also allows for the extension of business intelligence tools into the classroom.

VIVID will be implemented in three phases over a three year timeline. Year 1 will encompass Phase 1, Project Initiation and Planning and part of Phase 2, Build the LMS, VIVID and Conduct Training. The following project outcomes will be achieved during this time:

- Outcome 1 – Formalize governance
- Outcome 2 - Prioritize data requirements
- Outcome 3 – Establish data audit system
- Outcome 4 – Build LMS
- Outcome 5 – Build VIVID
    - Benchmark Outcome Stage 1: ***Territory-wide unique ID***
    - Benchmark Outcome Stage 2: ***Integration of LMS***
    - Benchmark Outcome Stage 3: ***Improved USDE reporting***

Year 2 will complete Phase 2, Build VIVID and Conduct Training. The following project outcomes will be achieved during this time:

- Outcome 5 – Build VIVID
    - Benchmark Outcome Stage 4: ***Integration post-secondary and workforce data***
    - Benchmark Outcome Stage 5: ***Integration other agency data***

Year 3 will begin Phase 3, Provide Ongoing Support. The following project outcomes will be achieved during this time:

- Outcome 6 – Create ongoing demand, capacity and support for use
- Outcome 7- Conduct research and evaluation
- Outcome 8 – Implement e-Transcript system

Description of Expenses by Cost Category

Personnel Expenses

The table below briefly presents each role shown in the VIVID organization chart in the Project Narrative. An overview of project responsibilities and the estimated number of FTEs for each of the next three years is provided for each role. The budget detail provided at the end of this section indicates whether each position is funded in-kind by the USVI or through the SLDS grant.

VIVID Project Team		FTEs by Year		
Role	**Responsibilities**	**1**	**2**	**3**

VIVID Project Team		FTEs by Year		
Role	**Responsibilities**	**1**	**2**	**3**
Steering Committee	– Provides visionary leadership, set project direction and resolves issues – Provides VIDE Governance oversight	.15/ person	.15/ person	.15 /person
Executive Sponsor (*VIDE*)	– Provide executive oversight, resolve issues and lead Steering Committee	.10	.10	.10
Program Director (*VIDE*)	– Project spokesperson that works with the Steering Committee – Provides day-to-day project authority	.5	.5	.5
Chief Information Officer	– Oversees all technical projects within the USVI VIDE.	1	1	1
VIVID Project Manager (*VIDE)*	– Manage day-to-day project activities (e.g., project plan, budget) and make changes or additions, as appropriate – Coordinate functional, technical and training/change management teams – Manage selected vendors – Review and approve deliverables – Lead project team status meetings	1	1	1
Technical Team Lead (*VIDE*)	Manage all technical activities related to: – Technology infrastructure (networks, hardware, and operations) – Data conversion and cleansing – Configuration and installation of products – Testing, defect tracking and resolution – Technical support (Levels 1, 2 and 3)	1	1	1
Database Administrator (DBA) – (*VIDE*)	– Serve as System Administrator (e.g., give appropriate access to SLDS) – Create and maintain table structures, manage data dictionary – Perform data recovery and system tuning – Responsible for bulk upload of users, user names, passwords, log-in statistics and security roles	1	1	1
Technical Support (*VIDE*)	– Provide Level 1 support to end users	.2	.2	.2
Functional Team Lead (*VIDE*)	– Manage functional activities related to requirements gathering, data definition, system configuration, testing, training and change management – Make sure that both VIVID and the LMS provides useful data back to school districts, schools, and teachers	1	1	1

VIVID Project Team		FTEs by Year		
Role	**Responsibilities**	**1**	**2**	**3**
	– Document new business processes to capture data – Provide input on training materials (with SMEs) – Provide Tier 2 support to end users			
Data Analyst	– Work with the VIVID project team to ensure that the VIDE, district, and agency data requirements are met – Leads the mapping activities to link policy with source system data – Manages EdFacts and EDEN data submissions – Understands holistically how all the VIDE and District data elements are inter-related	.83	.83	.83
Report Developer (*VIDE)*	– 1 FTE - 100% of time dedicated to project. This person will ensure that the source system automation into the warehouse is programmed as well as report generation.	1	1	1
Application Owners (*VIDE*)	– Six existing program and/or application owners (e.g., special education, ELL, human resources, finance) will devote an additional 10% of their time to governance activities to improve the quality of VIDE data. – 10% per each of 6 applications	.6	.6	.6
Administrative Assistant (*VIDE)*	Provides administrative support to all aspects of the VIVID Program implementation such as: – Schedules meetings, registers users for training sessions – Compiles project team contact information – Drafts and sends communications to all project members – Books rooms for project meetings – Makes copies of project documents – Helps maintain project documents on project website – Assists with vendor billing	.5	.5	.5
Professional Development and Change Mgmt. Lead (*VIDE*)	– Serve as VIDE data-drive decision making lead by promoting effective use of data by teachers, administrators, and other appropriate personnel to monitor progress and make changes to improve student achievement. – Create and execute the communication, training and roll-out plans – Work with Functional Team and SMEs to develop training materials	1	1	1
VIVID Trainers	– Participate in training provided by vendor to	.2	.2	.2

VIVID Project Team		FTEs by Year		
Role	**Responsibilities**	**1**	**2**	**3**
(*VIDE*)	prepare for role as VIVID trainer – Train users, as needed, following go-live			

The following table provides additional detail about other VIDE and USVI employees that will contribute to the successful implementation and adoption of VIVID.

Other Key VIVID Contributors	
Role	**Responsibility**
VIVID Data Governance Council Members	– Develop policy on inter-agency data management, sharing and quality – Conduct monthly meetings with additional sub-committee meetings – Estimated at 7% per Council member and his/her designee for sub-committee work
VIVID Data Governance Coordinator	– 50% Staff member who coordinates all efforts of the Data Governance Council – Helps to manage territory-wide data quality and collection efforts – Facilitates convening of meetings, taking of notes, tracking of agency VIVID efforts
Government Agencies – SME, Data Analyst/Steward and Data Extract Developer	– Agency subject matter expert (SME)/program/policy expert who liaisons with VIVID functional lead and data analyst – SMEs are functional experts who will provide input into requirements definition, testing, and training materials – Data analysts/steward understand data in each core system for that agency – Serves as data owner for agency who ensures quality of data (i.e., clean and accurate and reflects requirements) from each core system – Works with agency Data Extract Developer to provide data files for import into VIVID – Data extract developer is the person in each agency responsible for providing a file to be generated in specific time intervals – Estimated at 25% per participating agency
STT and STX Superintendents	– Provide leadership regarding how the use of data will: • Support a district-wide culture of data-driven-decision making • Be used to complete district reports • Used by principals to manage their schools and improve student achievement • Used by teachers and support staff to improve instructional practice and student achievement
District Data Teams	– Produce and use data from VIVID to improve student achievement and instructional practice – Provide guidance and support to school data teams – Respond to information requests made by the VIVID functional team – Participate in VIVID training – Provide on-going feedback regarding VIVID functionality
Principals	– Provide leadership regarding how data will be used: • To improve student achievement and instructional practice • To complete reports that are required, or desired, by the school

Other Key VIVID Contributors	
Role	**Responsibility**
	• To support teachers and school support staff on using data to improve student achievement – Respond to information requests made by the VIVID functional team, as needed
School Data Teams	– Produce and use data from LDS to improve student achievement and instructional practice at the school-level – Provide support to teachers on using data to inform decision making – Participate in VIVID training (e.g., District Data Summit) – Provide on-going feedback regarding LDS functionality

Total personnel costs based on the staffing plan above is $3.1 million, with 48% of personnel costs being in-kind contributions by the USVI. When USVI applies a 33% fringe benefits multiplier, total staffing costs equals $4.1 million.

Travel - Domestic

Grant funds of $72,600 will be used for key project team members to attend the National Grantees Meeting in Washington, D.C. and the MIS Conference. The total travel estimates are $95,100. In addition, a small amount has been budgeted for Inter-Island travel for trainer travel costs to provide training on VIVID and the LMS to staff on the three islands.

Estimated Contracted Hosting Equipment and Services Costs

A projected amount of $550,000 is estimated to pay for hosting of VIVID over three years. The selected vendor will operate the development, test, and production server environments. We estimate the hardware required to be six servers such as:

- 1 Web server
- 2 database servers
- 2 application servers
- 1 file server (for FTP file transfer purposes)

Of these servers, two will be high-powered--64 bit capable, with 8 gigabytes of RAM, and four servers will have 4 gigabytes of RAM with dual processors.

In addition to hardware, the following three FTEs will be required to support the data center operation:

- 1 FTE data processing person/DBA
- .75 - 1 FTE server administrator
- .5 quality person
- .5 security person

A SAN will be purchased at $60,000 to store all of the database repositories utilized in the new system architecture. Dedicating a SAN to database purposes will increase database performance because the resource will not be used for any other purpose. It will also increase security by separating the data from user available file storage space. A tape library backup system will be purchased at $25,000 to backup the databases stored on the SAN.

Additional Contractual Items

The table provides the additional estimated contractual cost items of $3.2 million over three years. USVI will use a completive process through the issuance of Request for Proposals (RFP) and procure nationally recognized consulting companies which specialize in the area of state longitudinal data systems, data governance, and data quality. A program manager will be hired to coordinate efforts across all VIVID programs, with a particular focus on implementation of the Learning Management System. A governance consultant will be hired to help achieve project 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." USVI will hire a quality assurance consultant with national experience in implementing state longitudinal system data warehouses who will provide regular review of project status and deliverables. USVI will also contract with a company to inventory agency data collections to discover overlap and redundancy. This company will work with the Interim Data Council Coordinator to develop a gap analysis of the USVI inter-agency and VIDE data structures based on the Data Governance Council information requirements and priorities. Lastly, the USVI will hire consultants to build and implement the core technology and training for VIVID, the LMS, and to implement an eTranscript solution.

Item	Use
Quality Assurance (25% FTE)	• Review deliverables to ensure high quality, assist in review of RFPs • Provide mentoring and best practice project management templates to project team leadership on large-scale system implementations • Evaluate program on-time and on-budget and, quality standards and the requirements set forth in the project design and RFP documents.

Program Manager (100%)	• The program manager acts as a general manager of multiple projects within the purview of VIVID. This person will work with VIDE to define requirements for multiple RFPs which will be issued by the procurement office of VIDE to ensure delivery of the following projects:
	  • Governance
	  • Data quality initiative

	• VIVID Data Warehouse • LMS • After procurement, the VIVID Program manager will oversee implementation and ensure coordination of these multiple projects.
Governance	• Conduct monthly meeting planning and facilitation Provide assistance writing and/or reviewing governance deliverables such as Memorandums of Understanding, policies, data quality certification and/or training documentation, job descriptions, and inter-agency data agreements • Document governance structure and process, data categories, agency as-is states, and collection schedule, and documentation and training materials
Data Inventory and dictionary	• Inventory current data elements and place into a data dictionary/on-line tool to serve as the foundation of data management and data quality efforts
VIVID Business Intelligence Services (e.g., Tableau, Cognos)	• Install, configure, generate a negotiated number of reports per RFP, training and transfer of knowledge
VIVID Data Warehouse Implementation	• Install, configure, integrate from source system and map to e-Scholar. Configure source systems to ensure that all indices are one to one amongst systems. Ongoing maintenance is for enhancements and updates to reflect updates to business rules and to address evolving requirements (e.g., collection of new data elements).
VIVID ETL	• Automate the pulls of data from the source systems
Learning Management System (LMS) Implementation	• Configure and implement system and conduct technical training
LMS Training	• Conduct professional development for teachers, to learn how to use the data and the LMS system
eTranscript	• Define requirements and implement eTranscript solution via a Common Standard Exchange (CSE) file.

Software

The table below itemizes USVI's estimated required software license costs of $1.8 million over three years.

Item	Use
VIVID Business Intelligence	Funds the tool users leverage to access VIVID data. Year 2 and 3 costs are estimated at 20% for support and maintenance.

VIVID Data Warehouse	Pays for the cost of the data warehouse provide by vendors, including the extraction, transformation and loading software. USVI has not yet selected a data warehousing vendor.
EDEN/ED*Facts* file generation solution	A solution offered by vendors to provide ongoing automation and support to ensure VIVID meets the evolving federal reporting requirements of EDEN/ED*Facts*.
Instructional Management System/Learning Mgmt System	Provides a hands-on tool for school and district data teams to provide student performance information to teachers.

Per the RFA requirements, the table below estimates the amount of the grant requested budget allocated to achieving each outcome, $7.8 million (with an 8% indirect cost rate applied, this amount equals the requested grant amount of $8.4 million). This amount does not include the $2 million of USVI in-kind contributions. This is a general estimate as many outcomes overlap and resources are applied to many outcomes concurrently.

Outcome	Budget
• Outcome 1 – Formalize governance	$124,913
• Outcome 2 - Prioritize data requirements (benchmark outcome stages 1-5)	$49,913
• Outcome 3 – Establish data audit system	$49,913
• Outcome 4 – Build LMS	$827,670
• Outcome 5 – Build VIVID – Benchmark Outcome Stage 1: ***Territory-wide unique ID*** – Benchmark Outcome Stage 2: ***Integration of LMS*** – Benchmark Outcome Stage 3: ***Improved USDE reporting*** – Benchmark Outcome Stage 4: ***Integration post-secondary and workforce data*** – Benchmark Outcome Stage 5: ***Integration other agency data***	$4,889,718
• Outcome 6 – Create ongoing demand, capacity and support for use	$1,612,970
• Outcome 7- Conduct research and evaluation	$175,000
• Outcome 8 – Implement e-Transcript system	$70,000

A line-item budget for this project is presented on the pages that follow and identifies all estimated project expenditures, indicates the year required, whether they fund a new or existing position, and whether the funds are in-kind (current or to-be appropriated) or SLDS grant-funded.

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:
Title: **VIVID Budget Narrative- Spreadsheet** Pages: **4** Uploaded File: **C:\Documents and Settings\rthomas\My Documents\LDS apps2009\LDS Grant Budget V16.pdf**

Estimated Itemized VIVID Program Budget: 2010 - 2013

	In-kind or Grant	Item	New or Existing Position	Total FTEs	Description	YEAR 1	YEAR 2	YEAR 3	TOTAL	In-Kind		SLDS Grant
										Existing Funds	New Legislative Appropriation	
Personnel												
	In-Kind	Program Steering and Data Governance Committee Members	Existing	4.5	7% of Program Steering Committee and Data Governance Committee Members time to attend monthly meetings and work on sub-committee as required. $90k/yr for 25 people.	$ 157,500	$ 157,500	$ 157,500	**$ 472,500**	$ 472,500		
	In-kind	Commissioner	Existing	0.05	5% of the Commissioner's time	$ 4,500	$ 4,500	$ 4,500	**$ 13,500**	$ 13,500		
	Partial grant	Dir. of Planning, Resc. and Eval.	Existing	0.5	50% of Director's time	$ 45,000	$ 45,000	$ 45,000	**$ 135,000**			$ 135,000
	Grant	Chief Information Officer (CIO)	New	1	Full-time CIO to oversee all technical projects within the USVI VIDE.	$ 100,000	$ 100,000	$ 100,000	**$ 300,000**			$ 300,000
	Grant	VIVID VIDE Project Manager	New	1	1 FTE - 100% dedicated to project	$ 80,000	$ 80,000	$ 80,000	**$ 240,000**		$ 80,000	$ 160,000
	Grant	Technical Team Lead	New	1	1 FTE - 100% dedicated to project	$ 80,000	$ 80,000	$ 80,000	**$ 240,000**			$ 240,000
	In-kind	DBA	Hiring now	1	1 FTE - 100% of time dedicated to project	$ 60,000	$ 60,000	$ 60,000	**$ 180,000**	$ 180,000		
	In-kind	Technical - Support	Existing	0.2	20% of the Director of Computer Operations	$ 12,000	$ 12,000	$ 12,000	**$ 36,000**	$ 36,000		
	Grant	Functional Team Lead	New	1	Oversee functional requirements and testing	$ 75,000	$ 75,000	$ 75,000	**$ 225,000**			$ 225,000
	Grant	Lead Data Analyst	Existing	0.8	Research and Evaluation's Evaluation Specialist will be dedicated 83% of time dedicated to project. This person will ensure that the requirement of the programs are included in the system and address integration issues.	$ 54,000	$ 54,000	$ 54,000	**$ 162,000**	$ 162,000		
	partial grant	Report Developer	New	1	1 FTE - 100% of time dedicated to project This person will ensure that the source systems automation into the warehouse is programmed as well as report generation.	$ 70,000	$ 70,000	$ 70,000	**$ 210,000**			$ 210,000
	In-kind	VIDE Application Owners	Existing	0.6	Six existing program and/or application owners (e.g., special education, ELL, human resources, finance) will devote an additional 10% of their time to governance activities to improve the quality of VIDE data.	$ 36,000	$ 36,000	$ 36,000	**$ 108,000**	$ 108,000		
	In-kind	Administrative Assistant	Existing	0.5	An existing Administrative Assistant wiLL be devoted 50% of the time to this project.	$ 24,000	$ 24,000	$ 24,000	**$ 72,000**	$ 72,000		
	Grant	Professional Development and Change Management Lead	New	1	- Serve as VIDE data-drive decision making lead at the district, school and classroom level - Create and execute the communication, training and roll-out plans - Work with Functional Team and SMEs to develop training materials	$ 60,000	$ 60,000	$ 60,000	**$ 180,000**			$ 180,000
	In-Kind	VIVID Trainers	Existing	0.4	- Two trainers at 20% each - Participate in training provided by vendor to prepare for role as VIVID trainer - Train users, as needed, following go-live	$ 24,000	$ 24,000	$ 24,000	**$ 72,000**	$ 72,000		

U.S. VIRGIN ISLANDS DEPARTMENT OF EDUCATION
Budget Information Non-Construction Programs (524)

	In-kind or Grant	Item	New or Existing Position	Total FTEs	Description	YEAR 1	YEAR 2	YEAR 3	TOTAL	Existing Funds	New Legislative Appropriation	SLDS Grant
	Grant/ In-kind	Data Governance Council Coordinator	New	0.5	Half-time data goverance coordinator to organize and implement a territory-wide data goverance infrastructure	$ 32,500	$ 32,500	$ 32,500	**$ 97,500**		$ 65,000	$ 32,500
	Grant/ In-kind	Agency SMEs and Data Extract Developers	Existing	1.5	25% Full-Time Equivalent (FTE) per agency - $80k/yr 6 agencies - UVI, DOL, HS, DOH, DOF, OMB	$ 120,000	$ 120,000	$ 120,000	**$ 360,000**		$ 240,000	$ 120,000
Total Personnel Base									**$ 3,103,500**	**$ 1,116,000**	**$ 385,000**	**$ 1,602,500**
Fringe	33%								**$ 1,024,155**	**$ 368,280**	**$ 127,050**	**$ 528,825**
Total Personnel									**$ 4,127,655**	**$ 1,484,280**	**$ 512,050**	**$ 2,131,325**
Software												
	Grant	VIVID Business Intelligence			Business Intelligence license plus 20% annual maintenance	$ 200,000	$ 40,000	$ 40,000	**$ 280,000**			$ 280,000
	Grant	VIVID Data Warehouse			The license for the data management system as well as the data model for the data warehouse.	$ 278,000	$ 90,000	$ 90,000	**$ 458,000**			$ 458,000
	Grant	EDEN / EDFacts file generation solution			Solution integrated with VIVID that provides EDEN/EDFacts files generation in alignment with evolving USDE reporting requirements.	$ 50,000	$ 40,000	$ 40,000	**$ 130,000**			$ 130,000
	Grant	Instructional Management System/Learning Mgmt System			Learning management system teachers use to plan and track student instruction using standards-based assessments, reports and dashboards. This cost includes hosting	$ 188,000	$ 197,400	$ 207,270	**$ 592,670**			$ 592,670
	Grant	Portal			Install, configure and transfer of knowledge - one common interface with single sign on and "one-stop shopping."	$ -	$ 250,000	$ 50,000	**$ 300,000**			$ 300,000
		Certica			Data quality software to support outcome VI-3 "Establish territory cross-agency and VIDE data audit systems to assess data quality, validity and reliability."	$ 61,000	$ 10,000	$ 10,000	**$ 81,000**	$ 81,000		
Hosting/Hardv	Grant	Hosting of the Data Warehouse			Hosting of the system including staff support and administration of all updates to software/hardware.	$ 150,000	$ 200,000	$ 200,000	**$ 550,000**			$ 550,000
Contracted Services									**$ -**			
	Grant	Program Manager			Program manager to act as a general manager of multiple projects within the purview of VIVID, with a special focus on the LMS. This position will work with VIDE to define requirements for multiple RFPs which will be issued by the procurement office of VIDE to ensure delivery of the following projects: • Governance • Data quality initiative • VIVID Data Warehouse • LMS	$ 85,000	$ 85,000	$ 85,000	**$ 255,000**			$ 255,000
	Grant	Quality Assurance (25% FTE)			- Reviews deliverables to ensure high quality, assists in review of RFPs -Evaluates program on-time and on-budget and, quality standards and the requirements set forth in the project design and RFP documents.	$ 96,500	$ 96,500	$ 96,500	**$ 289,500**			$ 289,500

	In-kind or Grant	Item	New or Existing Position	Total FTEs	Description	YEAR 1	YEAR 2	YEAR 3	TOTAL	Existing Funds	New Legislative Appropriation	SLDS Grant
	Grant	Governance VIVID/VIDE			• Monthly meeting planning and facilitation • Assistance writing and/or reviewing governance deliverables such as Memorandums of Understanding, policies, data quality certification and/or training documentation, job descriptions, and inter-agency data agreements • Documented governance structure and process, data categories, agency as-is states, and collection schedule, and documentation and training materials	$ 75,000			**$ 75,000**			$ 75,000
	Grant	Data Inventory and Dictionary			- Inventory of current data elements and placement into a data dictionary/on-line tool to serve as the foundation of data management and data quality efforts	$ 160,000	$ 60,000	$ 60,000	**$ 280,000**			$ 280,000
	Grant	VIVID Business Intelligence Services (e.g., Tableau, Cognos)			Install, configure, generate a negotiated number of reports per RFP, training and transfer of knowledge	$ 200,000	$ 100,000	$ 100,000	**$ 400,000**			$ 400,000
	Grant	VIVID Data Warehouse Implementation			Install, configure, integrate from source system and map to e-Scholar. Configure source systems to ensure that all indices are one to one amongst systems. Ongoing maintenance is for enhancements and updates to reflect updates to business rules and to address evolving requirements (e.g., collection of new data elements). Provide training on data warehouse.	$ 300,000	$ 150,000	$ 150,000	**$ 600,000**			$ 600,000
	Grant	VIVID ETL			Automating the pulls of data from the source systems	$ 260,000	$ 52,000	$ 52,000	**$ 364,000**			$ 364,000
	Grant	Learning Management System (LMS) Implementation			Configure and implement system and conduct technical training	$ 75,000	$ 45,000	$ 45,000	**$ 165,000**			$ 165,000
	Grant	LMS Training			Professional Development for teachers, to know how to use the data	$ 50,000	$ 10,000	$ 10,000	**$ 70,000**			$ 70,000
	Grant	eTranscript			Define requirements and implement eTranscript solution via a CSE file.	$ 50,000	$ 10,000	$ 10,000	**$ 70,000**			$ 70,000
	Grant	Research and evaluation	UVI		Conducts research using VIVID data and assess change in teacher and government agency practice using VIVID data.	$ 50,000	$ 50,000	$ 75,000	**$ 175,000**			$ 175,000
Stipends	Grant	Teacher Stipends			Teachers will be paid a small stipend for attending VIVID and LMS training.	$ 250,000	$ 125,000	$ 125,000	**$ 500,000**			$ 500,000
VIDE Travel	Grant	Grantee Meeting			2 trips per year to DC for 3 FTE to attend SLDS meetings, Budget is for flights, hotel and per-diem @ 3,000 per trip.	$ 15,000	$ 15,000	$ 15,000	**$ 45,000**			$ 45,000
VIDE Travel	50% Grant	MIS Meeting			2 trips per year for 3 people to national conferences to present VIDOE successes @ 3,000 per trip	$ 15,000	$ 15,000	$ 15,000	**$ 45,000**	$ 22,500		$ 22,500
VIDE Travel	Grant	Intra-Island Trainer Travel			$170/RT between STT and STX - estimated at 10 trips/year for trainers to train on the LMS and VIVID.	$ 1,700	$ 1,700	$ 1,700	**$ 5,100**			$ 5,100
Total Travel									**$ 95,100**	$ 22,500		$ 72,600

	In-kind or Grant	Item	New or Existing Position	Total FTEs	Description	YEAR 1	YEAR 2	YEAR 3	TOTAL	Existing Funds	New Legislative Appropriation	SLDS Grant
Supplies					Laptops and furniture for six new people and general project office supplies for entire project team.	$ 30,000	$ 6,000	$ 6,000	**$ 42,000**			$ 42,000
						$ 3,674,700	$2,683,100	$2,517,970	**$ 9,899,925**	**$ 1,587,780**	**$ 512,050**	**$ 7,300,095**
Indirect Cost Rate		**9.70%**										$ 708,109
												$ 8,508,204
Percent of Total Amount										16%	5%	79%

Note: *Existing* funds in excel budget sheet includes territorial and other federal funding; a break-outs of federal and Non-federal funds are in sections A & B - Budget Summary forms

Total VIVID Costs (including in-kind)	
Personnel	$ 3,103,500
Fringe Benefits	$ 1,024,155
Travel	$ 95,100
Equipment	$ -
Supplies	$ 42,000
Contractual	$ 3,293,500
Software	$ 1,760,670
Direct Costs	$ 9,318,925
Stipends	$ 500,000
Indirect Costs	$ 903,936
Total Costs	$ 10,722,861
SLDS Grant Request	
Direct Costs	$ 7,300,095
Stipends	$ 500,000
Indirect Costs	$ 708,109
Total Request	**$ 8,508,204**