

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Statewide, Longitudinal Data Systems

CFDA # 84.372A

PR/Award # R372A120029

Grants.gov Tracking#: GRANT11026421

OMB No. , Expiration Date:

Closing Date: Dec 15, 2011

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

12/15/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

104095310

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

V.I. Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

660431678

* c. Organizational DUNS:

1040953100000

d. Address:

* Street1:

1834 Kongens Gade

Street2:

* City:

St. Thomas

County/Parish:

* State:

VI: Virgin Islands of the U.S.

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

00802-6746

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:

Mr.

* First Name:

Randolph

Middle Name:

Lionel

* Last Name:

Thomas

Suffix:

Title:

Director of Planning, Research & Evaluation

Organizational Affiliation:

* Telephone Number:

340-774-0100

Fax Number:

340-776-2847

* Email:

rthomas@doe.vi

Application for Federal Assistance SF-424

*** 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:

84.372

CFDA Title:

Statewide Data Systems

*** 12. Funding Opportunity Number:**

ED-GRANTS-092011-001

* Title:

Institute of Education Sciences (IES): Statewide, Longitudinal Data Systems Program CFDA Number 84.372A

13. Competition Identification Number:

84-372A2012

Title:

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

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

U.S. Virgin Islands Virtual Information System (VIVIS)

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,606,020.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,606,020.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Kemo Smith</p>	<p>* TITLE</p> <p>Commissioner of Education</p>
<p>* APPLICANT ORGANIZATION</p> <p>V.I. Department of Education</p>	<p>* DATE SUBMITTED</p> <p>12/15/2011</p>

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 an 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 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 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**

V.I. Department of Education

*** PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

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

Address:

* Street1:	1834 Kongens Gade
Street2:	
* City:	St. Thomas
County:	
* State:	VI: Virgin Islands of the U.S.
* Zip Code:	00802-6746
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

340-774-0100	340-776-2847
--------------	--------------

Email Address:

rthomas@doe.vi

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

Please attach an explanation Narrative:

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract

U.S. Virgin Islands Virtual Information System (VIVIS)

The United States Virgin Islands (“Virgin Islands”) is currently engaged in planning activities seeking to improve the educational and workforce outcomes of all its residents. Our vision is to establish a set of integrated data systems which allow related stakeholders to collect, manage and use data in improved information systems covering the span from birth to the workforce. These systems will allow education stakeholders to answer such critical questions as “What effect do early childhood programs have on the success of K-12 students?” and “How does the educational success of a student vary based on participation in Head Start only versus participation in both Early Head Start and Head Start programs?” Tools will be offered to allow policy makers, teachers, parents, students, education officials, researchers and other stakeholders, clear and meaningful data based on the audience. We will implement the necessary data and technology standards to provide the appropriate level of accessibility, accuracy, analysis and security based on defined roles.

The Virgin Islands Department of Education was recently appropriated and allotted \$2.875 from the Virgin Islands Legislature for the purpose of building a P-20 longitudinal data system (aka the Virgin Islands Virtual Information System (VIVIS)) beginning with K-12 data integration. The funds from this IES grant will enhance VIVIS to include data from Early Childhood, as is consistent with priority 2 of the FY12 SLDS RFA: “To develop and link early childhood data with the State’s K-12 data system.”The Virgin Islands is committed to improving student performance and increasing citizenry success by creating a culture of data use.

The funds from this grant will provide the Virgin Islands the resources to:

1. Develop an Early Childhood Data System and Integration Plan which includes the business and technical requirements,
2. Enhance existing Early Childhood Systems for Data Collection system
3. Include the collection of assessment and outcome data in the Childcare Integrated Data Management System
4. Integrate Early Childhood Data with K-12/ VIVIS

The Virgin Islands established in 2011 an association of partners organized in a group called the Virgin Islands Data Governance Executive Council. This council establishes policies for all aspects of P-20 data integration. The Department of Education, a representative on the council, is the lead agency in developing VIVIS. The Department of Health and the Department of Human Services, both representatives on the council, oversee Early Childhood services. Through this partnership, these three Departments will work intimately for the successful completion of the project.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

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Project Narrative

A. Need for the Project

OVERVIEW

The United States Virgin Islands (USVI) is a Territory of the United States of America which consists of four main islands: St. Thomas, St. John, St. Croix and Water Island, as well as several dozen smaller islands.

Public education in the Virgin Islands consists of two school districts – the St. Thomas/St. John and St. Croix Districts – serving a total of approximately 15,500 public school students. There are 33 schools and approximately 1,422 teachers on the three main islands. The small population provides the Virgin Islands the advantage of a close knit community which allows for close collaboration among high-ranking officials and others.

Although the territory does not currently have a P-20 statewide longitudinal data system (SLDS), in 2011, the Virgin Islands Department of Education was appropriated \$2.875 million from the Government of the Virgin Islands (GVI) to build a P-20 system and to begin data integration with the K-12 sector. The funds from this grant will assist the Virgin Islands in furthering the P-20 system project by providing the necessary resources to also integrate Early Childhood data. The integration of Early Childhood data with K-12 data will provide policy makers and education stake holder's access to the information necessary to improve student performance and determine program and policy effectiveness.

This proposal will outline the current status of data systems for K-12 and for Early Childhood, propose the integration solution for the data, and define the collaboration and project management necessary to ensure the successful implementation of the project.

EXISTING DATA SYSTEM ENVIRONMENTS

K-12

As is true in many states, the Virgin Islands Department of Education (VIDE) houses and maintains a number of siloed data systems, namely those related to K-12 education. The Virgin Islands has recognized that the data within the Department of Education can be better utilized by the creation of a P-20 longitudinal data system, and thus, in 2011 funds were appropriate for the design and implementation of such a system.

Technology within the Department of Education varies from the simplistic (spreadsheets) to the complex (SQLdatabase). The information to be integrated into the Virgin Islands Virtual Information System includes:

- Highly Qualified and Teacher licensing information
- Students Information System which houses all students' demographic information, scheduling data, grades, attendance, incidents and other data relevant to students. School Administration Student Information (SASI) is the system of record.
- Financial data (MUNIS)
- Special Education data –Early Childhood and K-12 (Goal View)
- Assessment data

The VIDE is proud of the work done by its Office of Planning Research and Evaluation to improve its data systems in order to meet its federal and territorial reporting requirements. As part of VIDE's commitment to improving its data systems, beginning in 2006, VIDE standardized the data elements and codes for critical federal and reporting requirements and mandated that all school districts use the same student information system (SASI). Teachers and students have unique IDs in the system which allows VIDE to link teachers and students through the SASI scheduling atom.

Because the data elements and codes are standardized and all schools are using the same system, VIDE reports primarily from the database supplied by its SASI uploads. Other data files are gathered from Goal View, the HR Access data base and other siloed stores to meet reporting requirements. The data systems can be further improved by providing the ability to access all relevant student data in one location, and thus reducing the burden on staff to extract data from a number of resources to meet these reporting requirements.

In addition to standardizing the student information system, VIDE also established the electronic transcript transmission for VIDE public high school students. During this project, VIDE convened high school principals to standardize a Virgin Islands public school transcript. All schools were equipped with the necessary software and high school staff trained to use the software. As a part of this project, the state imported all transcripts into a territorial database. The VIDE presently has a contract with Parchment/Docufide to provide transcript services.

In April 2011, VIDE procured services to assist the territory to establish and implement a P-20 Data Governance program in April 2011. As a result of the work on the project a Data Governance Council is in place; its organizational structure developed; roles and responsibilities identified; its operational charter established; Inter-agency Data Sharing MOUs created; and, two official meetings of the Executive Council have occurred.

As of the submission of this grant, VIDE's Request for Proposals evaluation committee has preliminarily selected a nationally experienced vendor to model and build VIVIS (the P-20 longitudinal data system). The system will include:

- Unique Identifier for student, staff, and location for use with the K-12, Early Childhood, Post-Secondary, and Work Force solutions.
- Student, Staff, and Family demographic information.
- Program/Location level data such as structure, quality, discipline, staff retention, staff compensation, and work environment.
- Child-level program participation and attendance data.
- Ability to develop and display both static and dynamic reports
- Ability to store data for reporting purposes
- Role-based access
- Public Web Interface
- Standardization of data elements across all systems: K-12, DHS, DH, ECE, WF and Post Sec.

The vendor will develop a construction plan that addresses hosting, infrastructure, connectivity, hardware, and software requirements. The construction plan will demonstrate how the proposed P-20 system will ensure the privacy and confidentiality of child data, consistent with the requirements of the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and State laws or regulations concerning the confidentiality of individual records.

EARLY CHILDHOOD EDUCATION

Early Childhood Education services in the Virgin Islands are provided by a combination of private individuals, the Government of the Virgin Islands Head Start Program and the Early Head Start Program.

Early Head Start

The Early Head Start (EHS) Program, operated by the Lutheran Social Services of the Virgin Islands, promotes healthy prenatal outcomes for pregnant women, the development of very young children (ages birth to 3 years), and healthy family functioning. Program personnel partner with parents to support the cognitive, physical, creative, social and emotional needs of participants. The Early Head Start Program owns SERVUE, an Early Education Childcare Management database, which is not presently implemented.

Head Start

The Head Start (HS) Program provides comprehensive education, health, nutrition and social services to low-income children and their families. The goal of this federally funded and locally matched program is to improve children's chances for success in school and later life. In the Virgin Islands, the Head Start Program is operated by the

Department of Human Services. It is the largest and most comprehensive early childhood education program serving three and four-year-old children in the territory, providing health, educational, social, and family services. For the Head Start Program data management, the Virgin Islands uses the Child Outcome Planning Assessment (COPA) system, a primary database in Early Childhood data management.

Child Care and Regulatory Services, Licensed Child Care

Through statutory responsibility, the Department of Human Services monitors and licenses child care facilities including child care centers, family day care, group homes, after school programs, religious-based programs, and summer camps, as well as Head Start and Early Head Start centers.

The Child Care Regulatory Services, Licensed Child Care is in the startup phase of the implementation of an integrated Child Care Management System. The Consultants Consortium TCC Software Solutions (TCC) has been contracted by the Office of Child Care and Regulator Services (OCCRS) to gather requirements, development, implement and support to create a General Design document for the Child Care Management System, which will fulfill the goals of the OCCRS. These goals include:

- a web-based Child Care Licensing System designed to add, maintain and track Child Care Development Fund(CCDF) providers accurately and efficiently.
- a more robust CCDF Eligibility system for initiating subsidy applications, tracking active families and children, including an electronic waiting list of families as well as a budget and forecast component that interfaces to the Licensing System, and
- a mobile inspection software tool used to support its licensing staff in completion of field work that will interface with the Licensing program.

It is the intent of OCCRS to leverage existing applications that have already been developed by TCC for other states, and modify them where necessary or redesign those areas that simply do not work in the overall process of OCCRS. The current scheduled date for completion of Phases 1 and 2 is Friday, January 27th, 2012. Phase 1 and 2 is final approval of the System Design Document for Child Care Information Services (CCIS) and Wireless Web forms (WW)

Early Childhood Special Education (Part B)

Early Childhood Special Education, administered by the USVI Department of Education, serves three- and four-year-olds with disabilities or significant delays who have Individualized Education Plans. Most children are included in Head Start and other private child care programs with their typically developing peers. Specialists visit children in these settings to provide integrated therapy and consultation to their early childhood teachers. The Department of Education and Department of Human Services

Head Start Program have a cooperative interagency agreement to ensure children with disabilities and/or delays receive appropriate services. Early Childhood Special Education data is collected in the existing Goal View Special Education Data Management System operated by VIDE.

Infants and Toddlers/Early Intervention (Part C)

The Early Intervention Program, administered by the Department of Health, serves children birth through three years of age with diagnosed disabilities, developmental delays, or substantial risk of significant delays and their families in the child's natural environment. A primary focus is to support and provide resources to families to better enable them to care for the special needs of their child.

Vital Records and Statistics

The Office of Vital Records and Statistics (VRS) at the Department of Health must ensure the registration of births, deaths, and other vital statistics in the Virgin Islands. VRS is also responsible for preserving these records. Effective and efficient operation of this registry is crucial to disseminating information necessary for the planning and delivery of quality health care that ultimately impacts all aspects of the Virgin Islands community. To this end, VRS needs hardware and software necessary for the implementation of an efficient VRS solution.

FUTURE DATA SYSTEMS ENVIRONMENTS

The Virgin Islands is committed and poised to build a state longitudinal database capable of utilizing powerful online tools and applications that will empower educational stakeholders with the information necessary to make data-driven decisions and to positively impact the educational experience of its students. The Virgin Islands has demonstrated its financial commitment towards the development of a P-20 longitudinal data system and will maintain its commitment. With VIVIS still in its planning stages, the Virgin Islands have a prime opportunity to capitalize on its system by expanding the initial development to include Early Childhood data.

Central to these efforts is the assumption that educators, like all professionals, need data to guide their decisions and perform their jobs well. Timely access to actionable information makes it possible to move forward effectively in every critical area. The ability to incorporate Early Childhood data from the beginning stages of VIVIS will ensure that programs include one unique birth-to-workforce identifier across all systems, a unique program site identifier, child and family demographic information, child program participation and attendance, as well as data on Early Childhood educators to include educational attainment and other credentials. The integration of Early Childhood and K-12 data will provide educators the actionable information necessary to answer questions such as:

- What is the differential impact of early childhood policies and practices on student achievement?
- What is the percent of children attending grades K-3 in schools whose curricula and expectations are continuous within the schools and aligned with early childhood programs?
- What teacher preparation programs are most effective?
- Does educator education/training/certification level impact student success?
- What is the percentage of special educators with degree or licensure in early childhood special education?
- What is the percentage of home visitors with specific training in home visiting, child development, working?

LEVERAGING EFFORTS

Based on a review of the Virgin Islands' needs and best practices in other states that have implemented an SLDS, the Virgin Islands has developed a three-year grant proposal to achieve four deliverables for VIVIS as required by the RFA.

The Virgin Islands will work closely with the vendor chosen to develop VIVIS to also include the integration of Early Childhood data. Since VIVIS is still in the planning stages, the integration of Early Childhood data can be easily accomplished. Areas identified by the Children and Family Council and the Advisory Committee which may have been missed in the initial VIVIS implementation will be addressed through the assessment, planning and implementation of the Early Childhood and K-12 integration efforts.

The Virgin Islands will assess the needs of the Early Childhood partners and their current technology mechanism for meeting those needs. This will include a review of SURVUE and COPA, to determine how these systems are being used and what data requirements are not being met through these systems. The Virgin Islands will then determine how the Early Childhood data can and will integrate with the K-12 data.

The Virgin Islands will develop a data model and system design. We will then establish a plan to address the requirements needed to improve and incorporate both K-12 and Early Childhood data. Funds from this grant and the appropriated \$2.8 million will be used to implement the requirements of VIVIS.

At a minimum, VIVIS will include the ability to track a child from infancy into the educational system. Individual-level information will include child and family demographic information as well as program participation and attendance data. The ability to track this child into the educational system will allow the Virgin Islands to also capture Kindergarten

readiness data and to link this information back to the preparation programs in which a student participated.

VIVIS will also include a unique staff identifier so that it can capture data related to early childhood educators and teachers including, but not limited to demographic information, educational attainment, State credentials or licenses, and professional development. VIVIS will have the ability to link teachers to students and educators to children, which will allow the Virgin Islands to determine the effectiveness of its educators based on a variety of factors.

Based on our initial design the following child and program data elements that are the essential data elements identified in the USDOE’s Race to the Top - Early Learning Challenge program are either being developed in the initial VIVIS solution or will be fulfilled through this grant:

EARLY CHILDHOOD DATA ELEMENT	INITIAL VIVIS IMPLEMENTATION	IMPLMENTED WITH IES GRANT
Unique Statewide Child Identifier	✓	
Kindergarten Entry Assessment Data	✓	
A unique statewide early childhood educator identifier	✓	
A unique program site identifier;	✓	
Child and family demographic information	✓	
Early childhood educator demographic information,		✓
Program-level data such as structure, quality, discipline, staff retention, staff compensation, and work environment; and		✓
Child-level program participation and attendance data		✓

In addition, VIVIS will be designed and implemented with the following capacity:

Privacy Protection and Data Accessibility

VIVIS will be completely secured. The privacy and confidentiality right of individuals will be protected based on the FERPA, HIPPA and Virgin Islands Privacy and Security laws. Accessibility will be based on multiple user profiles. Stakeholders will have access to the type of data available based on each user profile. This information will be available in the VIVIS metadata documentation and made available to users. Security and accessibility technology will be based on Microsoft solutions. The Data Governance Executive Council

will monitor to ensure that none of the individual agency privacy mandates are violated and access is based on strict standards. Data access policies will include the redaction of small numbers.

Reporting Capability

VIVIS will use vendor customized data marts and extracts to meet federal reporting requirements. The Virgin Islands anticipates leveraging a third party tool which contains a robust data model for education reporting. The tool fully supports the hundreds of data submissions required by the USDE EDEN/EdFacts data collection program. This support includes creation of all of the current year EDEN files, some prior year files, and all future files. The same solution is planned and will be implemented for Early Childhood Education reporting to the Department of Health and Human Services.

Interoperability

Adequate interoperability is a prerequisite to system integration in an SLDS in order to make data-driven decisions to impact student achievement. VIVIS will be integrating data from multiple territorial agencies and will need to be developed with the varying needs in mind. The Virgin Islands, therefore, will review the Common Education Data Standards, National Education Data Standards, SIF and other NCES Forum recommendations and incorporate them where relevant.

Governance

Currently, there is no formal Data Governance within Early Childhood Education, nor integration of Early Childhood data with K-12 or any other system. The planning and implementation that will be required through the efforts proposed herein will require the coordination and collaboration between the Department of Education, Department of Health, Department of Human Services, and private Early Childhood providers.

In 2009, the Virgin Islands began a process to ensure it has a viable governance program in place to guide its P-20 and Department of Education systems. With the help of the US Department of Education State SLDS team VIDE convened its program and high-level staff to formalize, draft and review its K-12 Data Governance Program. The policy has been reviewed by Legal Counsel and the Commissioner of Education and is being formally promulgated.

The Virgin Islands has also made progress with P-20 Data Governance. Currently, a multi-tier governance structure is in the process for VIVIS. This tiered approach allows the discussion of specific issues with the appropriate audiences. The Data Governance structure

includes a Data Governance Executive Council which is made up of ten agencies¹. Key objectives of agency representation within the governance program are to ensure the building and implementation of a shared vision and the protection of privacy and other protected rights.

The Data Governance Executive Council has agreed to its Charter, MOU, meeting schedules, and the formation of other committees, i.e. Data Governance Steering Committee and the Tactical Working Group, along with their roles and responsibilities. The Council has appointed members to the Steering Committee as well as made several decisions, including completing the SLDS in manageable segments and not depending on allotment. Virgin Islands P-20 Data Governance has strong support from all partners and it is through the participation in the Data Governance Executive Council that the three Departments necessary for successful integration of Early Childhood data (Education, Health and Human Services) will have the ongoing support for continued collaboration.

Data Quality

The Virgin Islands has established a new and ongoing commitment to ensure the integrity, security, and quality of data. At a high level, Data Governance Committees will direct, shape, and define the various aspects of data quality. In the trenches, the Project Management Team will oversee the day-to-day operations of the planning, design, production, and implementation to ensure that the system is implemented with high data quality protocols. Consistent with the intent and long-term goal of the IES SLDS Grant Program, monies made available through this award will be used to promote and advance data quality. Preliminary discussions have already been made to access technical assistance to use the Oregon data quality and data use model.

VIVIS will formalize many of the essential components of a total data quality management program. Business rules for data format, acceptable values, missing data options, and logical comparisons to prior data will be documented, published and supported similarly to the data dictionaries. Data collected and accumulated at the VIDE state level are necessarily analyzed, and reconciled appropriately before being used. VIDE uses an application called Certify to do automated data checking. All data being loaded into VIVIS will be audited prior to its inclusion.

Training on Use of Data Tools and Products and Professional Development

Creating a culture of data throughout the school, district, and state is one of the primary goals the Virgin Islands. In order to achieve the support of educators, administrators and other Virgin Islands public service personnel, users must understand the value VIVIS will offer

and how it will help them improve their own performance and student achievement. Therefore, the Virgin Islands will provide training and support to users so they can become proficient with the system and improve data-driven decision-making.

A detailed “training needs analysis” and training plan will be created to outline the logistics and curriculum required to train VIVIS users and provide them with the technical assistance necessary to become proficient. Estimated training needs are shown in the table below. The Virgin Islands’ school districts have previously held Data Summits and found this activity to be a proven, effective means of train-the-trainer model within the Virgin Islands, and to spearhead the introduction of VIVIS. The training plan will accommodate initial internal training, roll-out, and training over time to allow for a sustainable model.

Training Matrix

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 VIVIS	District administrators and school coaches	Data Summits to provide introductory and advanced training on the use of VIVIS 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 VIVIS, and learn how to understand and improve performance based on data analysis.
Introduction to VIVIS	All users	Distance learning or instructor-led overview course on how to use the business intelligence and reporting tools within VIVIS
Support training	VIVIS Support staff	Training provided to data analysts and school coaches who provide support to VIVIS 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 Virgin Islands applications.

Evaluation of Data Products, Training and Professional Development and Partnership with Research Community

The Eastern Caribbean Center is the major research and evaluation arm of the University of the Virgin Islands. The VIDE is a representative on the Advisory Council of the Eastern Caribbean Center and has had a continuing collaboration on research projects with the Center. This relationship will be further formalized through the Data Governance Council to mandate a clear commitment to using VIVIS data for research. Funds will be set aside for the evaluation of the training, products, and professional development deliverables of VIVIS.

B. Project Deliverables Related to System Requirements and Implementation and Timelines

The Virgin Islands is requesting funding to develop and implement four deliverables necessary to build-out our Early Childhood Data Systems. These four deliverables, implemented with the VIVIS project tie directly to the eight Early Childhood Priority Requirements as outlined in the RFA. The following set of tables provides the linkage between the IES Grant Priorities, Project Deliverables and outcomes, and proposed project schedule.

The following table reflects the alignment of the project deliverables to the IES Priority 2 - Early Childhood Data Requirements. Effective planning is an assumed prerequisite for each of the Early Childhood Priorities. Deliverable #1: An Early Childhood Data System and Integration Plan which includes the business requirements, and technical requirements, is the planning deliverable to meet this assumption, therefore it is assumed that Deliverable 1 is included for each Priority.

EARLY CHILDHOOD PRIORITY	REQUIREMENT MET WITH
Unique Statewide Child Identifier	VIVIS Implementation
Kindergarten Entry Assessment Data	VIVIS Implementation
A unique statewide early childhood educator identifier	VIVIS Implementation
A unique program site identifier;	VIVIS Implementation
Child and family demographic information	Deliverable #2: Enhance Existing Early Childhood Systems for Data Collection Systems, Deliverable #4: Integrate Early Childhood Data with K-12 / VIVIS
Early childhood educator demographic information,	Deliverable #2: Enhance Existing Early Childhood Systems for Data Collection Systems, Deliverable #4: Integrate Early Childhood Data with K-12 / VIVIS
Program-level data such as structure, quality, discipline,	Deliverable #3: Include the Collection of

staff retention, staff compensation, and work environment	Assessment and Outcome Data in the Childcare Integrated Data Management System Deliverable #4: Integrate Early Childhood Data with K-12 / VIVIS
Child-level program participation and attendance data	Deliverable #3: Include the Collection of Assessment and Outcome Data in the Childcare Integrated Data Management System Deliverable #4: Integrate Early Childhood Data with K-12 / VIVIS

The following table further details the four key deliverables into the expected outcomes and Deliverable activities and proposed timeline for each deliverable.

Overall Data System Project Outcomes Timeline						
Deliverables	Outcomes	Events/Tasks	Responsible Party	Duration	Begin	End
1. Develop an Early Childhood Data System and Integration Plan which includes the business requirements, and technical requirements	Complete Set of Technical Documentation and Project Management Controls	Develop Project Management Plan Develop System Functional and Technical Documentation Project Monitoring and Control	Agencies	Ongoing	Mar. 2012	Dec. 2015
2. Enhance existing Early Childhood Systems for Data Collection Systems	Improved source systems for the collection of Early Childhood data	Validate Requirements Procure Solution(s)/Vendors Implement Solution(s) Deploy Solution(s)	Agencies/Vendors	20 Months	Jun. 2012	Feb. 2014
3. Include the Collection of Assessment and Outcome Data in the Childcare Integrated Data Management System	Updated source system to include Assessment and Outcome data	Validate Requirements Develop Assessment and Outcome Collection Tool Deploy Collection Tool	Agency/Vendors	9 Months	Dec. 2013	Aug. 2014

4. Integrate Early Childhood Data with K-12 / VIVIS	K-12 LDS enhanced to include Early Childhood Data	Validate Requirements Validate existing LDS Data Model Enhance Data Model (if required) Develop Early Childhood Source System ETL Develop ECH/K12 Reports Deploy ECH/K12 SLDS	VIDE/Agency/Vendor	6 months	Aug. 2014	Feb. 2015
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The remaining tables further detail the four key deliverables, activity level deliverables with the respective deliverables tasks, durations, and timelines.

Develop an Early Childhood Data System and Integration Plan

Deliverables	Outcomes	Events/Tasks	Responsible Party	Duration	Begin	End
Develop Project Management Plan	Project Strategic Document to outline project controls	Develop Project Management Plan template Define project objectives and approach Define Project Prerequisites Define Project Management Controls Develop Strategic Document	Agencies	Ongoing	Mar. 2012	Dec. 2015
Develop System Functional and Technical Documentation	Final design specifications for system development	Finalize Requirements Develop Functional Specifications Develop technical	Agencies/Vendors	4 months	Mar. 2012	Sep. 2013

		Specifications Develop Solution Architecture Develop System Integration Plan				
Project Monitoring and Control	Periodic project status and reviews to ensure compliance	Validate Requirements Develop Assessment and Outcome Collection Tool Deploy Collection Tool	Agency/Vendors	9 Months	Jan. 2013	Sep. 2013
Enhance existing Early Childhood Systems for Data Collection Systems						
Deliverables	Outcomes	Events/Tasks	Responsible Party	Duration	Begin	End
Validate Requirements	Final Requirement and Technical Architecture Document	Develop Sub-Project Plans for Vital Statistic; Early Head Start and Infant and Toddler source systems enhancements Finalize requirements for source systems Create Final Technical Architecture Document	Agency	1 month	Jun. 2012	Jul. 2012
Procure Solution(s)/Vendors	Project solution and vendors contracted with	Develop RFP Administer RFP Select software (s) / Vendor(s) Negotiate and finalize vendor	Agencies/Vendors	9 months	Jul. 2012	Mar. 2013

		contracts				
Implment Solutions	Updated source system to include Assessment and Outcome data	Validate System(s) Designs with vendor(s) Build appropriate enhancements Test enhancements System Acceptance of enhanced source systems	Agency/Vendors	7 Months	Apr. 2013	Nov. 2013
Deploy Solutions	Enhanced Source Systems Deployed for use	Train Users on enhanced systems User acceptance of enhanced Source Systems Post Production Support	Agency/Vendors	3 months	Dec. 2013	Feb. 2013

Collection of Assessment and Outcome Data in the Childcare Integrated Data Management System

Deliverables	Outcomes	Events/Tasks	Responsible Party	Duration	Begin	End
Validate Requirements	Final Requirement and Architecture Document for Collection Tool	Develop Sub-Project Plan for ECH Outcome and Assessment Collection Tool Development Finalize requirements for Collection Tool Create Final Collection Tool Technical Architecture	Agency	1 Month	Dec. 2013	Jan. 2014

		Document				
Assessment and Outcome Collection Tool	ECH Assessments and outcomes collected and stored in Childcare Integrated Management System	Validate Design with CIDM vendor Build Collection Tool in CIDM System Load Assessment and Outcome Data Test Enhanced Solution System Acceptance of Enhanced CIDM Systems	Agency/Vendor	6 Months	Jan. 2014	Jun. 2014
Deploy Collection Tool	Updated source system to include Assessment and Outcome data	Train Users on Collection Tool User Acceptance of Enhanced CIDM Collection Tool Post Production Support	Agency/Vendor	2 Months	Jul. 2014	Aug. 2014

Integrate Early Childhood Data with K-12 / VIVIS

Deliverables	Outcomes	Events/Tasks	Responsible Party	Duration	Begin	End
System Analysis/Design	Final Requirement and Technical Architecture Document	Data Exchange and Framework Architecture Data Dictionary Design Data Mapping Design Business Rules	VIDE/Agency/Vendor	1	Aug. 2014	Sep. 2014

		Design Web Services Design Global Unique Identifier (GUID) Assignment Design Agency Staging Areas Design Early Childhood Warehouse				
System Development	VIVIS ECHD/K12 Warehouse	Build Staging Areas Build Early Childhood Warehouse Build Early Childhood Portal Data Dictionary Develop Business Rules Develop Web Services Develop GUID Assignment	VIDE/Agency/Vendor	2	Sep. 2014	Oct. 2014
System Implementation	VIVIS ECHD/K12 Warehouse Deployed to End Users	System Testing Implementation Data Dictionary Implement Agency Staging Areas Implement Business Rules Implement Web Services Implement Early Childhood Database	VIDE/Agency/Vendor	2	Nov. 2014	Jan. 2015

		Implement GUID User Acceptance Test and Signoff				
Training	Users Trained on VIVIS ECHD/K12 Solution	System Training Development and Documentation System Training for Participating Agency Personnel System Training for External Personnel Reporting Tool Training Development and Documenation Reporting Tool Training for External Personnel	VIDE/Agency/Vendor	1	Jan. 2015	Feb. 2015

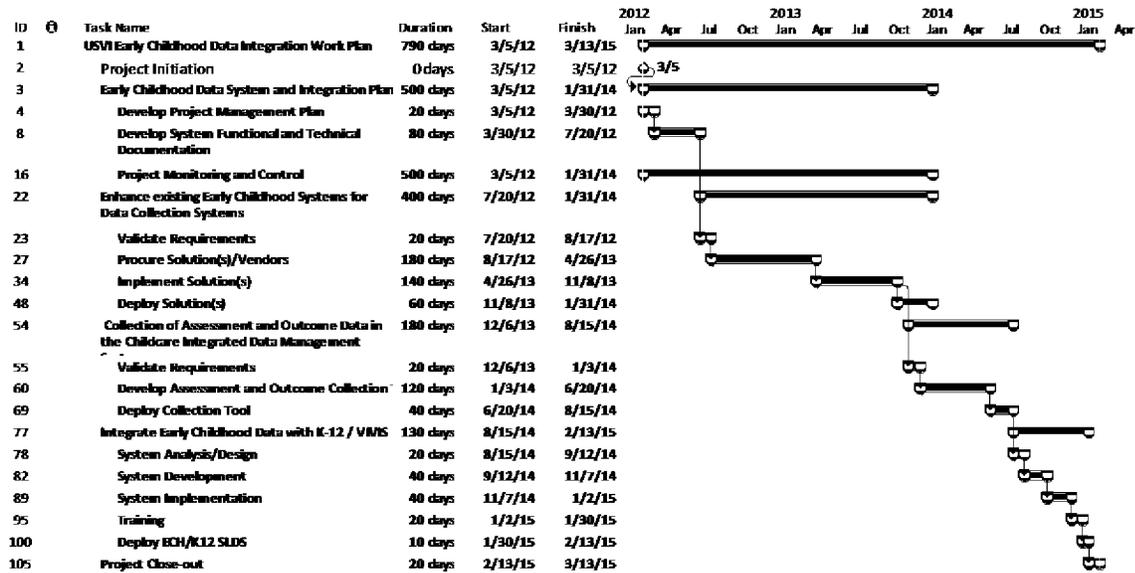
The major tasks in the accomplishment of the project deliverables will be accomplished through the offering of RFPs and the selection of a contractor(s). Virgin Islands project collaborators and the P-20 Executive Data Governance Council will work with the contractor(s) to develop a sustainability plan based on the funding commitment from the Virgin Islands government.

The Virgin Islands agrees to participate in an evaluation to determine the quality of the data in the statewide, longitudinal data systems, if the Department decides to conduct such an evaluation. The agreement of a State to participate in such an evaluation would extend to an evaluation conducted after termination of the State’s assistance under this program.

In order to leverage the value of work supported through these grants, resulting products and lessons learned shall be made available for dissemination, except where such products are proprietary.

C. Summary Work Plan Timelines for Project Deliverables

The following is a summary of the Project Work plan to be use for the implementation of grant deliverables

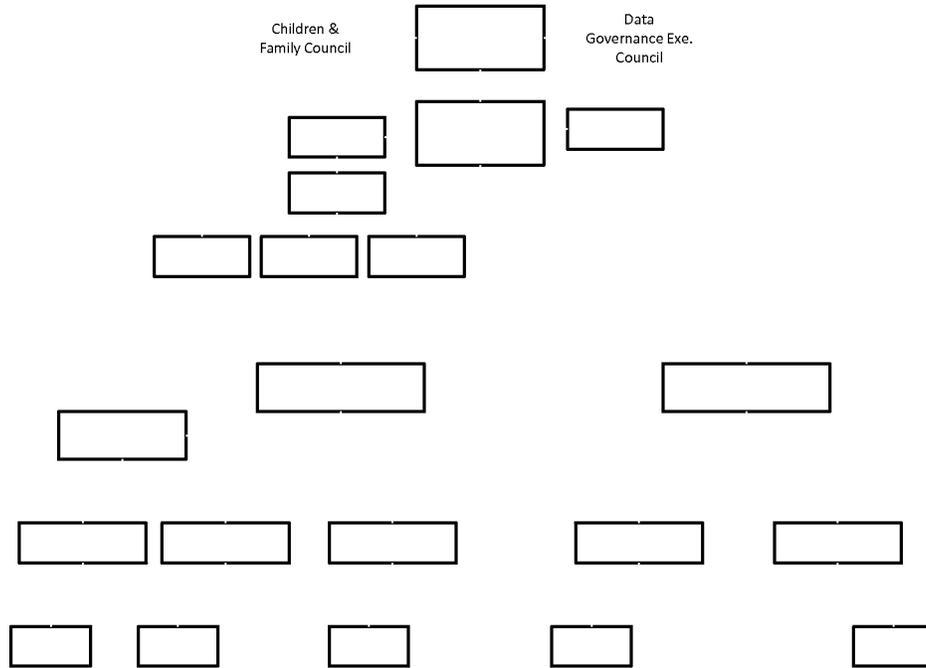


D. Project Management and Governance Plan

VIVIS will be sponsored by the Commissioner of Education and directed administratively by the VIDE’s office of Planning, Research and Evaluation (PRE). Policy direction for VIVIS will be provided by the Data Governance Executive Council. Each Early Childhood and program area with a database to be developed and integrated will have representation in the management of this project.

VIVIS 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 VIVIS 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 VIVIS, the project will need to hire additional staff to complete the VIVIS project team. The chart below presents the organizational management to design and implement VIVIS.



Institutional Support

The institutional structure to govern and direct the VIVIS program is in place now and will undergird the project into the future. The membership of the various governing committees offers proof of engagement of key personnel from agency heads to directors on down to the educators from the field representing the different areas of the territory. The Virgin Islands Board of Education is a member of the P-20 Executive Data Governance Council. In its last meeting the Council decided to include the Chairperson of the Legislature’s Committee on Education as a member. The Virgin Islands has made a significant commitment of both financial and human resources to its SLDS effort and plans to continue to do so. The initial implementation of VIVIS is funded at \$ 2.875 million.

There is now a clear local current and continuing commitment to support VIVIS. The Data Governance infrastructure insures that agency heads are knowledgeable and involved. The P-20 Executive Data Governance Council is providing policy and guidance for VIVIS. The planning and implementation of Early Childhood Education and K-12 Education Integration will also be guided by the Children and Family Council and its Advisory Committee. The membership of these organizations suggests many levels of Institutional support.

Data Governance Steering Committee

The Steering Committee is key to the projects successful completion. Projects that span multiple offices or programs create complexity requiring senior leadership. The Steering

Committee serves to ensure the project reflects the overall objectives of the organization, taking into account the unique needs and challenges of individual programs and offices. It is the decision-making body regarding data governance, acting upon the recommendation of the Data Governance Executive Council. Finally, the Steering Committee coordinates the implementation of separate but related projects that may share issues and resources.

Project Management Team

The Project Management Team oversees the day-to-day operations of the planning, design, production, and implementation of VIVIS. It has the decision-making authority for all policy that is exclusive to project implementation and maintenance. It combines the talents and expertise of VIDE and DHS and contractors to develop a project vision, plan, and accompanying foundation documents that direct the steps and processes needed to fulfill the project. The team functions as one unit to develop a detailed project plan and schedule that sets the pace of the project. It determines what resources are needed to complete tasks and provides the documentation of project work that allows the team to approve a task as satisfactorily completed.

The Project Management Team continuously evaluates the execution of the project, identifying potential risks to the project, and actions to mitigate them. The team engages both the Steering Committee and Data Governance Executive Council on a regular basis, and calls additional meeting of these groups as needed. Additionally, they refer data issues to the Data Governance Committee as they arise, and support the committee in developing a resolution. Ultimately, it is the responsibility of the Project Management Team to deliver the project’s expected outcomes..

The Data Governance Committees will oversee all areas of data being incorporated into the larger enterprise design of VIVIS. The Children and Family Council and the Children and Family Advisory Committee are members of the Data Governance Executive Council and are particularly concerned about Early Childhood issues and data systems.

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 table below describes the partners of VIVIS and their role in its implementation and use. All partners listed below also serve on the VIVIS P-20 Data Governance Executive Council. Appendix D includes letters of support for VIVIS.

Partner	Role in VIVIS
Government	The VI Governor supports the development of a statewide K-12 SLDS and is issuing an Executive Order to establish VIVIS. His office is

Partner	Role in VIVIS
House	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 VIVIS 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 VIVIS to show how subject areas studies help students prepare for workforce readiness in specific occupations. DOL will also work with VIDE using VIVIS 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 VIVIS implementation such as Intranet connectivity, if required.
Human Services (HS)	Human Services will use VIVIS 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
The Children and Families Council	The Council will assist in Territory-wide coordination of VIVIS planning, design, implementation, and support.
Department of Health (DOH)	DOH will conduct diagnostic and predictive analyses of health indicators tied to citizen success.

Partner	Role in VIVIS
Department of Finance (DOF)	DOF will provide salary information and analyze territory-wide revenue data to assess economic impact using data in VIVIS.
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).

Sustainability

The Virgin Islands Government has committed to the fiscal support of VIVIS SLDS. For the past two years, the general budget has included line item figures for SLDS development. Areas that the evaluation committee paid particular attention to are training and knowledge transfer from the vendor to Virgin Islands SLDS personnel. The evaluators felt that the recently chosen vendor will be as committed to the knowledge transfer goal as is GVI. They have agreed to allow VI staff to shadow their staff during all stages of implementation. The VIVIS Project Management Plan will detail the knowledge transfer requirements and all future procurements will ensure the same level of system knowledge transfer from vendor staff to VI staff.

The P-20 Executive Data Governance Council has established that their plan and expectation is that VIVIS will be externally hosted for at least five years. The funding and other resources required to sustain the SLDS has been committed. Because of initial cloud hosting, the implications for initial local support of the major aspects of the system will be significantly reduced. As we are able to leverage Federal SLDS funding to plan, build, expand and improve our SLDS; territorial funds can provide ongoing support to sustain it. This ensures the sustainability of the system beyond the duration of the federal grant funding.

E. Staffing

The Budget Narrative provides a detailed description of each role in the Organizational Chart. See Appendix C for key project staff resumes. In addition to the vendor(s), through the Office of the Governor and the Data Governance Executive Council all P-20 “Partners” will have a collaborative role in VIVIS. Key roles will be played particularly by VIDE and the Early Childhood Programs involved in this grant request project. The first employee of the project will be the Project Manager. The Project Manager in consultation with the project leadership will employ key personnel to complete the grant objectives.

Knowledge Transfer

Being an outlying area, finding the appropriate skill sets for specialty areas is sometimes a challenge, because of this situation significant emphasis will be placed on knowledge transfer during all phases of this project. Each program area will have staff shadowing contractual staff and other experts working on the project.

The table below highlights key personnel related to the project and the qualifications that describe how key personnel are qualified to participate in the management and implementation of the proposed activities:

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
Technical Lead	Nicholas Penny Director of Technology, DOL	- SQL Programmer, Over all Technology support, Business Support Solutions
Team Lead, DH Infant and Toddlers	Kevin Hodge, Director of MIS, Dept of Health	- Prior successful technology project Management experience, Systems Analyst and Business Systems
Functional Lead, DH Vital Statistics	Radmur E. Downing, Director of Vital Records and Statistics	- Programmer, Program Director, Data Analyst
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
VIVIS Implementation Support	Dean Baptiste	- Director of Computer Operations—experienced in support of VIDE technology
VIVIS 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 Richardson	- VIDE EDEN and EDFacts Coordinator/Evaluation Specialist
Functional Lead Early Head Start	Robin Clarke, Director Early Learning Head Start	- Early Head Start business requirements

VIVIS Implementation Support	Samuel Solomon	- St. Croix School District Technologist
VIVIS Implementation Support, St. Thomas/St. John (STT/STJ)	John Heyliger, Director of Technology, STT/STJ	- Experienced technologist - Smart Board expert
Functional Lead, Head , OCCR	Olga N. Santos, Territorial Administrator, Office of Child Care and Regulatory Services	- Director, Business Systems Instructor, Organizational Development
Project Support	Kaliah Edwards, Research Analyst II, VIDE	- Business and technology tools expertise
Project Support	Gerri A. Hanna, J.D, M.eD	- OCCR business requirement expertise

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.



LEWIS PATRICK HILL
President
28th Legislature

Legislature of the Virgin Islands

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Office of the Speaker, P.O. Box 1000



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November 20, 2009

Dr. Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

Subject: Letter of Support-Virgin Islands Virtual Information Database (VIVID) Initiative

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 28th Legislature of the Virgin Islands has been committed to quality education and continues to believe that our children's education is a priority. We firmly feel that Virgin Islands' institutions, when working collaboratively, can help contribute to an island community filled with 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.

Many indicators remind us that we must improve the education of our students prior to their placement in the workforce. We know that valid and reliable information about our students, their environment, their teachers and their experiences, will help us to better address their many needs. We are convinced that the Virgin Islands Virtual Information Database (VIVID) will play a major role in the improvement of our educational system in the short term, and provide consistent data in the long term.

The 28th Legislature of the Virgin Islands offers our full support for the Longitudinal Data System (VIVID). We acknowledge the efforts and the plans of the Virgin Islands Department of Education to pursue an IT'S Longitudinal Data Systems grant. The Virgin Islands Virtual Information Database initiative is a major and exciting project that will provide data into the hands of the entire territory, allowing access to information and educational resources to all, and directly target our goal of improving student success. VIVID will address the information needs of the Legislature of the Virgin Islands when we are required to make decisions affecting the Department of Education.

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 Initiative.

Sincerely,

Lewis Patrick Hill
President, 28th Legislature of the Virgin Islands

PR/Award # R372A120029

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

Cecile R. de Jongh
FIRST LADY

December 12, 2011

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

Dear Commissioner Terry,

I am aware that the future success of our children depends on the quality of early childhood programs, as well as K-12 and post-secondary education. The Governor and I have committed to enhancing the Territory's education system and continue to push educational initiatives at the forefront. Implementing the Longitudinal Data System in the US Virgin Islands through collaboration of various institutions is a step in the right direction.

Varied indicators imply that certain measures need to be taken to better prepare Virgin Islands' citizens for the workforce. Gathering valid and reliable information about our students, their environment, teachers and experiences will help us to address their needs more effectively. The Virgin Islands Virtual Information System (VIVIS) will play a major role in the improvement of our community in the short, and certainly over the long run.

I offer my full support to the Longitudinal Data System, VIVIS. I acknowledge the efforts and the plans of the Virgin Islands Department of Education to pursue an IES Longitudinal Data Systems grant to integrate Early Childhood Education and K-12 data. I further pledge our participation through staff representation and active participation on the Governance Committee and other related sub-committees.

The Virgin Islands Virtual Information System (VIVIS) initiative is a major and exciting project. Providing data in the hands of the entire territory, as well as allowing access to information and educational resources to all directly targets our goal of improving student success. VIVIS will address the information needs of various Government agencies when required to make key decisions to benefit the youth of the Virgin Islands.

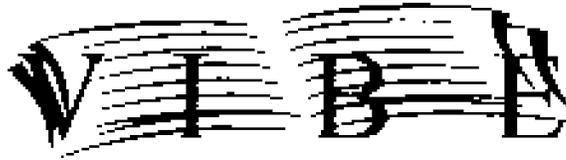
I am in full support of the Virgin Islands Department of Education and its leadership in planning and implementing the Virgin Islands Virtual Information System (VIVIS).

Sincerely,


Cecile R. de Jongh

GOVERNMENT OF THE VIRGIN ISLANDS VIRGIN ISLANDS BOARD OF EDUCATION

WEBSITE
www.myviboe.com



BOARD OFFICERS

Ms. Lana A. Hendricks
Chairperson/President

Seethi Sathyan
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Secretary

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April Leighton
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Debra Smith (Washington, DC)

At Large Member

David S. Scott

Executive Director

Charles C. Bennett (Henneman)

St. Croix Office

Senior High Professional
Building
Wiles 07 & 08
St. Croix, VI 00985 - NVI
2002-1
Telephone No.
340-775-4416
Fax No.
340-775-4307

St. Thomas Office

701 N. St. 170
Dunmore's Guide
St. Croix Building
St. Thomas, NVI 00981
Telephone No.
340-775-4416
Fax No.
340-775-4394

WEBSITE

www.myviboe.com

November 17, 2009

Dr. LaVonne Terry
Commissioner of Education
834 Kingman's Guide
St. Thomas, VI 00981

Dear Commissioner Terry:

The members of the 10th-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' initiatives, working cooperatively and collaboratively, can contribute to an island community of successful citizens. We believe that a "very hot" 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 saw 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 (VVID). We acknowledge the efforts and the plans of the Virgin Islands Department of Education to pursue an IES Longitudinal Data System grant, and 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 major and exciting project. Providing data on the needs 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,

Charles C. Bennett
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. government over the public education system; 2. improved student-teacher relationships; 3. government's commitment to government; 4. standards that promote high academic achievement; 5. creation of an environment that is conducive to effective communication to enhanced quality of professional development for all; 6. 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 and culture, guaranteed academic achievement and child's story.

GOVERNMENT OF THE
THE UNITED STATES VIRGIN ISLANDS

THE OFFICE OF MANAGEMENT AND BUDGET

No. 5041 North Gate
Emancipation Garden Station, 2nd Floor
Charlotte Amalie, St. Thomas, V.I. 00802

Tel: 340-774-0700
Fax: 340-774-0069

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 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 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 L. Gottlieb
Director

DEG/JW/urb
U: Longitudinal Data System





Bureau of Information Technology

1058 North Gate #5
Government Development Bank Building
St. Thomas VI 00802
(340) 774-1653
(340) 774-1490 fax



October 8, 2009

The Honorable LaVerna 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.

Various 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. Ainsworth
Acting Director (R/CIO)

GOVERNMENT OF
THE UNITED STATES VIRGIN ISLANDS

Mailing Address:
3314 Kronprindsens Gade
Charlotte Amalie, VI 00802



Street Address:
26 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 DOE 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



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

VINCENTE F. FRAZEE, ESQUIRE
ATTORNEY GENERAL

October 20, 2009

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 through 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.

Letter to Commissioner Perry
Re: V.I. Virtual Information Database
Page 2

and successful adults for our island's 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,

Valerie E. Turner, Esq.
Attorney General

VIE/DRJ/ep



The United States Virgin Islands

OFFICE OF THE GOVERNOR
GOVERNMENT HOUSE

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

October 30, 2009

Dr. LaVene 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.

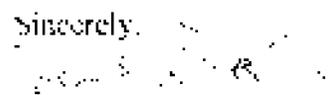
We currently have benchmark indicators and assessments which continue to tell us that we must improve the quality of education for our students and those individuals who intend to enter the workforce. Real-time information that is valid, comprehensive, and reliable, outlining the performance of our students, 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 through 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 the 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

November 2, 2009

Dr. LaVerne Ferry
Commissioner of Education
1834 Kongaets Gade
St. Thomas, VI 00802

Dear Commissioner Ferry,

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 IIS 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 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 STI Office

(340) 773-6121 (fax) STX Office, (340) 774-3466 (fax) STI Office

chris_burch@yahoo.com

October 14, 2009

Ms. LaVerse Terry, Ed.D.
Commissioner
VI Department of Education
No. 1834 Kensington Circle
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 central 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 now 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 Burch
Commissioner

CB.MASjr.



GOVERNMENT OF
THE UNITED STATES VIRGIN ISLANDS

DEPARTMENT
LABOR

211 Church Street - 4th floor
St. Thomas, VI 00802-4612
Phone: 340-774-5994
Fax: 340-774-5994

P.O. Box 512605 - Charlotte Amalie
St. Thomas, VI 00802-5638
Phone: 340-776-3300
Fax: 340-774-5998

Albert Bryan Jr. – Commissioner

October 9, 2009

The Honorable Dr. LaVerne Terry
Commissioner of Education
1854 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 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 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 WHB (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

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 through 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. Brunel 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,

A handwritten signature in cursive script, appearing to read "Jeanette Smith-Barry".

Jeanette Smith-Barry
Insular Superintendent

Eleanor Hirsh, Coordinator
Early Childhood Advisory Committee
Governor's Children and Families Council

December 6, 2011

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 early childhood experiences, education, and care; K-12 education; and the post-secondary education they receive. The mission of the Early Childhood Advisory Committee (ECAC) of the Governor's Children and Families Council is to develop a high-quality, coordinated, sustainable system of supports and services for children and their families so all children begin school safe, healthy, and ready to succeed. A longitudinal data system, that integrates data from key agencies, will inform policy decisions and contribute significantly to the improvement of education in our territory.

The ability to collect valid and reliable information and track key indicators will assist us in identifying appropriate strategies to ensure that educational needs are met and children are on the path to success. We are convinced that the Virgin Islands Virtual Information System (VIVIS) will provide us with vital information and will play a major role in the improvement of educational opportunities and outcomes for students.

The ECAC offers full support to the VIVIS. We acknowledge the efforts and the plans of the Virgin Islands Department of Education to pursue an IES Longitudinal Data Systems grant to integrate Early Childhood Education and K-12 data. We further pledge our participation through staff representation and active participation on the Governance Committee and other related sub-committees.

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

Sincerely,

(b)(6)

Eleanor Hirsh, Coordinator
Early Childhood Advisory Committee



GOVERNMENT OF THE VIRGIN ISLANDS OF THE UNITED STATES

Department of Human Services

"Working Together to Make A Difference"

OFFICE OF THE COMMISSIONER

December 8, 2011

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 Early Child, K-12 and the post-secondary education they receive. The Department of Human Services has been committed to making education a priority through our work with Head Start, high quality early education and higher education funding for youth with disabilities. 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 System (VIVIS) will play a major role in the improvement of our community in the short, and certainly over the long run.

The Department of Human Services offers our full support to the Longitudinal Data System, VIVIS. We acknowledge the efforts and the plans of the Virgin Islands Department of Education to pursue an IES Longitudinal Data Systems grant to integrate Early Childhood Education and K-12 data. 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 System (VIVIS) 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 System(VIVIS).

Sincerely,

Christopher Finch

Commissioner

Department of Human Services



Eastern Caribbean Center

November 5, 2011

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

Dear Commissioner Terry:

The Eastern Caribbean Center of the University of the Virgin Islands is mindful that the future success of our children depends on the quality of the Early Child, K-12 and the post-secondary education they receive. The Eastern Caribbean Center has been committed to quality education and continues to believe that education must remain a priority. It is the Center's belief that Virgin Islands institutions, working collaboratively, can contribute to an island community of well-educated citizens. It is our conviction that a Longitudinal Data System, one that integrates data from key agencies, will contribute significantly to the improvement of education in our Territory.

Empirical evidence abounds that shows a highly skilled workforce significantly enhances the productivity of its labor force. Concomitantly, it is evident that valid and reliable data about our students, their environment, their teachers and experiences will help education planners to better address their needs. It is obvious that the Virgin Islands Virtual Information System (VIVIS) will play a major role in the improvement of our community in the short, and certainly over the long, run.

By this letter, the Eastern Caribbean Center offers its full support to the Longitudinal Data System, VIVIS, and acknowledges the efforts and the plans of the Virgin Islands Department of Education to pursue an IES Longitudinal Data Systems grant to integrate Early Childhood Education and K-12 data. We further warrant our participation through staff representation and active participation on the Governance Committee and other related sub-committees.

The Virgin Islands Virtual Information System (VIVIS) initiative is a major and exciting project, with its implicit promise to provide data for the entire territory, to allow access to information and educational resources to all, and to directly target the Territory's goal of improving student success. VIVIS will address the information needs of the Eastern Caribbean Center when required to make decisions on the demographic growth of the Virgin Islands.

The Eastern Caribbean Center is in full support of the Virgin Islands Department of Education and its leadership in planning and implementing the Virgin Islands Virtual Information System(VIVIS).

Sincerely,

Frank Mills

Frank L. Mills, PhD
Director



**Community Foundation
of the Virgin Islands**

December 5, 2011

Commissioner LaVerne Terry, Ed.D.
U.S. Virgin Islands Department of Education
1834 Kongens Gade
St. Thomas, USVI 00802

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President

Email: dbrown@cfvi.net
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5600 Royal Dane Mall, Ste. 19
St. Thomas, VI 00802

P.O. Box 11790
St. Thomas, VI 00801-4790

Dear Commissioner Terry:

I am writing to communicate the full support and appreciation of the Community Foundation of the Virgin Islands (CFVI) for the leadership being provided by the Virgin Islands Department of Education in planning and implementing the Virgin Islands Virtual Information System (VIVIS).

As you know, CFVI is the USVI grantee of the Annie E. Casey Foundation and produces the annual KIDS COUNT Data Book for the US Virgin Islands. Through KIDS COUNT we present the best available data on the well-being of children and families in the USVI. We rely on our important partnership with you and your staff at the Department of Education. 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 System (VIVIS) will play a major role in the improvement of our community in the short, and certainly over the long run. And we know that the VIVIS will enrich the work of KIDS COUNT in the Virgin Islands.

At CFVI we are also acutely mindful that the future success of our children depends on the quality of Early Childhood, K-12 and the post-secondary education they receive. The Community Foundation is 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. A Longitudinal Data System, integrating data from key agencies will contribute significantly to the improvement of education in our territory.

Again, we offer our full support for the Longitudinal Data System, VIVIS. We acknowledge the efforts and the plans of the Virgin Islands Department of Education to pursue an IES Longitudinal Data Systems grant to integrate Early Childhood Education and K-12 data. We further pledge our participation through staff representation and active participation on the Governance Committee and other related sub-committees.

Yours truly,

(b)(6)

Dee Baecher-Brown

cc: Ricardo J. Charaf



Legislature of the Virgin Islands

JANETTE MILLIN YOUNG
SENATOR

Capital Building, Charlotte Amalie
Post Office Box 1690
St. Thomas, U.S. Virgin Islands 00804
(340) 693-3521 (Ph) * (340) 693-3633 (Fax)
Email: jyoung@legvi.org

Chairperson
Committee on Education, Youth &
Culture

Vice Chairperson
Committee on Human Services,
Recreation & Culture

Member
Committee on Economic
Development, Technology &
Agriculture

Committee on Finance

Committee on Government
Operations, Energy & Veterans'
Affairs

December 14, 2011

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

Dear Commissioner Terry,

I am writing to lend my support to the Department of Education's efforts to develop and implement a Longitudinal Data System. I am acutely mindful that the future success of our children depends on the quality of Early Childhood, K-12 and the post-secondary education they receive. As Chairwoman of the Committee on Education, Youth and Culture, I have been committed to education and continue to believe education is a priority. I believe that Virgin Islands institutions working collaboratively can contribute to an island community of successful residents. As such, I 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 employees 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. I am convinced that the Virgin Islands Virtual Information System (VIVIS) will play a major role in the improvement of our community in the short, and certainly over the long run.

The Honorable LaVerne Terry

December 14, 2011

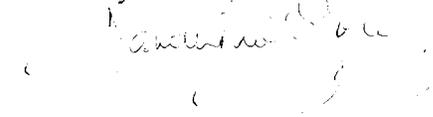
| 2

I offer my full support to the development of the Longitudinal Data System, VIVIS. I acknowledge the efforts and the plans of the Virgin Islands Department of Education to pursue an IES Longitudinal Data Systems grant to integrate Early Childhood Education and K-12 data. I further pledge our participation through staff representation and active participation on the Governance Committee and other related sub-committees.

The Virgin Islands Virtual Information System (VIVIS) 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. VIVIS will address the information needs of service providers and policymakers when required to make decisions on matters relating to the individual and collective growth and development of our territory's students.

I am in full support of the effort to design and implement the Virgin Islands Virtual Information System (VIVIS) and look forward to the invaluable effects it will have on our educational system and our students' outcomes.

Sincerely,



Janette Millin Young
Chairwoman
Committee on Education, Youth and Culture
29th Legislature of the Virgin Islands



**GOVERNMENT OF
THE VIRGIN ISLANDS OF THE UNITED STATES**

VIRGIN ISLANDS DEPARTMENT OF HEALTH

ST. CROIX OFFICE
CHARLES HARWOOD MEMORIAL COMPLEX
3500 ESTATE RICHMOND
CHRISTIANSTED, ST. CROIX, V.I. 00820-4370
TEL: (340) 773-6551 • FAX: (340) 773-1376

ST. THOMAS OFFICE
1303 HOSPITAL GROUND, SUITE 10
CHARLOTTE AMALIE
ST. THOMAS, U.S.V.I. 00802-6722
TEL: (340) 774-0117 • FAX: (340) 777-4001

December 7, 2011

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 Early Child, K-12 and the post-secondary health and education they receive. The Virgin Islands Department of Health has been committed to health and education and continues to believe health and 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 System (VIVIS) will play a major role in the improvement of our community in the short, and certainly over the long run.

The Virgin Islands Department of Health offers our full support to the Longitudinal Data System, VIVIS. We acknowledge the efforts and the plans of the Virgin Islands Department of Education to pursue an IES Longitudinal Data Systems grant to integrate Early Childhood Education and K-12 data. We further pledge our participation and collaboration with staff representation and active participation on the Governance Committee and other related sub-committees.

The Virgin Islands Virtual Information System (VIVIS) 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. VIVIS will address the information needs of Department of Health when required to make decisions on health and welfare of the citizens of the Virgin Islands.

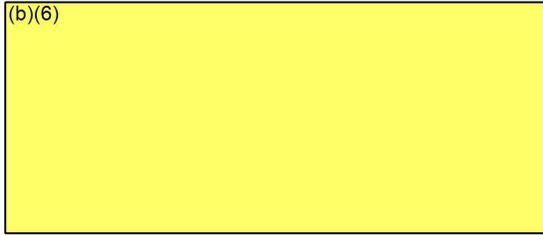
We are in full support of the Virgin Islands Department of Education and its leadership in planning and implementing the Virgin Islands Virtual Information System (VIVIS).

Sincerely,

Mercedes K.C. Dullum, MD
Acting Commissioner of Health

ACRONYMS	
<u>ACRONYM</u>	<u>DESCRIPTION</u>
BI	Business Intelligence Tool
CCDF	Child Care Development Fund
CCIS	Cleveland Council of Independent Schools
COPA	Child Outcome Planning Assessment
DHS	Department of Homeland Security
ECAC	Exceptional Children's Assistance Center
ECE	Early Childhood Education
ECERS	Early Childhood Environment Rating Scale
EDEN	Education Data Exchange Network
EdFacts	Education Facts
EHS	Early Head Start
ERP	Enterprise Resource Planning
ETL	Extract, Transform and Load
FERPA	Federal Family Education Rights & Privacy Act
HL7	Health Level 7
HS	Human Services
LEA	Local Education Agency
MOU	Memorandum Of Understanding
NCLB	No Child Left Behind
OCCRS	Office of Child Care and Regulatory Services
PESC	Postsecondary Electronic Standard Council
QRIS	Quality Rating and Improvement System
RFP	Request for Proposal
SAS	Statistical Analysis System
SASI	Schools Administrative Student Information
SEA	State Education Agency
SIF	School Interoperability Framework
SIFA	School Interoperability Framework Association
SIS	Student Information System
SLDS	Statewide Longitudinal Data System
SPSS	Statistics Package for the Social Sciences
SQL	Structured Query Language
TCC	The Consultants Consortium
USVI	United States Virgin Islands
VIDE	Virgin Islands Department of Education
VIVIS	Virgin Islands Virtual Information System
WW	Wireless Webforms

Samuel A. Solomon



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

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	May 1981
Candidate for MA Public Administration	St. Thomas, USVI Thomas	

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

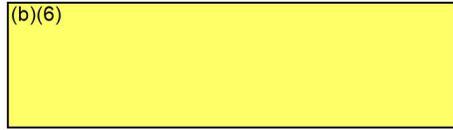
Workshop Presenter, American Federation of Teachers

Mentor, Saturday boys program

References

References are available on request.

LaVerne Terry, Ed.D.



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 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
Christina School District
 Newark, DE

1998-2005

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
Christina School District
Newark, DE

1997-1998

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

1980 – 1997

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

(b)(6)

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 +



Certified Promethean Installer

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 short 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 establish professional relationships with major stakeholders.
- I am a team builder, teachable and easy to work with.
- Enthusiastic, creative and willing to assume increased 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.

EDUCATION

1997 – 2002 University of the Virgin Islands St. Thomas, VI
■ B.S., Mathematics.

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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 Professional, 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.

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.

(b)(6)

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 1 st District 1 st 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

Tina M. Koopmans

(b)(6)

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

RADMUR E. DOWNING

(b)(6)

PROFILE:

Focused professional who has the necessary knowledge and attitude to manage projects successfully
Effective independent worker as well as an excellent team contributor
Self motivated learner who makes extensive use of web resources

EMPLOYMENT:

- 2002-Present Director, Vital Records and Statistics
Department of Health, Charlotte Amalie, VI 00802
Provide administrative and statistical direction on the collection, analysis and dissemination of vital events data
Administer the territory's vital events registry for births, deaths, marriages and divorces
Serve as the liaison for the National Center for Health Statistics
- 1998-2002 Programmer Analyst, Office of the Registrar
University of the Virgin Islands, Charlotte Amalie, VI 00802
Supervised the Registrar's and Admissions office data processing unit
Coordinated advisement and registration activities
Wrote SQL PLUS programs to report academic data
Maintained course catalog, class schedule and room schedule
Processed semester grades
Identified potential candidates for graduation
Electronically transmitted federal reports for financial aid recipients and veterans
Determined hardware and software needs for the office
- 1996-1998 Executive Specialist, Office of the Commissioner
Department of Education, Charlotte Amalie, VI 00802
Provided clerical support
Monitored financial accounts
Served as switchboard operator
- 1994-1996 Data Processing Assistant, Office of the Registrar
University of the Virgin Islands, Charlotte Amalie, VI 00802
Assisted the programmer in processing data
Registered students

1991-1994 Administrative Assistant, Office of Testing
University of the Virgin Islands, Charlotte Amalie, VI 00802
Coordinated testing activities
Proctored university and national exams
Maintained database of scores
Prepared Correspondence

EDUCATION:

May 1995 Master of Public Administration, University of the Virgin Islands
May 1989 Bachelor of Arts in English, University of the Virgin Islands

COMPUTER SKILLS:

Operating Systems - Windows, Unix
Applications - Microsoft Office
Programming Languages- PL/SQL

VITAL RECORDS AND STATISTICS ROLE

The Office of Vital Records and Statistics (VRS) at the Department of Health must (1) ensure the registration of births, deaths, and other vital statistics in the Virgin Islands and (2) receive a certified copy of each certificate of marriage and decree of divorce from the Territorial Court, as described in Title 19 Chapter 37 of the Virgin Islands Code. VRS is also responsible for preserving these records. Effective and efficient operation of this registry is crucial to disseminating information necessary for the planning and delivery of quality health care that ultimately impacts all aspects of the Virgin Islands community. To this end, VRS must procure hardware and software relative to (1) an electronic birth registration system (EBRS), (2) an electronic death registration system (EDRS), and (3) marriage and divorce electronic modules. In essence, it is necessary for VRS to establish a vital events electronic registry that is able to collect, register, modify, issue, report and preserve the territory's vital events.

Gerri A. Hanna, J.D, M.Ed.

(b)(6)

Profile

Results oriented, administrator, educator and advocate with a blend of formal education in early childhood, disability policy and law. Demonstrated capacity in achieving goals with an ability to coordinate independently and perform inter-disciplinary tasks through effective planning, prioritizing and organization. Excellent verbal and written communication skills demonstrated through a successful background in program and project management.

Education

- M.Ed., Early Education of the Disabled, Birth to Five Years, University of Pittsburgh, Pittsburgh, PA
- JD, Cum Laude, St. Louis University School of Law, Articles Editor-Law Journal, St Louis, MO
- MA, Communication Disorders, Language/Learning Disabilities, St. Louis University, St Louis, MO
- BA, Social Work/Psychology, Magna Cum Laude, Phi Beta Kappa, Syracuse University, Syracuse, NY

Experience

Director of Licensing & Quality Services, Office of Child Care & Regulatory Services, Dept. of Human Services, U.S. Virgin Islands (2010 to Present)

- Provide administrative and programmatic supervision to regulatory and educational, quality units. Identify priorities and recommend strategies to expand and strengthen outcomes in early childhood care and education in the Virgin Islands.
- Facilitate design activities and complete contract deliverables according to timelines to for the VI Improving Early Care and Education Childhood Quality Rating and Improvement System. (QRIS)
- Coordinate the development of a design of the Child Care Management Information System for licensing unit and provide subject matter expertise and project management.
- Facilitate interagency collaboration in organizing, planning and implementing the VI Early Childhood Best Beginnings Conference for over 1200 participants.
- Organized, facilitated and designed VI Early Learning Guidelines workshops to over 200 childcare agencies in the VI. Conducted workshops to child care providers on developmental domains and introductory guide.
- Participate as a member in the Early Childhood Advisory Committee Quality Standards Work Group, advising and overseeing initiatives such as the development of the infant toddler guidelines, transition to kindergarten initiatives and strategic plan.

Associate Director, Virgin Islands University Center for Excellence in Developmental Disabilities, U.S. Virgin Islands (2008-2010)

- Planned and conducted over 100 grant activities a year through symposia, conferences, trainings and workshops on issues of national significance, school to work transition, autism, early childhood education, employment, emergency preparedness, transportation and parent special education advocacy. Responsible for day to day operations of the office, supervision of employees and completing annual reporting requirements to the AUCD National Association.
- Served as a member of the Early Childhood Advisory Committee, VI Governor's Committee on Early Childhood Education and Care in collaboration with government, private and non-profit agencies to plan and carry out high quality childcare, health and education activities Territory-wide.
- Certified ADA Trainer, Cornell University, ILR School Northeast ADA Center, organizing, conducting and implementing workshops, focusing on disability awareness, technology and employment to promote full participation of persons with disabilities.
- Part-time faculty member of the University of the Virgin Islands, teaching early childhood education graduate and undergraduate courses, supervising and advising practicum students in obtaining associate and bachelor degrees through Head Start Early Childhood Scholarship Grant.

Director of Programs & Gov't Relations, TASH, 1025 Vermont Ave., NW, Washington, DC (2007-2008)

- Analyzed federal law and regulations on disability, special education, health issues and formulate strategies to affect regulatory and systems change for individuals with disabilities, including writing comments and testifying to appropriate agencies.
- Formulated and implemented strategic advocacy initiatives and programs to assist children and adults to secure accessible services under disability legislation and regulations. Project lead on APRAIS, the Alliance to Prevent Restraint, Aversive Interventions and Seclusion.
- Designed, coordinated and implemented curriculum for leadership in public policy graduate students interns.
- Served as policy liaison to civil rights coalitions, and initiate grassroots efforts on national issues related to children and adults with significant disabilities.
- Participate as a senior staff member to coordinate efforts among committees, develop and manage operating budgets, standardize operations and protocols at the operational level.

Director of Advocacy and Policy, Alexander Graham Bell Association for the Deaf and Hard of Hearing (AG Bell), 3417 Volta Place N.W., Washington, D.C. (2003 – 2007)

- Provided educational consultation and technical assistance to parents of children with hearing loss and advanced hearing technology (cochlear implants) concerning appropriate services to ensure compliance with disability laws. Implement protocols for the legal advocacy program referring parents for AG Bell's Legal Assistance Program to ensure compliance with the Individual with Disabilities Education Act. (IDEA) and the American with Disabilities Act. (ADA)
- Provide strategic policy planning and legislative advocacy initiatives on Capitol Hill and Department of Education. Presented testimony, comments and organized state and national grassroots efforts by parents and professionals, resulting in language that clarified and provided service provisions to children under new regulatory guidance.
- Provide technical assistance and coordination of projects of national, state and local significance on topics regarding early intervention promising practices and special health care issues. Develop best practice model on the dissemination of materials relating to communication options and initiated a strategic plan for state implementation.
- Author grant proposal for application of a federal appropriation to develop a Family Support Model Practice, collaborating activities with governmental relations firm.
- Monitor and analyze federal legislation and regulations to develop and implement strategies for influencing Congress to advance policies and programs for children with disabilities.
- Design and implement outreach and training programs to support parent advocacy initiatives, peer support and networking opportunities, including parent-to-parent connect program, resulting in over 900 parents trained as advocates in educational law and negotiation strategies.
- Teamed with marketing department to plan policy directives for "Hear from the Start, Talk for a Lifetime" Campaign, teaming with seven AG Bell Chapter initiatives in educational and awareness activities on hearing health issues.

New Programs Director/Early Childhood Special Education Division, District of Columbia Public Schools, Office of Special Education Programs, 825 N. Capital St. NW, Washington, DC (2002-2003)

- Developed policy, protocols and procedures for children who transition between federal programs that serve children with disabilities, age birth to five under Part C, Birth to Three Services and Part B, Preschool Services under the Individuals with Disabilities Education Act.
- Provided technical assistance, program planning and school support for the early childhood special education program in developmental best practices, curriculum development and new program initiatives.
- Responsible for coordinating efforts between special education teams and early childhood teams as a member of the leadership division.

Administrator/Court Liaison/Teacher SAU 34-Hillsboro School District, Hillsboro, NH (2000-2002)

- Coordinated & conducted all assessments, service implementation and program plans with educational team members in provider programs, including Head Start and Early Childhood Centers. Designed, implemented and taught in an inclusive preschool for children with disabilities.

- Coordinated and monitored all activities for out of district school placements, including appropriateness of service provider goals and objectives, progress and placement into lesser restrictive environments.
- Acted as an educational Court Liaison in all juvenile justice cases and Division of Child and Family cases that appear before the Court.

Project Administrator/Early Intervention Specialist Program, Personnel Preparation Grant, University of Connecticut, Division of Child & Family Studies, Farmington, CT (1997-2000)

- Identified and participated in interviews, collect and analyze data for national research project with families of children with disabilities in natural learning environments. Coordinated the recruitment of parents & professionals to participate in focus group discussions to build medical home model for children with special health care needs. Conducted, facilitated and evaluated medical home focus groups and assist in the training of new personnel to coordinate grant.
- Assisted in the design, evaluation and implementation of graduate curricula for students enrolled in Early Intervention Specialist program. Maintained, updated and organized early intervention materials. Supervised the training of students on special education best practice program competencies, monitor progress of skill development and evaluate criteria of completion of competencies on an ongoing basis. Developed federal progress reports to monitor grant progress and completion of objectives and timelines. Assisted in statewide development of credential program for Early Intervention.

Special Education Administrator, Department of Education, Division of Special Education Allegheny Intermediate Unit, Project DART, Pittsburgh, PA (1995-1997)

- Designed, and implemented early intervention transition system and time lines for approximately infants and toddlers under the Individuals with Disabilities Education Act, Part B, Section 619, Preschool. Reviewed assessment materials, wrote and reviewed comprehensive evaluation reports, reviewed eligibility criteria, scheduled and conducted child visitations in assessing needs and skills for the development of recommendations as a team member in preparation for the Individualized Education Plan meeting.
- Assisted, supported and educated parents and professionals in program services and continuum of placement options as they gain knowledge and participate in the transition process. Designed and conducted presentations/workshops applicable to parents, service coordinators and provider agencies working with children from birth to age three to disseminate information on the transition process. Created transition and approved private school procedure handbooks.

Board Member, Virgin Islands Autism Network

Certified, Classroom Assessment Scoring System (CLASS)

Instructor, University of the Virgin Islands, Inclusive Early Childhood Education Program

Member, Early Childhood Advisory Committee Member, (ECAC): Office of the Governor, Children & Families Council.

State Trainer, AARP, U.S. Virgin Islands

7/2006-5/2008

Shaw Industries, Inc.

Dalton, GA

Human Resources Corporate Trainer

Facilitate core curriculum and custom training sessions as directed by Corporate Training Manager; consult with internal customers as needed to conduct needs assessments to identify training needs; maintain strong relationships with internal customers and clients; research and develop materials, activities, and courses to meet business needs; set up classrooms in plants and facilities as needed; maintain training supplies and materials for sessions; develop and administer appropriate testing for courses to ensure knowledge transfer; coordinate and provide training as needed on different shifts with operations; maintain training records; lead training related projects and programs; create and maintain necessary reports for upper management

1/2001-5/2006

Chattanooga State Technical Community College
Chattanooga, TN

Business Systems Technology Instructor/Job Training Coordinator

Provide students interested in careers in Office Administration, Human Resources Management, and Business Administration, with the knowledge and skills required to successfully complete their internship programs and obtain employment; design and manage core curriculum and training plan for Business Systems Technology Program; collaborate with external agencies to ensure curriculum relevance; recruit and advise students; serve on Business Administration accreditation committee; organize and develop student chapter of International Association of Administrative Professionals.

8/1999 - 7/2001
Islands

University of the Virgin Islands

St. Thomas, US Virgin

Program Coordinator/Instructor

Assisted the Executive Director in managing the daily operations of the University Center for Individuals with Disabilities. This involved: coordinating and supervising the matriculation process of students interested in the Early Childhood Education program; staffing the department; marketing programs; recruiting and advising students; conducting needs assessments to determine training needs; developing training programs to meet those needs; supervising a staff of 10 individuals on St. Croix and St. Thomas; writing proposals, continuation grants, and reports. Additionally, I coordinated in-service training for staff and other University personnel associated with program. As adjunct instructor, I taught reading in the content area and writing across the curriculum.

8/1993 - 6/1999

St. Croix Educational Complex

Kingshill, VI

Department Chairperson/Business Education Teacher

Recruited teachers; developed curricula for a variety of business courses; prepared a master schedule (to utilize teachers, classroom space); collaborated with guidance department to recruit and register students; evaluated student transcripts; provided on-going observation of department personnel; coordinated in-service training; organized the first chapter and served as senior advisor to Future Business Leaders of America student organization; represented Department at conferences throughout North America; collaborated with tech prep coordinator to develop articulation agreements between high schools and University of the Virgin Islands; prepared students for college

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S U M M A R Y

Innovative Information Technology Professional with over 8 years of experience providing technical support and business solutions. Possessing superior analytical and development skills. Particularly skilled in Imaging & Workflow Solutions, LAN/WAN Support, and Microsoft operating systems. Very adaptable to numerous software solutions and implementations. Supplemental knowledge of C and Visual Basic environments. 8 years of experience integrating software solutions with many different clients and operating environments throughout the continental United States and Canada. Excellent project management skills in which engagements were delivered with a high degree of client interaction and satisfaction.

T E C H N I C A L S U M M A R Y

- Windows 3.1 / 3.11
- Windows 95/98 / 98SE / ME
- Windows NT 3.51 / 4.0/2000/XP/2003
- Windows 2000 Professional / Server
- SQL Server 6.0 / 6.5 / 7.0/2000
- Hardware
- Web publishing
- UNIX
- Sybase
- Microsoft / Netscape
- Web Servers
- Workflow & Imaging File Systems
- Web publishing
- System Analyst
- Numerous software solutions

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

Tower Technology / Vignette – Boston, MA
Project Manager / System Analyst

2002-2004

- Managed, developed and implemented United States Treasury Integrated Imaging and Workflow Systems resulting in greater public customer satisfaction. Significantly reduced 98% paper load allowing the United States Treasury Department increased organizational handling and processing effectively millions of tax payer's dollars within the federal government.
- Developed and implemented Document Imaging Solutions with front end capture solutions to assist fortune 500 Insurance organizations resulting in the streamlining and processing of millions of electronic and paper documents including EDI, HCFA, UB92 and Dental forms.
- Collaborated closely with other industry analysis to create and develop Imaging workflow Case Management resulting in defining Advance Technological Industry Solution Sets currently used in various large organization including Banks, Retirement Systems, and the Federal government. Provided technical sales support resulting in millions of dollars of profitable revenue driven engagements for numerous private and Federal Government Agencies. Conducted customer training resulting in greater customer application skill set and proficient work effectiveness.

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Unisys Corporations - Tallahassee, FL

1997-2001

Business Processing Solutions Specialist

- Managed, developed and implemented Hillsborough County Sheriff Office Public Records Imaging and Workflow system resulting in greater public customer satisfaction. Significantly reduced 95% paper load with increased departmental work efficiency and structural organization.
- Developed and implemented Windows 2000 based Imaging and Archiving solutions across Federal and State Government Agencies resulting in the streamlining and processing of electronic and paper documents.
- Created and managed a team of client oriented Imaging System Analysis. Responsible for an integration for US Internal Revenue Service which resulted in millions of dollars being processed annually with significant improvements in through put as well as data integrity.
- Provided hardware and software technical sales support resulting in profitable revenue driven engagements for numerous Federal and State Government Agencies.

Imaging Consultant

- Managed and implemented a Florida State Agency Workman's Compensation / Correspondence System resulting in excellent customer response and lowered organizational cost overhead.
- Designed, implemented and maintained complex workflow Imaging and Archiving systems, including electronic, paper and remittance processing, on Windows NT 4.0 based network servers.
- Integrated Microsoft Back Office suite applications with legacy mainframe systems resulting in adequate information transfer between Client Server technology and supported legacy applications.
- Designed intranet/internet Imaging solutions, meeting diverse customer requirements for information transfer over LAN/WAN systems and sub-systems. Allowing sufficient access to electronic information from virtually any Internet or Client intranet access point.

Florida Department of Transportation - Tallahassee, FL

1996

System Analyst

- Provided Local Area Network support for 200+ division personnel.
- Managed, developed and maintained Windows NT system labs used for production and developmental systems.
- Developed database systems using Fox Pro. Integrated Fox Pro applications with various legacy mainframe systems.

Edward Jones - St. Louis, MO.

1995

Local Area Network / Wide Area Network Technician

- Provided team oriented LAN/WAN service support for Client Server based systems resulting in efficient information transfer from NASDAQ and Dow returns.
- Maintained "uptivity" for company 3000+ WAN satellite branches throughout the United States and Canada, resulting in reduced downtime and productivity loss.

- Provided technical support for corporate Windows NT based domains. Lead for four NT Domains providing maintenance and troubleshooting responsibilities for 300+ active users.

SECURITY CLEARANCE

Federal Minimum Background Investigation (MBI) Clearance

EDUCATION

B. S. Computer Information Systems

Florida Agriculture & Mechanical University, Tallahassee, FL

Robin D. Clarke

(b)(6)

SUMMARY STATEMENT

Proficient in classroom teaching, verbal and written communications, record keeping, and leadership skills: A well-defined and outstanding fifteen (15) years of diverse experience in the areas of early childhood education, training and counseling, in the U.S. and the U.S. Virgin Islands; in-depth knowledge of in-staff training, structuring, managing and developing child-care programs, some with annual budgets of \$250,000; extensive experience with policies and procedures for rehabilitation and personal home care services; and a prominent background in implementing culturally enriched summer programs.

Education

Masters of Arts, M.A. Organizational Management, Ashford University, Clinton, Iowa, Autumn 2010
Areas of concentration: Organizational Leadership and Management

Bachelor of Arts, B.A. Ashford University, Clinton, Iowa, 2008

Focus courses in areas of the Social Sciences

Areas of Concentration: Education

Education Courses Long Island University, Brooklyn, New York, from 2005 to 2007

Areas of Concentration: Early Childhood Education; Urban Education

Associate of Arts, A.A. Early Childhood Education, University of the Virgin Islands, St. Croix, U.S. Virgin Islands, 2004

Areas of Concentration: Special Education

General Education Degree/High School Equivalency. Department of Education, Oneonta, NY 1980

AREAS OF CERTIFICATION and TRAINING

- Health Related Issues and Traumatic Brain Injury, 2008
- Residential Habilitation Counseling, 2007
- School Violence and Intervention. State Education Department, New York City, 2005
- Identification and Reporting of Child Abuse And Maltreatment, State Education Department, New York City, 2005
- Fire Safety Prevention, Substance Abuse & Abduction, Long Island University, New York State, 2006
- Home Health Aide, Personal Touch, 2005
- Early Childhood Education, University of the Virgin Islands, 2000
- Nanny Child Care, Cashier Training Institute of New York, 1992

COUNSELING AND TEACHING EXPERIENCE

Early Head Start Director Lutheran Social Services of the Virgin Islands from 9/2011- present

RESPONSIBILITIES:

The responsible of the management of the EHS program, includes, Planning, organizing, directing and coordinating services and personnel, monitoring budgets and spending, coordination of activities and measuring achievements to ensure success of overall objectives. Is directly responsible fro supervision and implementation of the policies and procedures of the education, parent involvement, nutrition, health, transportation and program governance components as specified in the Federal Performance Standards.

YouthNet Career Coach Virgin Islands Department of Labor, St. Croix, Virgin Islands from 2010 – 2011

RESPONSIBILITIES:

- Serve as Program liaison for VIDOL/BiZVI, with principals, schools, counselors, and Career Cluster Managers to promote VIDOE initiatives.

ROBIN CLARKE/PAGE 2/ RESUME

- Determining the scope of educational program offerings, and preparing drafts of program schedules and descriptions, to estimate staffing and facility requirements.
- Manage the implementation of after-school peer tutorial activities in conjunction with VIDOL's YouthNet Coalition.
- Develop and secure participants' internship agreements that emphasize participants' responsibility to the businesses providing Work Based Learning.
- Provide guidance and support for long-term career planning and management.

Residential Habilitation Counselor (RHC) AHRC of New York, New York, NY from 2008 to 2010

RESPONSIBILITIES

- Implement service plan,
- Assist Res-Hab, Respite and Traumatic Brain Injury (TBI) assisting individuals in managing their personal skills and achieving their goals.

Head Teacher-Day Care and Recreation Program. Women In Need, Inc., New York, N.Y. from 2005 to 2007

RESPONSIBILITIES

- Supervised a staff of seven fulltime and part-time Assistant Teachers, Recreation Assistants and Child Car Per Diem
- Conducted standardized educational assessment of children from infants up to pre-schoolers, using DECA AND DENVER assessment tools
- Organized work plans and shift schedules for staff/prepared daily reports
- Facilitated regular staff meetings, weekly parenting workshops and teen group sessions
- Coordinated service provision with resident and consulting case managers

Substitute Teacher Winfred Wheeler Day Care and Head Start Center, New York, N.Y. from 2005 to 2005

RESPONSIBILITIES

- Assisted primary teacher with daily activities and lesson plans
- Organized systematic activities and to improve class conduct and encourage individual and group participation
- Developed age-appropriate recreational activities for children ages two to five

Substitute Teacher-Division of Special Education. U.S. Virgin Islands Department of Education, St. Croix, U.S. Virgin islands 2003 to 2004

RESPONSIBILITIES

- Teach all basic subjects to special education classes
- Wrote lessons plans and developed daily activities for special education students in accordance with the student's education plan (IEP)
- Held scheduled and regular meetings and conferences with parents and education specialists

Executive Director and Originator Up the Ladder Group Day Care and Preschool, St. Croix, U. S. Virgin Islands from 1992 to 2004

RESPONSIBILITIES

- Founded and developed a group day care and after school facility
- Provided a diversity of childcare services for working parents.
- Managed a staff of four day care professionals and an annual budget of \$250,000.00
- Designed and managed indoor and outdoor age appropriate learning activities for children ages 2 months to 12 years old.
- Developed and implemented *Gallivanting Around St. Croix*, a cultural heritage program and *Mustard Seed*, a cultural heritage summer program.
- Prepared fundraising proposals for special projects and programs

OTHER WORK EXPERIENCE

ROBIN CLARKE/PAGE 3/ RESUME

Home Health Aide. Personal Touch Agency New York, N.Y from 2004 to 2005.

RESPONSIBILITIES

- Assisted clients with personal care and needs in accordance with individual health care plan

Betting Clerk Supervisor. Randall "Doc" James Horse-Racing Facilities, St. Croix, Virgin Islands from 1997 to 2000

RESPONSIBILITIES

- Instructed betting booth cashiers on the procedures for selling bets and paying out winnings
Monitored and maintained the transfer of monies to cashiers for betting booths
- Resolve conflicts and diffused problems between patrons and betting booth cashiers
- Maintained checks and balances with monies and daily receipts from all the booths at the track.

Betting Clerk -Off Track Betting New York City, N.Y. from 1982 to 1983

RESPONSIBILITIES

- Placed bets and issued winnings
- Monitored other procedures in accordance with state rules and regulations

Coordinator's Assistant Virgin Islands Advocacy Group from 1989 to 1992

- Performed general services as an Assistant to the Coordinator: worked on grants, took dictation for meetings, answered telephones, and kept the appointment calendar for the Coordinator.

Community Involvement

Advocate for battered women, St. Croix Women Coalition: Women in Crisis from 2003 to 2004

Volunteer After- School Children's Programs New York City Education Department (Brooklyn) from 1992-1993

Receptionist Davidson Community Center, (Bronx, N.Y.) 2009 to 2010

SOFTWARE PROFICIENCY

Microsoft Outlook; Microsoft Word; Microsoft PowerPoint
Electronic mail

KALIAH S. EDWARDS-ROBERTS

OBJECTIVE

Seeking a career position within a Company/Agency, where my experience, abilities, extensive people skills and determined effort will be able to exemplify professionalism to further the integrity of the company's reputation.

PROFESSIONAL STRENGTHS

- Detailed-oriented with office functions with background and past experience in the Student Data Systems.
- Experiences in balancing priorities for long term and short 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 major stakeholders
- I am team builder, teachable and easy to work with
- Enthusiastic, creative and willing to assume increase responsibility

EXPERIENCE

June 2010 – Present Virgin Islands Department of Education St. Thomas, VI
Research Analyst II

- Assist in drawing data from Student Information System (SIS), School Administration Student Information (SASI)
- Develop Reports on Incidents, Teacher Ratio, Dropouts, Enrollment, Promotion and any other Demographic information
- Assist annually in planning and the production of No Child Left Behind (NCLB) Report Card
- Work with Kids Count, University of the Virgin Islands and Bureau of Economic Research to provide the necessary data needed to publish yearly booklet.
- Develop report forms, instructions and procedures for the collection of data; prepares and validates material required for intensive study and analysis of the subject;
- Planning/organizing meetings and conferences; and providing technical assistance to State Education Agency SEA, Local Education Agencies LEA and Schools
- Planning/organizing meetings and conferences; and providing technical assistance to State Education Agency SEA, Local Education Agencies LEA and Schools
- Collect, summarize, analyze and report Non-Public school Data.
- Responsible for disseminating information and pertinent data to the public
- Assist with the development of Request For Proposals: provide input to and review software and integration vendor contracts.
- Function as back up support for various software modules
- Develop and maintain district documentation on trained software and ensure availability to district users

March 2007 – June 2010 Virgin Islands Department of Education St. Thomas, VI
Computer Operator III

- Develop Reports on Incidents, Enrollment, Promotion and any other Demographic information.

- Assist annually in planning and the production of No Child Left Behind (NCLB) Report Card
- Work with Kids Count, University of the Virgin Islands and Beruea of Economic Research to provide the necessary data needed to publish yearly booklet.
- Develop and run daily queries in SASI to create error reports
- Develop report forms, instructions and procedures for the collection of data; prepares and validates material required for intensive study and analysis of the subject;
- Planning/organizing meetings and conferences; and providing technical assistance to State Education Agency SEA, Local Education Agencies LEA and Schools
- Assisting the Evaluation Specialist in collecting, summarizing, and analyzing Non-Public school Data
- Assist with the development of Request For Proposals: provide input to and review software and integration vendor contracts.
- Function as back up support for various software modules
- Develop and maintain district documentation on trained software and ensure availability to district users

August 2006 - March 2007 Wendy's St. Thomas, VI

Assistant Manager

- New Hire Input/Training
- Inventory
- Payroll
- Bank Deposits
- Oversee Shift

October 2005 - August 2006 Wendy's St. Thomas, VI

Shift Supervisor

- Payroll
- Bank Deposits
- Supervise Shift

September 2003 - August 2005 Tang How Brothers, Inc. St. Croix, VI

Administrative Assistant

- Billing Clients/Invoicing
- Accounts Receivable/ Accounts Payable
- Payroll
- Monthly Taxes (Fica, Gross, Receipts, Withholding)
- Quarterly Reports
- Maintain filing system

December 2002 - February 2004 Law Offices of B. Patricia Welcome St. Croix, VI

Bookkeeper

- Billing Clients/Invoicing
- Quarterly Reports
- Maintain filing system

October 2001 - January 2002 Apple One Albuquerque, NM

Accounting

- Worked very close with the accounting department on customer rebates preparing and invoicing.
- Maintain filing system

December 1999 - October 2001 Thomas & Betts
HR Manager assistant

Albuquerque, NM

- Routing calls to appropriate departments based upon customer needs.
- Helped with various department duties (Human Resources)
- Employee relations (Event and party planning)
- Maintain filing system
- Company news letter/ HR website

COMPUTER SKILLS

School Administration and Student Information System (SASIXp), Visual Basic, Microsoft Works, Microsoft Word 2007, Microsoft Excel 2007, Microsoft PowerPoint 2007, Microsoft Publisher 2007, Microsoft Access 2007, Microsoft Outlook 2007, Microsoft Viso, Microsoft Project, Abode Photoshop, Abode Acrobat Windows XP, 95, 98, NT, ME, 2000 Home and Professional, XP Home and Professional and Windows VISTA, Windows 7, QuickBooks Pro, SAP, Amicus and PC Law.

HONORS AND ACTIVITIES

2010 NCES Forum & Summer Data Conference, 2009 NCES Forum & Summer Data Conference, 2009 VIDOE State Office of Special Education State Performance Plan and Annual Performance Report Stakeholders Meeting, 20th Annual Management Information Systems Conference, VIDOE DCMAS SASI Procedure Manual

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Delete Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

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7. The Budget Narrative (Justification)

Summary Project Budget

The United States Virgin Islands (USVI) is requesting a total of \$ \$2,606,688 over three project years to implement the four key deliverables that will allow the USVI to fully utilize the capabilities of the existing Virgin Islands Virtual P-20 Data System (VIVIS). The funding will allow USVI to implement four strategic deliverables that will result in realizing four critical program outcomes that align directly with the 4 remaining requirements identified under Priority 2 – Early Childhood Integration. The first four requirements will be met with the implementation of the VIVIS. The following table displays the alignment between the eight Priority 2 - Early Childhood Requirements; the four project deliverables and expected outcomes.

EARLY CHILDHOOD PRIORITY	DELIVERABLE	OUTCOMES
1. Unique Statewide Child Identifier	Delivered in the VIVIS Implementation	
2. Kindergarten Entry Assessment Data	Delivered in the VIVIS Implementation	
3. A unique statewide early childhood educator identifier	Delivered in the VIVIS Implementation	
4. A unique program site identifier	Delivered in the VIVIS Implementation	
5. Child and family demographic information	<ul style="list-style-type: none"> - Deliverable #2: Enhance Existing Early Childhood Systems for Data Collection Systems - Deliverable #4: Integrate Early Childhood Data with K-12 / VIVIS 	<ul style="list-style-type: none"> - Improved source systems for the collection of Early Childhood data - K-12 LDS enhanced to include Early Childhood Data
6. Early childhood educator demographic information,	<ul style="list-style-type: none"> - Deliverable #2: Enhance Existing Early Childhood Systems for Data Collection Systems - Deliverable #4: Integrate Early Childhood Data with K-12 / VIVIS 	<ul style="list-style-type: none"> - Improved source systems for the collection of Early Childhood Data Collection Systems, - K-12 LDS enhanced to include Early Childhood Data
7. Program-level data such as structure, quality, discipline, staff retention, staff compensation, and work environment	<ul style="list-style-type: none"> - Deliverable #3: Include the Collection of Assessment and Outcome Data in the Childcare Integrated Data Management System - Deliverable #4: Integrate Early Childhood Data with K-12 / VIVIS 	<ul style="list-style-type: none"> - Updated source system to include Assessment and Outcome data - K-12 LDS enhanced to include Early Childhood Data
8. Child-level program participation and attendance data	<ul style="list-style-type: none"> - Deliverable #3: Include the Collection of Assessment and Outcome Data in the Childcare Integrated Data Management System - Deliverable #4: Integrate Early Childhood Data with K-12 / VIVIS 	<ul style="list-style-type: none"> - Updated source system to include Assessment and Outcome data - K-12 LDS enhanced to include Early Childhood Data

Effective planning is an assumed prerequisite for each of the Early Childhood Priorities. Deliverable #1: An Early Childhood Data System and Integration Plan which includes the business requirements, and technical requirements, is the planning deliverable to meet this

assumption, therefore it is assumed that Deliverable 1 is included for each Priority. The table below provides the budget summary for the four deliverables identified in the project narrative.

1. Develop an Early Childhood Data System and Integration Plan which includes the business and technical requirements,
2. Enhance existing Early Childhood Systems for Data Collection system
3. Include the collection of assessment and outcome data in the Childcare Integrated Data Management System
4. Integrate Early Childhood Data with K-12 / VIVIS

Categories	Year-1	Year-2	Year-3	Three Year Total
	Budgeted	Budgeted	Budgeted	Budgeted
1. Early Childhood Data System and Integration Plan	\$ 231,813	\$ 78,064	\$ 77,469	\$ 387,346
2. Enhance existing Early Childhood Systems for Data Collection system	\$ 893,423	\$ 663,371	\$ 177,948	\$ 1,734,742
3. The collection of assessment and outcome data in the Childcare Integrated Data Management System		\$ 203,108	\$ 87,405	\$ 290,513
4. Integrate Early Childhood Data with K-12 / VIVIS		\$ 77,635	\$ 116,452	\$ 194,087
TOTAL	\$ 1,125,236	\$ 1,022,178	\$ 459,274	\$ 2,606,688

Another view of the proposed budget shows the request funds divided by the cost categories as directed by the RFA.

Categories	Year-1	Year-2	Year-3	Three Year Total
	Budgeted	Budgeted	Budgeted	Budgeted
1. Personnel	\$ 106,909	\$ 178,182	\$ 71,273	\$ 356,364
2. Benefits	\$ 35,280	\$ 58,800	\$ 23,520	\$ 117,600
3. Travel	\$ 46,800	\$ 78,000	\$ 31,200	\$ 156,000
4. Equipment (HW)	\$ 500,000	\$ 75,000	\$ 75,000	\$ 650,000
5. Software	\$ 63,000	\$ 9,450	\$ 9,450	\$ 81,900
6. Supplies	\$ 7,500	\$ 12,500	\$ 5,000	\$ 25,000
7. Contractual	\$ 316,500	\$ 527,500	\$ 211,000	\$ 1,055,000
8. Indirect Costs	\$ 49,247	\$ 82,746	\$ 32,831	\$ 164,825
TOTAL	\$ 1,125,236	\$ 1,022,178	\$ 459,274	\$ 2,606,688

A separate budget narrative has been developed for each deliverable. However, to avoid repetition, general considerations and items that are applicable to all of the outcomes are

addressed below. Following the descriptions of the individual deliverable budgets, a section on post-project sustainability concludes the budget narrative.

General Information

Although each of the four deliverables has been priced individually, they work in conjunction with each other. In order to fully realize the benefits associated with the VIVIS implementation the Early Childhood Data collection systems must be improved. Deliverable #1 provides the project planning as well as the technical documentation required to ensure the coordinated improvements of the USVI's Early Childhood data source systems. Deliverable #2 enhances the three primary data sets necessary for Early Childhood demographic data collection. Deliverable #3 extends these source systems to allow the collection of program level data and child participation and assessment data. Deliverable #4 extends the VIVIS P-20 solution to extract, validate, store, and report the Early Childhood Data developed in the previous deliverables.

Each of the deliverables has been designed as a separate effort to meet or enhance a combination of the project requirements. And, although each outcome is distinct, as noted in the project narrative and individual budget narratives, the deliverables are connected at the work level – data derived in one deliverable may be dependent upon data standardization efforts in a second outcome, and reported in a third.

The budget has been prepared under the following assumptions:

- Each of the deliverables will be funded as requested. This is especially important for the Program Management positions, as their personnel and fringe benefit costs have been distributed across each of the four deliverables.
- Partner agencies will be able to meet the VIVIS proposed schedule. Although preliminary discussions have been held with a number of these organizations, if actual work arrangements were to take longer than expected this would impact the budget.
- The proposed budget will be reviewed as part of the project planning phase, and adjustments made as necessary to appropriately allocate costs between line-items, across project years, and among outcomes.

Budget Category Notes Applicable to All of the Outcomes

The following considerations apply to each one of the five outcomes:

Personnel

Personnel costs represent only those classified, salaried employees, of the USVI and DOH, who will be assigned to the project. Non-salaried personnel (consultants/contractors) have been listed under “Contractual”.

Fringe Benefits

All Personnel costs will have associated Fringe Benefit costs. The fringe benefit rates were calculated at 33% of the base salary. :

Travel

Unless otherwise controlled by Federal grant requirements, ECH project travel-related expenses will be governed by the applicable USVI Travel Regulations.

Equipment

This category includes only hardware and software purchased for ownership by USVI. Although USVI is entering into a five year hosting agreement for VIVIS, ECH source systems will remain within the USVI IT architecture.

Supplies

USVI is requesting funding for supplies and although the estimated need will be minimal. The primary cost will be for training materials.

Contractual

This category consists of the costs associated with contractors or services directly engaged by USVI. Contractual costs related to staffing have been estimated. Detailed estimates of these costs will not be available until after the grant is underway and will result from detailed planning as part of the project tasking.

Indirect Costs

The United States Virgin Islands' current Indirect Cost Rate is 9.60% of Total Direct Costs, excluding capital items. For purposes of calculating the project indirect costs, all "Equipment (HW)" and "Software" category expenses have been excluded, and the rate applied only to the remaining direct costs. The project budget assumes that the rate will remain unchanged over the life of the project.

Finally, unless otherwise indicated, all quoted totals are three-year project totals.

USVI is requesting \$387,346 to create the VIVIS Early Childhood System and Integration Plan.

Categories	Year-1	Year-2	Year-3	Three Year Total
	Budgeted	Budgeted	Budgeted	Budgeted
1. Early Childhood Data System and Integration Plan	\$ 231,813	\$ 78,064	\$ 77,469	\$ 387,346

Categories	Year-1	Year-2	Year-3	Three Year Total
	Budgeted	Budgeted	Budgeted	Budgeted
1. Personnel	\$ 55,218	\$ 23,300	\$ 23,300	\$ 101,818
2. Benefits	\$ 18,222	\$ 7,689	\$ 7,689	\$ 33,600
3. Travel	\$ 22,000	\$ 8,000	\$ 8,000	\$ 38,000
4. Equipment (HW)	\$ -	\$ -	\$ -	\$ -
5. Software	\$ -	\$ -	\$ -	\$ -
6. Supplies	\$ -	\$ -	\$ -	\$ -
7. Contractual	\$ 90,000	\$ 45,000	\$ 45,000	\$ 180,000
8. Indirect Costs	\$ 17,802	\$ 8,063	\$ 8,063	\$ 33,928
TOTAL	\$ 203,242	\$92,052	\$ 92,052	\$ 387,346

This deliverable develops the technical documentation required for the detailing and management of the grant initiatives. Include in the deliverables are the initiatives:

- Project Management Plan
- System Functional and Technical Documentation

Highlights of the budget for this deliverable include:

Personnel

USVI proposes to staff the functional and technical positions for this deliverable from within the USVI existing staff. Personnel costs consist of:

- USVI Program Manager starting salaries of \$70,000 each, for 33% FTE each year, for a total cost of \$70,000.
- The functional and technical subject matter experts for the Early Childhood Data Architecture will be staff from within DOH and DHS. We have estimated to use 5 resources for one month each to finalize the technical documentation for a total cost of \$31,885.

Fringe Benefits

Associated with the personnel costs are \$33,600 in fringe benefits expenses.

Contractual

In addition to the work performed by USVI staff (listed under the Personnel category, above), other work would be performed on a contractual basis. The estimate for contractual services of \$180,000 includes:

- Project Management Support with a 25% FTE each year, for a total cost of \$135,000.
- A Solution Architect for 2 months at a cost of \$45,000 to facilitate the solution architecture development.

Indirect Costs

Indirect costs of \$33,928 have been included, at a rate of 9.60% of Total Direct Costs less all “Equipment (HW)” and “Software” expenses.

The USVI is requesting \$1,734,742 to develop and enhance the territory’s Early Childhood Data Collection systems. The inter-related systems, as described in the project narrative that require enhancement include:

- The Early Head Start (EHS) Program
- Infants and Toddlers System
- Vital Records and Statistics System

This deliverable will result in integrated set of Early Childhood Data Source systems that are not integrated today. The integration of these systems will allow a single view of the Child demographics from child birth into the public school systems.

Categories	Year-1	Year-2	Year-3	Three Year Total
	Budgeted	Budgeted	Budgeted	Budgeted
2. Enhance existing Early Childhood Systems for Data Collection system	\$ 893,423	\$ 663,371	\$177,948	\$ 1,734,742

Categories	Year-1	Year-2	Year-3	Three Year Total
	Budgeted	Budgeted	Budgeted	Budgeted
1. Personnel	\$ 63,646	\$ 90,923	\$ 27,277	\$ 181,845
2. Benefits	\$ 20,990	\$ 30,004	\$ 9,001	\$ 59,996
3. Travel	\$ 25,200	\$ 36,000	\$ 10,800	\$ 72,000
4. Equipment (HW)	\$ 35,000	\$ 5,250	\$ 5,250	\$ 45,500
5. Software	\$ 500,000	\$ 75,000	\$ 75,000	\$ 650,000
6. Supplies	\$ 5,950	\$ 8,500	\$ 2,550	\$ 17,000
7. Contractual	\$ 216,233	\$ 373,053	\$ 30,714	\$ 620,000
8. Indirect Costs	\$ 26,404	\$ 44,641	\$ 17,356	\$ 88,401
TOTAL	\$ 893,423	\$ 663,371	\$177,948	\$ 1,734,742

Highlights of the budget for this outcome include:

Personnel

As depicted in the budget details that follow, we are estimating approximately 1 DOH FTE, made up from 6 different Subject Matter Experts through-out the duration of this deliverable.

In Year 1, the 3 SMEs would be focusing on the developing and administering the evaluation of the Vital Statistic RFP.

In Year 2, 4 SMEs will be utilized for the enhancement of the existing systems and implementation of the new Vital Statistics and Infant and Toddler software's.

In Year 3, 3 SMEs will be used for the first 2 months for the final deployment and post production support activities of the three source system initiatives.

Fringe Benefits

Associated with the personnel costs are \$59,996 in fringe benefits expenses.

Travel

Travel costs are included for attending meetings with focus groups, national seminars, stakeholders, and other mainland based presentations and site visits. Costs are estimated at \$72,000.

Equipment

Replacement of the existing Dell based server farm that will host the technical environments for these applications is estimated at \$35,000 in Year 1, with an annual maintenance of 15%, or \$5,250 estimated for Years 2 and 3 of the grant period. Total Software costs equal \$45,500

Software

The following software will be required in Year 1 to enable the three identified source systems: Upgrade of the existing Microsoft Software, including SQL Server 2008; SharePoint 2010; and other Microsoft BI Applications with an estimated cost of \$35,000 for 8 CPUs.

The Vital Statistic System Software estimated at \$465,000 (this includes preliminary development and implementation services). In Year 2 and 3 an annual maintenance fee of 15% or \$75,000 has been estimate. Total Software costs equal \$650,000

Supplies

Project supplies have been estimated at \$5,950, for Year 1, \$8,500, for Year 2, and \$2,550 for Year 3; for a total of \$17,000.

Contractual

In addition to the work performed by USVI staff (listed under the Personnel category, above), other work will be performed on a contractual basis. The estimate for contractual services of \$620,000 includes:

- Project Management Support with a 25% FTE each year, for a total cost of \$135,000.
- In Year 1, a Vital Statistics System Subject Matter Expert will be contracted to assist in the development of the Early Vital Statistic RFP. Estimated Cost is \$57,000.
- In Year 2, 3 FTE vendor based FTEs will be required for the implementation of the Vital Statistics System. Estimated costs equal \$300,000.
- In Year 1 we are estimating needing .20 FTE Early Head Start Subject Matter Expert to begin the Implementation Planning of the Early Head Start software (already procured and paid for). Estimated costs equal \$40,000.
- In Year 2, .5 FTE is estimated for implementation assistance for Lutheran Family Services in the implementation of the Early Head Start Software. Estimated costs equal \$50,000.
- In Year 3, .5 FTE is estimated for final implementation assistance and post production support for the Early Head Start Software. Estimated costs equal \$50,000.
- In Year 1, .25 FTE will be contracted for the initial design and development of the Infant and Toddler Transactional system. Estimated cost is estimated at \$40,000.
- In Year 2, 1 FTE will be contracted for the further development and implementation of the Infant and Toddler Transactional system. Estimated cost is estimated at \$100,000.
- In Year 3, .10 FTE will be contracted for the deployment and post production support of the Infant and Toddler Transactional system. Estimated cost is estimated at \$23,000.

Indirect Costs

Indirect costs of \$33,928 have been included, at a rate of 9.60% of Total Direct Costs less all “Equipment (HW)” and “Software” expenses.

Integrated at the PMO level DHS and DOH will work together develop and enhance these for key systems. Individual sub-project plans have been developed to monitor the progress of each initiative. The following are the proposed individual budgets that together make up this deliverables budget.

Vital Statistics Program (DOH) (Hardware, Software, Assessment, Planning, Integration, Project Management, Travel and Implementation Costs)								TOTAL
	1. Personnel	2. Benefits	3. Travel	4. Equipment (HW - Servers & Desktops)	5. Software Product (separate Purchase)*	6. Supplies	7. Contractual	
Requirements	\$ 25,455	\$ 8,400	\$ 10,000	\$ 45,500	\$ 650,000		\$ 30,000	\$ 769,355
Design	\$ 9,545	\$ 3,150	\$ 5,000				\$ 40,000	\$ 57,695
Development	\$ 47,727	\$ 15,750	\$ 30,000				\$ 150,000	\$ 243,477
Quality Assurance	\$ 19,091	\$ 6,300					\$ 60,000	\$ 85,391
Training	\$ 12,727	\$ 4,200					\$ 40,000	\$ 56,927
Documentation	\$ 9,545	\$ 3,150				\$ 5,000	\$ 40,000	\$ 57,695
Deployment	\$ 12,727	\$ 4,200					\$ 30,000	\$ 46,927
Indirect Costs	\$ 13,135	\$ 4,334	\$ 4,320			\$ 480	\$ 37,440	\$ 59,709
PROJECT TOTAL	\$ 114,953	\$ 37,934	\$ 34,320	\$ 45,500	\$ 650,000	\$ 5,480	\$ 357,440	\$1,245,627

Lutheran Social Services Early Head Start (Assessment, Planning, Hardware, Project Management, Travel, Implementation, and Integration Costs)								TOTAL
	1. Personnel	2. Benefits	3. Travel	4. Equipment (HW - Servers & Desktops)	5. Software Product (separate Purchase)*	6. Supplies	7. Contractual	
Requirements	\$ 3,181.82	\$ 1,050	\$ 4,000	\$ 2,600			\$ 10,000	\$ 20,832
Design	\$ 3,181.82	\$ 1,050	\$ 5,000				\$ 10,000	\$ 19,232
Development	\$ 12,727.27	\$ 4,200	\$ 3,000				\$ 40,000	\$ 59,927
Quality Assurance	\$ 6,363.64	\$ 2,100	\$ 2,000				\$ 20,000	\$ 30,464
Training	\$ 9,545	\$ 3,150	\$ 6,000				\$ 30,000	\$ 48,695
Documentation	\$ 3,182	\$ 1,050	\$ 2,000				\$ 20,000	\$ 26,232
Deployment	\$ 3,181.82	\$ 1,050	\$ 7,000			\$ 5,000	\$ 20,000	\$ 36,232
Indirect Costs	\$ 3,971	\$ 1,310	\$ 2,784			\$ 480	\$ 14,400	\$ 22,945
PROJECT TOTAL	\$ 38,971	\$ 12,860	\$ 22,784	\$ 2,600	\$ -	\$ 5,480	\$ 144,400	\$ 227,095

Infant and Toddlers Program (at DOH) (Procure Hardware and Software, Assessment, Planning, Integration, Project Management, Travel and Implementation Costs)								TOTAL
	1. Personnel	2. Benefits	3. Travel	4. Equipment (HW - Servers & Desktops)	5. Software Product (separate Purchase)*	6. Supplies	7. Contractual	
Requirements	\$ 19,090.91	\$ 6,300	\$ 5,000	\$ 32,500			\$ 20,000	\$ 82,891
Design	\$ 6,363.64	\$ 2,100	\$ 2,000				\$ 20,000	\$ 30,464
Development	\$ 19,091	\$ 6,300	\$ 6,000				\$ 60,000	\$ 91,391
Quality Assurance	\$ 6,363.64	\$ 2,100	\$ 2,000				\$ 20,000	\$ 30,464
Training	\$ 9,545.45	\$ 3,150	\$ 6,000				\$ 20,000	\$ 38,695
Documentation	\$ 3,182	\$ 1,050	\$ 2,000			\$ 5,000	\$ 20,000	\$ 31,232
Deployment	\$ 6,363.64	\$ 2,100	\$ 6,000				\$ 20,000	\$ 34,464
Indirect Costs	\$ 6,720	\$ 2,218	\$ 2,784			\$ 480	\$ 17,280	\$ 29,482
PROJECT TOTAL	\$ 51,265	\$ 16,918	\$ 24,784	\$ 32,500	\$ -	\$ 5,480	\$ 157,280	\$ 288,227

The USVI is requesting \$290,513 to further develop the existing Childcare Integrated Management System (CIMS) in include program participation, assessment and outcomes collections.

This deliverable will build upon the existing CIMS managed and monitored by TCC Software Solutions. The current system does not currently allow for the non-funded childcare facilities to be included in the data collections. This initiative will train those non-funded locations to use the existing CIMS to load the data for all children receiving childcare services. Also, TCC will extend the existing system to be able to collect, store, and report individual assessments and outcomes for all children in the system. This data is necessary for USVI to get a complete picture off all children receiving childcare from licensed facilities.

Categories	Year-1	Year-2	Year-3	Three Year Total
	Budgeted	Budgeted	Budgeted	Budgeted
3. The collection of assessment and outcome data in the Childcare Integrated Data Management System		\$ 203,108	\$ 87,405	\$ 290,513

Categories	Year-1	Year-2	Year-3	Three Year Total
	Budgeted	Budgeted	Budgeted	Budgeted
1. Personnel	\$ -	\$ 31,300	\$ 14,200	\$ 45,500
2. Benefits	\$ -	\$ 10,329	\$ 4,686	\$ 15,015
3. Travel	\$ -	\$ 14,000	\$ 7,000	\$ 21,000
4. Equipment (HW)	\$ -	\$ 3,000	\$ -	\$ 3,000
5. Software	\$ -	\$ -	\$ -	\$ -
6. Supplies	\$ -	\$ 3,500	\$ 1,500	\$ 5,000
7. Contractual		\$ 123,570	\$ 52,400	\$ 175,970
8. Indirect Costs	\$ -	\$ 17,409	\$ 7,619	\$ 25,028
TOTAL	\$ -	\$ 203,108	\$ 87,405	\$ 290,513

Highlights of the budget for this outcome include:

Personnel

In Year 2, .4 FTE is DHS Childcare Subject Matter Expert will be needed to assist TCC with the development of the specifications for adding extending the system for Assessment and Outcomes. Costs are estimated at \$31,300.

In Year 2, that same SME will work to assist TCC with the further deployment of the CIMS to the non-funded, license facilities. Costs are estimated at \$14,200.

Fringe Benefits

Associated with the personnel costs are \$15,105 in fringe benefits expenses.

Travel

Travel costs are included for attending meetings with focus groups, national seminars, stakeholders, and other mainland based presentations and site visits. Costs are estimated at \$21,000.

Equipment

Server hardware for CIMS has been recently upgraded; only three desktop upgrades will be required to support this deliverable. Costs are estimated at \$3,000.

Software

All software currently exists; no expenses are expected.

Supplies

Project supplies have been estimated at \$3,500, for Year 2, and \$1,500 for Year 3; for a total of \$5,000.

Contractual

As discussed in the Project Narrative, TCC Software Solutions currently supports the USVI instance of the CIMS software. It is expected that TCC will provide the contractual services necessary to complete this Deliverable. Services will include:

- Implementation fees estimated at \$125,000 in Year 2 and \$52,000 in Year 3

Indirect Costs

Indirect costs of \$25,028 have been included, at a rate of 9.60% of Total Direct Costs less all "Equipment (HW)" and "Software" expenses.

The USVI is requesting \$194,087 to extend the existing Virgin Islands Virtual Information System (VIVIS) to include additional data elements associated with the extension of USVI's Early Childhood Data Systems. Data for children in identified Head Start programs are will already be within VIVIS. This deliverable will extend the existing VIVIS data model to include the additional data collected by the enhanced Early Childhood transaction based systems. Also included will be the ETL and Report associated with the new data collection.

Categories	Year-1	Year-2	Year-3	Three Year Total
	Budgeted	Budgeted	Budgeted	Budgeted
4. Integrate Early Childhood Data with K-12 / VIVIS		\$ 77,635	\$ 116,452	\$ 194,087

Categories	Year-1	Year-2	Year-3	Three Year Total
	Budgeted	Budgeted	Budgeted	Budgeted
1. Personnel		\$ 16,500	\$ 12,000	\$ 28,500
2. Benefits		\$ 5,445	\$ 3,960	\$ 9,405
3. Travel		\$ 13,100	\$ 10,000	\$ 23,100
4. Equipment (HW)		\$ -	\$ -	\$ -
5. Software		\$ -	\$ -	\$ -
6. Supplies		\$ 1,500	\$ 3,500	\$ 5,000
7. Contractual		\$ 34,300	\$ 77,000	\$ 111,300
8. Indirect Costs		\$ 6,790	\$ 9,992	\$ 16,782
TOTAL	\$ -	\$ 77,635	\$ 116,452	\$ 194,087

Highlights of the budget for this outcome include:

Personnel

In Year 2, VIDE will assign .25 FTE to assist in the facilitation of the VIVIS extension. Costs are estimated at \$16,500.

In Year 3, VIDE will assign .20 FTE to complete the VIVIS extension. Costs are estimated at \$12,000

Fringe Benefits

Associated with the personnel costs are \$9,405 in fringe benefits expenses.

Travel

Travel costs are included for attending meetings with focus groups, national seminars, stakeholders, and other mainland based presentations and site visits. Costs are estimated at \$23,100

Equipment

No additional equipment costs are expected.

Software

No additional software costs are expected.

Supplies

Project supplies have been estimated at \$1,500, for Year 2, and \$3,500 for Year 3; for a total of \$5,000.

Contractual

As discussed in the Project Narrative, USVI is currently completing the selection and negotiation of its SLDS vendor. It is expected that the selected vendor would be contracted to extend the base solution to accept the additional data elements, if required. Services will include:

- Project Management Support with a 25% FTE each year, for a total cost of \$25,000.
- In Year 2, .25 vendor based FTEs will be required for the implementation planning of the expected SLDS expansion.. Estimated costs equal \$34,300.
- In Year 3, 2 vendor based resources will be utilized as .60 FTE for final implementation assistance and post production support for the SLDS enhancements. Estimated costs equal \$77,000.

Indirect Costs

Indirect costs of \$17,000 have been included, at a rate of 9.60% of Total Direct Costs less all “Equipment (HW)” and “Software” expenses.

Project Staffing

The preceding proposal is based on the following staffing table:

Deliverable	Year 1		Year 2		Year 3		Total	
	Day	Cost	Days	Cost	Days	Cost	Days	Cost
Deliverable 1 - ECHD Plan								
Program Director	22	\$ 8,000	22	\$ 8,000	22	\$ 8,000	66	\$ 24,000
Program Manager	50	\$ 15,909	50	\$ 15,909	44	\$ 14,000	144	\$ 46,000
DOH SME	20	\$ 19,091	0	\$ -	0	\$ -	20	\$ 19,091
DHS SME	20	\$ 12,794	0	\$ -	0	\$ -	20	\$ 12,794
Contracted Solution Architect	45	\$ 45,000	0	\$ -	0	\$ -	45	\$ 45,000
Deliverable 2 - ECHD System Enhancements								
Project Management Support	50	\$ 47,000	50	\$ 47,000	45	\$ 41,000	145	\$ 135,000
DOH SME	20	\$ 19,091	0	\$ -	0	\$ -	20	\$ 19,091
DHS SME	20	\$ 12,794	0	\$ -	0	\$ -	20	\$ 12,794
Vital Statistic Systems SME	57	\$ 57,000	0	\$ -	0	\$ -	57	\$ 57,000
Vital Statistic Systems Vendor	0	\$ -	100	\$ 300,000	0	\$ -	100	\$ 300,000
DHS Early HeadStart SME	120	\$ 40,000	160	\$ 50,000	160	\$ 50,000	440	\$ 140,000
DHS Infant and Toddler SME	120	\$ 40,000	220	\$ 70,000	70	\$ 23,000	410	\$ 133,000
Deliverable 3 - CIMS Enhancements								
DHS Childcare Subject Matter Expert	0	\$ -	100	\$ 31,300	44	\$ 14,200	144	\$ 45,500
TCC Implmenetation Specialists	0	\$ -	40	\$ 121,091	52	\$ 52,000	92	\$ 173,091
Deliverable 4 - VIVIS Integration								
VIDE VIVIS Tech Support	0	\$ -	50	\$ 16,500	40	\$ 12,000	90	\$ 28,500
Contractr PM	0	\$ -	12.5	\$ 12,500	12.5	\$ 12,500	25	\$ 25,000
VIVIS Contractor	0	\$ -	34	\$ 34,000	77	\$ 77,000	111	\$ 111,000

Federal Funds

Categories	Year-1	Year-2	Year-3	Three Year Total
	Budgeted	Budgeted	Budgeted	Budgeted
1. Personnel	\$ 106,909	\$ 178,182	\$ 71,273	\$ 356,364
2. Benefits	\$ 35,280	\$ 58,800	\$ 23,520	\$ 117,600
3. Travel	\$ 46,800	\$ 78,000	\$ 31,200	\$ 156,000
4. Equipment (HW)	\$ 63,000	\$ 9,450	\$ 9,450	\$ 81,900
5. Software	\$ 500,000	\$ 75,000	\$ 75,000	\$ 650,000
6. Supplies	\$ 7,500	\$ 12,500	\$ 5,000	\$ 25,000
7. Contractual	\$ 316,500	\$ 527,500	\$ 211,000	\$ 1,055,000
8. Indirect Costs	\$ 49,247	\$ 82,078	\$ 32,831	\$ 164,157
TOTAL	\$ 1,125,236	\$ 1,021,510	\$ 459,274	\$ 2,606,020

GVI Funds

Categories	Year-1	Year-2	Year-3	Three Year Total
	Budgeted	Budgeted	Budgeted	Budgeted
1. Personnel	(b)(4)			
2. Benefits				
3. Travel				
4. Equipment (HW)				
5. Software				
6. Supplies				
7. Contractual				
TOTAL				

Deliverable Based Budget

Initial Implementation of VIVIS (USVI SLDS Platform)	Deliverable Based Budget							TOTAL
	1. Personnel	2. Benefits	3. Travel	4. Equipment (HW)	5. Software	6. Supplies	7. Contractual	
Requirements	\$ 38,181.82	\$ 12,600	\$ 3,000				\$ -	\$ 53,782
Design	\$ 57,272.73	\$ 18,900	\$ 2,000				\$ -	\$ 78,173
Development	\$ 152,727.27	\$ 50,400	\$ 3,000				\$ -	\$ 206,127
Quality Assurance	\$ 25,454.55	\$ 8,400	\$ 3,000				\$ -	\$ 36,855
Training	\$ 63,636.36	\$ 21,000	\$ 4,000				\$ -	\$ 88,636
Documentation	\$ 19,090.91	\$ 6,300	\$ 2,000			\$ 5,000	\$ -	\$ 32,391
Deployment	\$ 28,636.36	\$ 9,450	\$ 5,000				\$ -	\$ 43,086
Project Management	\$ 210,000.00	\$ 69,300	\$ 5,000				\$ -	\$ 284,300
Executive Support	\$ 76,363.64	\$ 25,200	\$ 5,000				\$ -	\$ 106,564
PROJECT TOTAL	\$ 671,364	\$ 221,550	\$ 32,000	\$ -	\$ -	\$ 5,000	\$ -	\$ 929,914

1. Develop an Early Childhood Data System and Integration Plan which includes the business requirements, and technical requirements	Deliverable Based Budget							TOTAL
	1. Personnel	2. Benefits	3. Travel	4. Equipment (HW)	5. Software	6. Supplies	7. Contractual	
Finalize technical Documentation	\$ 101,818	\$ 33,600	\$ 38,000				\$ 180,000	\$ 353,418
PROJECT TOTAL	\$ 101,818	\$ 33,600	\$ 38,000	\$ -	\$ -	\$ -	\$ 180,000	\$ 353,418

2. Enhance existing Early Childhood Systems for Data Collection Systems	Deliverable Based Budget							TOTAL
	1. Personnel	2. Benefits	3. Travel	4. Equipment (HW - Servers & Desktops)	5. Software Product (separate Purchase)**	6. Supplies	7. Contractual	
Hardware/Software Requirements				\$ 35,000	\$ 500,000		\$ 30,000	\$ 565,000
Development	\$ 79,545	\$ 26,250	\$ 39,000				\$ 250,000	\$ 394,795
Quality Assurance	\$ 31,818	\$ 10,500	\$ 4,000				\$ 100,000	\$ 146,318
Training	\$ 31,818	\$ 10,500	\$ 12,000				\$ 90,000	\$ 144,318
Documentation	\$ 15,909	\$ 5,250	\$ 4,000			\$ 10,000	\$ 80,000	\$ 115,159
Deployment	\$ 22,273	\$ 7,350	\$ 13,000				\$ 70,000	\$ 112,623
PROJECT TOTAL	\$ 181,364	\$ 59,850	\$ 72,000	\$ 35,000	\$ 500,000	\$ 10,000	\$ 620,000	\$ 1,478,214

Expanding Child Care Integrated Management System to include non sponsored children and assessment and outcome data.	1. Personnel	2. Benefits	3. Travel	4. Equipment (HW - Servers & Desktops)	5. Software Product (separate Purchase)*	6. Supplies	7. Contractual	TOTAL
Requirements		\$ -		\$ 3,000				\$ 3,000
Design		\$ -						\$ -
Development	\$ 6,363.64	\$ 2,100	\$ 6,000				\$ 90,000	\$ 104,464
Quality Assurance	\$ 6,363.64	\$ 2,100	\$ 2,000				\$ 20,000	\$ 30,464
Training	\$ 9,545	\$ 3,150	\$ 6,000				\$ 25,000	\$ 43,695
Documentation	\$ 9,545.45	\$ 3,150	\$ 2,000			\$ 5,000	\$ 20,000	\$ 39,695
Deployment	\$ 12,727	\$ 4,200	\$ 6,000				\$ 20,000	\$ 42,927
PROJECT TOTAL	\$ 44,545	\$ 14,700	\$ 22,000	\$ 3,000	\$ -	\$ 5,000	\$ 175,000	\$ 264,245

Integration costs for this Early Childhood Education paradigm within VIVIS	1. Personnel	2. Benefits	3. Travel	4. Equipment (HW - Servers & Desktops)	5. Software Product (separate Purchase)*	6. Supplies	7. Contractual	TOTAL
Requirements	\$ 3,181.82	\$ 1,050	\$ 3,000				\$ 10,000	\$ 17,232
Design	\$ 3,181.82	\$ 1,050	\$ 2,000				\$ 10,000	\$ 16,232
Development	\$ 6,363.64	\$ 2,100	\$ 3,000				\$ 40,000	\$ 51,464
Quality Assurance	\$ 6,363.64	\$ 2,100	\$ 2,000				\$ 20,000	\$ 30,464
Training	\$ 3,181.82	\$ 1,050	\$ 6,000				\$ 10,000	\$ 20,232
Documentation	\$ 3,181.82	\$ 1,050	\$ 2,000			\$ 5,000	\$ 10,000	\$ 21,232
Deployment	\$ 3,181.82	\$ 1,050	\$ 6,000				\$ 10,000	\$ 20,232
PROJECT TOTAL	\$ 28,636	\$ 9,450	\$ 24,000	\$ -	\$ -	\$ 5,000	\$ 110,000	\$ 177,086

Budget Details

Initial Implementation of VIVIS (USVI SLDS Platform)	1. Personnel	2. Benefits	3. Travel	4. Equipment (HW)	5. Software	6. Supplies	7. Contractual	TOTAL
Requirements	\$ 38,181.82	\$ 12,600	\$ 3,000				\$ 420,000	\$ 473,782
Design	\$ 57,272.73	\$ 18,900	\$ 2,000				\$ 120,000	\$ 198,173
Development	\$ 152,727.27	\$ 50,400	\$ 3,000				\$ 240,000	\$ 446,127
Quality Assurance	\$ 25,454.55	\$ 8,400	\$ 3,000				\$ 80,000	\$ 116,855
Training	\$ 63,636.36	\$ 21,000	\$ 4,000				\$ 60,000	\$ 148,636
Documentation	\$ 19,090.91	\$ 6,300	\$ 2,000			\$ 5,000	\$ 60,000	\$ 92,391
Deployment	\$ 28,636.36	\$ 9,450	\$ 5,000				\$ 80,000	\$ 123,086
Project Management	\$ 210,000.00	\$ 69,300	\$ 5,000				\$ 300,000	\$ 584,300
	\$ 76,363.64	\$ 25,200	\$ 5,000					\$ 106,564
PROJECT TOTAL	\$ 671,364	\$ 221,550	\$ 32,000	\$ -	\$ -	\$ 5,000	\$ 1,360,000	\$ 2,289,914

Vital Statistics Program (DOH) (Hardware, Software, Assessment, Planning, Integration, Project Management, Travel and Implementation Costs)	1. Personnel	2. Benefits	3. Travel	4. Equipment (HW - Servers & Desktops)	5. Software Product (separate Purchase)**	6. Supplies	7. Contractual	TOTAL
Requirements	\$ 25,455	\$ 8,400	\$ 10,000	\$ 45,500	\$ 650,000		\$ 30,000	\$ 769,355
Design	\$ 9,545	\$ 3,150	\$ 5,000				\$ 40,000	\$ 57,695
Development	\$ 47,727	\$ 15,750	\$ 30,000				\$ 150,000	\$ 243,477
Quality Assurance	\$ 19,091	\$ 6,300					\$ 60,000	\$ 85,391
Training	\$ 12,727	\$ 4,200					\$ 40,000	\$ 56,927
Documentation	\$ 9,545	\$ 3,150				\$ 5,000	\$ 40,000	\$ 57,695
Deployment	\$ 12,727	\$ 4,200					\$ 30,000	\$ 46,927
PROJECT TOTAL	\$ 136,818	\$ 45,150	\$ 45,000	\$ 45,500	\$ 650,000	\$ 5,000	\$ 390,000	\$ 1,317,468

Lutheran Social Services Early Head Start (Assessment, Planning, Hardware, Project Management, Travel, Implementation, and Integration Costs)	1. Personnel	2. Benefits	3. Travel	4. Equipment (HW - Servers & Desktops)	5. Software Product (separate Purchase)*	6. Supplies	7. Contractual	TOTAL
Requirements	\$ 3,181.82	\$ 1,050	\$ 4,000	\$ 2,600			\$ 10,000	\$ 20,832
Design	\$ 3,181.82	\$ 1,050	\$ 5,000				\$ 10,000	\$ 19,232
Development	\$ 12,727.27	\$ 4,200	\$ 3,000				\$ 40,000	\$ 59,927
Quality Assurance	\$ 6,363.64	\$ 2,100	\$ 2,000				\$ 20,000	\$ 30,464
Training	\$ 9,545	\$ 3,150	\$ 6,000				\$ 30,000	\$ 48,695
Documentation	\$ 3,182	\$ 1,050	\$ 2,000				\$ 20,000	\$ 26,232
Deployment	\$ 3,181.82	\$ 1,050	\$ 7,000			\$ 5,000	\$ 20,000	\$ 36,232
PROJECT TOTAL	\$ 41,364	\$ 13,650	\$ 29,000	\$ 2,600	\$ -	\$ 5,000	\$ 150,000	\$ 241,614

Child Care Integrated Management System (Assessment, Planning, Hardware, Project Management, Travel, Implementation, and Integration) for expanding to include non sponsored children and assessment and outcome data.	1. Personnel	2. Benefits	3. Travel	4. Equipment (HW - Servers & Desktops)	5. Software Product (separate Purchase)*	6. Supplies	7. Contractual	TOTAL
Requirements	\$ 25,455	\$ 8,400	\$ 5,000	\$ 1,300			\$ 20,000	\$ 60,155
Design	\$ 9,545	\$ 3,150	\$ 2,000				\$ 30,000	\$ 44,695
Development	\$ 6,363.64	\$ 2,100	\$ 6,000				\$ 90,000	\$ 104,464
Quality Assurance	\$ 6,363.64	\$ 2,100	\$ 2,000				\$ 20,000	\$ 30,464
Training	\$ 9,545	\$ 3,150	\$ 6,000				\$ 25,000	\$ 43,695
Documentation	\$ 9,545.45	\$ 3,150	\$ 2,000			\$ 5,000	\$ 20,000	\$ 39,695
Deployment	\$ 12,727	\$ 4,200	\$ 6,000				\$ 20,000	\$ 42,927
PROJECT TOTAL	\$ 79,545	\$ 26,250	\$ 29,000	\$ 1,300	\$ -	\$ 5,000	\$ 225,000	\$ 366,095

Infant and Toddlers Program (at DOH) (Procure Hardware and Software, Assessment, Planning, Integration, Project Management, Travel and Implementation Costs)	1. Personnel	2. Benefits	3. Travel	4. Equipment (HW - Servers & Desktops)	5. Software Product (separate Purchase)*	6. Supplies	7. Contractual	TOTAL
Requirements	\$ 19,090.91	\$ 6,300	\$ 5,000	\$ 32,500			\$ 20,000	\$ 82,891
Design	\$ 6,363.64	\$ 2,100	\$ 2,000				\$ 20,000	\$ 30,464
Development	\$ 19,091	\$ 6,300	\$ 6,000				\$ 60,000	\$ 91,391
Quality Assurance	\$ 6,363.64	\$ 2,100	\$ 2,000				\$ 20,000	\$ 30,464
Training	\$ 9,545.45	\$ 3,150	\$ 6,000				\$ 20,000	\$ 38,695
Documentation	\$ 3,182	\$ 1,050	\$ 2,000			\$ 5,000	\$ 20,000	\$ 31,232
Deployment	\$ 6,363.64	\$ 2,100	\$ 6,000				\$ 20,000	\$ 34,464
PROJECT TOTAL	\$ 70,000	\$ 23,100	\$ 29,000	\$ 32,500	\$ -	\$ 5,000	\$ 180,000	\$ 339,600

Integration costs for this Early Childhood Education paradigm within VIVIS (Design, Development and Implementation Costs only, no additional hosing costs)	1. Personnel	2. Benefits	3. Travel	4. Equipment (HW - Servers & Desktops)	5. Software Product (separate Purchase)*	6. Supplies	7. Contractual	TOTAL
Requirements	\$ 3,181.82	\$ 1,050	\$ 3,000				\$ 10,000	\$ 17,232
Design	\$ 3,181.82	\$ 1,050	\$ 2,000				\$ 10,000	\$ 16,232
Development	\$ 6,363.64	\$ 2,100	\$ 3,000				\$ 40,000	\$ 51,464
Quality Assurance	\$ 6,363.64	\$ 2,100	\$ 2,000				\$ 20,000	\$ 30,464
Training	\$ 3,181.82	\$ 1,050	\$ 6,000				\$ 10,000	\$ 20,232
Documentation	\$ 3,181.82	\$ 1,050	\$ 2,000			\$ 5,000	\$ 10,000	\$ 21,232
Deployment	\$ 3,181.82	\$ 1,050	\$ 6,000				\$ 10,000	\$ 20,232
PROJECT TOTAL	\$ 28,636	\$ 9,450	\$ 24,000	\$ -	\$ -	\$ 5,000	\$ 110,000	\$ 177,086

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

V.I. Department of Education

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	106,909.00	178,182.00	71,273.00			356,364.00
2. Fringe Benefits	35,280.00	58,800.00	23,520.00			117,600.00
3. Travel	46,800.00	78,000.00	31,200.00			156,000.00
4. Equipment	63,000.00	9,450.00	9,450.00			81,900.00
5. Supplies	7,500.00	12,500.00	5,000.00			25,000.00
6. Contractual	316,500.00	527,500.00	211,000.00			1,055,000.00
7. Construction						
8. Other	500,000.00	75,000.00	75,000.00			650,000.00
9. Total Direct Costs (lines 1-8)	1,075,989.00	939,432.00	426,443.00			2,441,864.00
10. Indirect Costs*	49,247.00	82,078.00	32,831.00			164,156.00
11. Training Stipends						
12. Total Costs (lines 9-11)	1,125,236.00	1,021,510.00	459,274.00			2,606,020.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2011 To: 09/30/2012 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 9.60 %.

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

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

Name of Institution/Organization V.I. Department of Education	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.	
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**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	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)