

**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

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e6
<b>3. Grants.gov Lobbying Form</b>	e8
<b>4. Dept of Education Supplemental Information for SF-424</b>	e9
<b>5. ED Abstract Narrative Form</b>	e10
<i>Attachment - 1 (1234-Project Abstract New)</i>	e11
<b>6. Project Narrative Form</b>	e12
<i>Attachment - 1 (1240-VIVIS Project Narrative)</i>	e13
<b>7. Other Narrative Form</b>	e39
<i>Attachment - 1 (1237-Appendix B-Letters of Support)</i>	e40
<i>Attachment - 2 (1238-Appendix D - Acronym List)</i>	e66
<i>Attachment - 3 (1239-Appendix C - VIVIS Resumes)</i>	e67
<b>8. Budget Narrative Form</b>	e104
<i>Attachment - 1 (1235-VIVIS Budget Narrative)</i>	e105
<i>Attachment - 2 (1236-Budget Information Non-Construction Section C1)</i>	e117
<b>9. Form ED_524_Budget_1_2-V1.2.pdf</b>	e123

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:**

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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>

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## 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.]

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## 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)

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\* Mandatory Project Narrative File Filename:

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

Add Optional Project Narrative File

## Table of Contents

Project Narrative .....	1
A. Need for the Project .....	1
OVERVIEW .....	1
EXISTING DATA SYSTEM ENVIRONMENTS .....	1
FUTURE DATA SYSTEMS ENVIRONMENTS .....	5
LEVERAGING EFFORTS.....	6
B. Project Deliverables Related to System Requirements and Implementation and Timelines.....	11
C. Summary Work Plan Timelines for Project Deliverables .....	19
D. Project Management and Governance Plan.....	19
Institutional Support .....	20
Data Governance Steering Committee .....	20
Project Management Team.....	21
Sustainability .....	23
E. Staffing.....	23
Knowledge Transfer .....	24

# 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 agencies<sup>1</sup>. 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				
<b>Project Monitoring and Control</b>	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
<b>Enhance existing Early Childhood Systems for Data Collection Systems</b>						
<b>Deliverables</b>	<b>Outcomes</b>	<b>Events/Tasks</b>	<b>Responsible Party</b>	<b>Duration</b>	<b>Begin</b>	<b>End</b>
<b>Validate Requirements</b>	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
<b>Procure Solution(s)/Vendors</b>	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				
<b>Implment Solutions</b>	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
<b>Deploy Solutions</b>	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
<b>Validate Requirements</b>	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

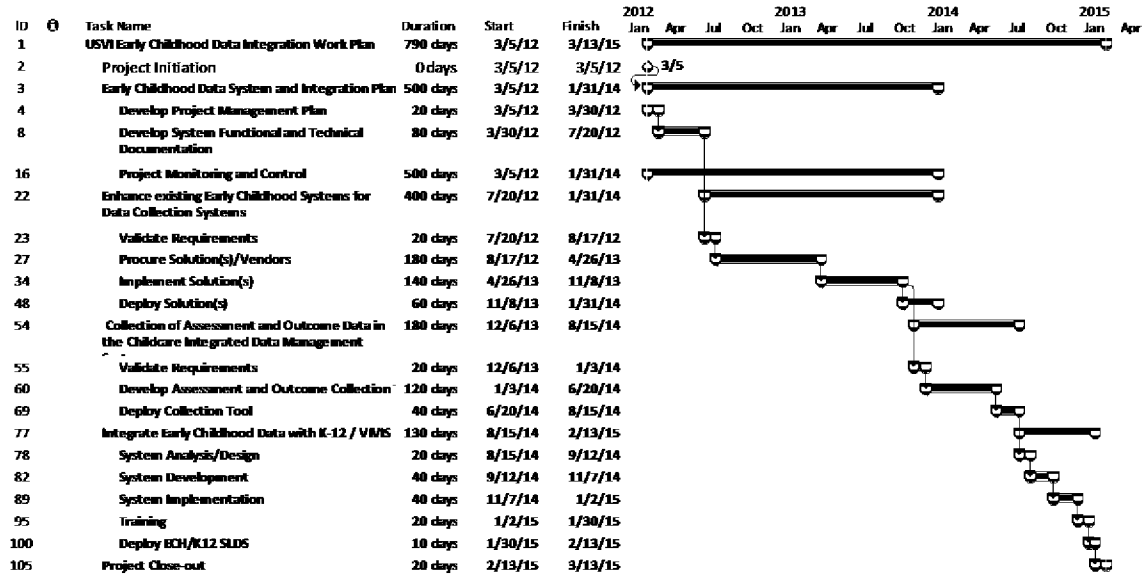
The major tasks in the accomplishment of the project deliverables will be accomplished through the offering of RFPs and the selection of a contractor(s). Virgin Islands project collaborators and the P-20 Executive Data Governance Council will work with the contractor(s) to develop a sustainability plan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



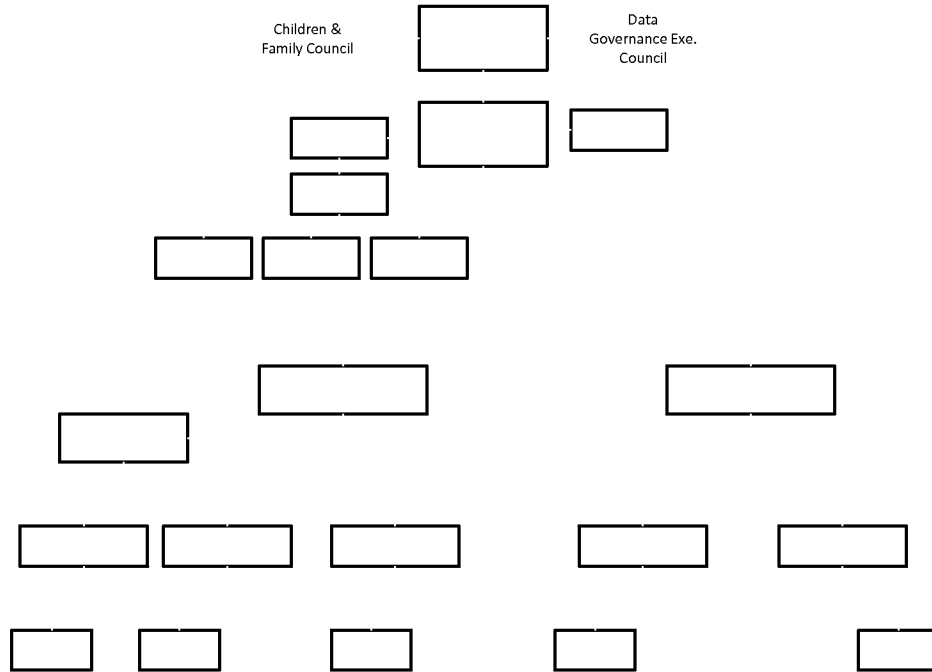
### D. Project Management and Governance Plan

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.

