U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEMS
CFDA # 84.372A
PR/Award # R372A070012
Grants.gov Tracking#: GRANT00233413

Closing Date: MAR 15, 2007

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Forms

Narratives

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Application for Federal Assistance SF-424 — Version 02

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
○ Preapplication	● New	
● Application	○ Continuation	* Other (Specify)
○ Changed/Corrected Application	○ Revision	

* 3. Date Received:	4. Applicant Identifier:
03/15/2007	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	CFDA # 84.372A

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Virginia Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
546001771	809740129

d. Address:

* Street1: 101 N. 14th Street
Street2:
* City: Richmond
County:
* State: VA: Virginia
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 23219

e. Organizational Unit:

Department Name:	Division Name:
Division of Technology	Educational Information Mgt.

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

Prefix: Mrs.	* First Name: Bethann

Middle Name: H

* Last Name: Canada

Suffix:

Title: Director of Educational Information Managment

Organizational Affiliation:

* Telephone Number: 804-225-2951	Fax Number: 804-786-0101

* Email: bethann.canada@doe.virginia.gov

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

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-121806-001

* Title:

Statewide Longitudinal Data Systems CFDA 84.372A

13. Competition Identification Number:

84-372A2007-1

Title:

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

* 15. Descriptive Title of Applicant's Project:

Virginia's Longitudinal Systems Expansion Project

Attach supporting documents as specified in agency instructions.

Tracking Number: GRANT00233413   Funding Opportunity Number: ED-GRANTS-121806-001   Received Date: 2007-03-15 09:30:47.000-05:00 Time Zone: GMT-5

PR/Award # R372A070012   e2

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant VA-007

* b. Program/Project VA-007

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

17. Proposed Project:

* a. Start Date: 07/01/2007

* b. End Date: 06/30/2010

18. Estimated Funding ($):

* a. Federal	1.00
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

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

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

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

○ Yes   ● No

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

☑ **** I AGREE**

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

Authorized Representative:

Prefix:	Mrs.
* First Name:	Bethann
Middle Name:	H
* Last Name:	Canada
Suffix:	

* Title: Director of Educational Information Mgt.

* Telephone Number: 804-225-2951

Fax Number: 804-786-0101

* Email: bethann.canada@doe.virginia.gov

* Signature of Authorized Representative: Bethann Canada

* Date Signed: 03/15/2007

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

* Applicant Federal Debt Delinquency Explanation

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

Attachments

AdditionalCongressionalDistricts

File Name   **Mime Type**

AdditionalProjectTitle

File Name   **Mime Type**

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

Name of Institution/Organization:
Virginia 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	S	75,000	S	78,000	S	81,120	S	0	S	0	S	234,120
2. Fringe Benefits	S	22,500	S	23,400	S	24,336	S	0	S	0	S	70,236
3. Travel	S	10,000	S	10,000	S	10,000	S	0	S	0	S	30,000
4. Equipment	S	0	S	0	S	0	S	0	S	0	S	0
5. Supplies	S	0	S	0	S	0	S	0	S	0	S	0
6. Contractual	S	1,500,000	S	2,024,384	S	2,000,000	S	0	S	0	S	5,524,384
7. Construction	S	0	S	0	S	0	S	0	S	0	S	0
8. Other	S	5,000	S	15,000	S	5,000	S	0	S	0	S	25,000
9. Total Direct Costs (lines 1-8)	S	1,612,500	S	2,150,784	S	2,120,456	S	0	S	0	S	5,883,740
10. Indirect Costs*	S	61,050	S	56,121	S	53,482	S	0	S	0	S	170,654
11. Training Stipends	S	0	S	0	S	0	S	0	S	0	S	0
12. Total Costs (lines 9-11)	S	1,673,550	S	2,206,905	S	2,173,938	S	0	S	0	S	6,054,394

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [] No
(2) If yes, please provide the following information:
    Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2007 (mm/dd/yyyy)

    Approving Federal agency: [X] ED   [] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

    [X] Is included in your approved Indirect Cost Rate Agreement? or, [] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004
	Expiration Date: 06/30/2005

Name of Institution/Organization: Virginia 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 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)						

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.

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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.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Bethann Canada	* TITLE Director of Educational Information Mgt.	
* APPLICANT ORGANIZATION Virginia Department of Education		* DATE SUBMITTED 03-15-2007

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
_a. contract	_a. bid/offer/application	●a. initial filing
●b. grant	●b. initial award	_b. material change
_c. cooperative agreement	_c. post-award	For Material Change Only:
_d. loan		year quarter
_e. loan guarantee		date of last report
_f. loan insurance		

4. Name and Address of Reporting Entity:

●Prime   _SubAwardee   Tier if known:

* Name: n/a

* Address:
n/a

n/a

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

n/a

7. * Federal Program Name/Description: Statewide Data Systems

CFDA Number, if applicable: 84.372

8. Federal Action Number, if known:

9. Award Amount, if known:

10. a. Name and Address of Lobbying Registrant (if individual, complete name):
* Name:
n/a

n/a

* Address:

b. Individual Performing Services (including address if different from No. 10a):

* Name:
n/a

n/a

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* Signature: Bethann Canada

* Name:
n/a

n/a

Title:

Telephone No.:

Date: 03-15-2007

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Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503.

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 Virginia Department of Education
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Mrs.   * First Name: Bethann   Middle Name: H * Last Name: Canada   Suffix: * Title: Director of Educational Information Mgt.
* SIGNATURE: Bethann Canada   * DATE: 03/15/2007

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:
Mrs.

Bethann

H

Canada

* Address:
101 N. 14th Street

22nd Floor

Richmond

VA: Virginia

23219

USA: UNITED STATES

* Phone Number:
804-225-2951

Fax Number:
804-786-0101

Email:
bethann.canada@doe.virginia.gov

2. Applicant Experience:

● 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:

FileName   MimeType

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **5949-ProjectAbstract.pdf**

Project Name: Leveraging Virginia's Longitudinal System

Project Abstract:

The Virginia Department of Education proposes to use this grant opportunity to leverage our existing accomplishments in building a longitudinal data system by requesting resources that will take us to the "next level" for both policy-makers and instructional decision makers. Specifically, we wish to support instructional decision-making by delivering building-level data as well as state assessment data to teachers and administrators with an easy-to-use interface. We wish to reduce burden and support Virginia's P-16 effort by developing the capability to exchange student records electronically between K-12 schools, and between K-12 schools and institutions of higher education. Finally, we wish to improve the quality of the data delivered to decision-makers by providing role based training on responsibilities and accountability for good educational data.

The VDOE is entering the fourth year of development of its Student Information Program; the core of the program is the Educational Information Management System (EIMS). The EIMS is Virginia's solution to meeting the data collection and reporting requirements of the No Child Left Behind Act of 2001, leveraging the data requirements to provide rich decision support tools to Virginia school district personnel. Accomplishments to-date include institutionalizing the assignment of a unique identifier to each student, integrating multiple reporting requirements into a single state student record collection, and a data warehouse accessible to district personnel that contains six years of state assessment data with the ability disaggregate overall and sub-strand results to the teacher and student levels.

The VDOE proposes to add two products from Triand Incorporated, easyCONNECT and easySTUDENT to the existing decision support tools provided by the EIMS program. easyCONNECT will provide educators access to local data in addition to the state assessment data already provided via EIMS. easySTUDENT will enable schools to transfer student records from school to school, and ultimately from K-12 to higher education. The VDOE's existing training program will be enhanced by the availability of additional data. To further support school divisions, VDOE proposes to deliver the Data Quality Curriculum materials under development by the National Forum on Education Statistics via a web-based learning management system to school and school division personnel.

Project Contact:
Bethann H. Canada
Virginia Department of Education
PO Box 2120
Richmond, VA 23218
804-225-2951
Bethann.canada@doe.virginia.gov

Project Narrative

Project Narrative

<u>Attachment 1:</u>
Title: Pages: Uploaded File: **5738-Mandatory_2007CompleteApplication.pdf**

Project Name: Leveraging Virginia's Longitudinal System

(1) Need for the project

INTRODUCTION

The Virginia Department of Education (VDOE) is entering the fourth year of development of its Student Information Program; the core of the program is the Educational Information Management System (EIMS). The EIMS is Virginia's solution to meeting the data collection and reporting requirements of the No Child Left Behind Act of 2001, leveraging the data requirements to provide rich decision support tools to Virginia school division personnel. Accomplishments to-date include institutionalizing the assignment of a unique identifier to each student, integrating multiple reporting requirements into a single state student record collection, and a data warehouse accessible to district personnel that contains six years of state assessment data with the ability disaggregate overall and sub-strand results to the teacher and student levels.

Recognizing the power of the Schools Interoperability Framework (SIF) Association's specification to improve data quality and reduce administrative burden, Virginia has provided software, installation, and training to 83 of Virginia's 132 school divisions that enables them to obtain student identifiers using the Schools Interoperability Framework (SIF) Association's student locator/resolver framework. The success of this effort and a low-cost contract option has prompted 37 school divisions to expand their use of the SIF specification for local "horizontal" use.

Forces that drive the expansion of Virginia's Student Information program include the *Educational Technology Plan for Virginia*, the Governor's active P-16 Education Council, and the Council on Virginia's future. Both Councils and the Plan have established goals for education in Virginia with measurable, data driven objectives. The report of the Governor's P-16 Education Council concluded that

> "Education reforms must be data driven. The performance of our educational system should be measured and improved systematically, and policy choices should be informed by outcome data. This requires the ability to link data from existing systems to evaluate the effectiveness of instruction, intervention and teacher education programs."

And recommended that Virginia

> "Create a robust P-16 data system" that includes "ongoing sophisticated analyses of the effectiveness of Virginia's education system with particular emphasis on smooth transitions from one level to the next."

The Educational Technology Plan for Virginia, developed with a research base and input from stakeholders across the Commonwealth, is both a driving force for the VDOE and a leadership tool for school division technology implementations. The five strategic areas

of the plan: Integration, Professional Development, Connectivity, Educational Application, and Accountability; are supported by goals and initiatives that are supported by the use of data for data driven instructional decision-making.

Recognizing the need for data to drive decisions at all levels of education, Virginia contracted with Edvantia, a nonprofit education research and development corporation, to study and help inform the development of our student information program with a focus on building-level needs. Two studies of school principals across the Commonwealth resulted in recommendations that addressed building-level as well as state-level data content, improved access to timely data by teachers and administrators, data manipulation tools with language that is easily comprehended by practitioners, and "one-click" profile reports that can be generated for each school, teacher, and student.

The Virginia Department of Education proposes to use this grant opportunity to leverage our existing accomplishments by requesting resources that will take us to the "next level" for both policy-makers and instructional decision makers. Specifically, we wish to support instructional decision-making by delivering building-level data as well as state assessment data to teachers and administrators with an easy-to-use interface. We wish to reduce burden and support Virginia's P-16 effort by developing the capability to exchange student records electronically between K-12 schools, and between K-12 schools and institutions of higher education. Finally, we wish to improve the quality of the data delivered to decision-makers by providing role based training on responsibilities and accountability for good educational data.

The proposed project will leverage the existing capabilities of the EIMS, including the current capability to use the Schools Interoperability Framework (SIF) specification, adding additional standards-based data elements and interoperable data transfer methods. Key collaborators in this project include James Madison University, the Virginia Community College System. Pearson Educational Measurement, Virginia's contractor for the EIMS, and, Edustructures and Triand, subcontractors to Pearson Educational Measurement. Through the EIMS contract, Virginia school divisions receive SIF installation and training services from Edustructures and a data warehouse called easyDATA that contains six years of state assessment results with an intuitive user interface from Triand. Through our state bulk membership, Virginia and school divisions will receive project support from the SIF Association. See a letter of support from the SIF Association at Appendix B.

Project activities will include a pilot of (b)(4) product in four or more school districts. (b)(4) will use a SIF agent to capture local data and deliver reports that contain the building-level data requested by the administrators in the Edvantia study. (b)(4) will allow divisions to transfer and receive student transcripts electronically. James Madison University will assist us in testing the K-12 to higher education "link" via the transcript. (b)(4)

(b)(4)

The pilots will allow us to test the feasibility of deploying the two products state-wide and to identify gaps for further product development. Following the pilots, we will develop and execute a detailed plan for statewide implementation. See the project charter for the pilots at Appendix B.

CURRENT STATEWIDE SYSTEM ARCHITECTURE

Distributed Local Systems
Virginia's current statewide system architecture reflects its status as a strong local control state with local responsibility for public education established by the *Constitution of Virginia* and the *Code of Virginia*. Local school boards have control over data system purchases and decisions. This results in a highly distributed and diverse statewide computing environment. Recognizing the existing local investment in hardware and software, Virginia saw the potential for the SIF specification to meet local systems integration needs while providing a vehicle for seamless state reporting. Virginia currently provides the software for SIF state reporting to school divisions free-of-charge. A low-cost contract option allows school divisions to upgrade the software license for local systems integration.

State Systems
In the 1980's Virginia recognized the need for an integrated enterprise architecture that prevented the development of isolated, "stovepipe" systems. At that time, the VDOE adopted the Oracle relational database and tools as the standard for all systems development. This decision, along with the development of a strong Data Administration function in the agency, resulted in an integrated data architecture that allows the VDOE to eliminate reporting redundancy and maximize our human resource investment by building a single system development skill set.

Information Systems Programs
The VDOE supports four major information systems programs, Student, Staff, Finance, and School; all supported by the Oracle-based enterprise architecture described above. A common "single sign-on" portal is the single point of access to data and reporting for all school division and VDOE personnel. Local access to the portal is managed by school division-appointed account managers according to local policy. A recent effort to upgrade applications for Section 508 accessibility has resulted in the adoption of development standards that provide a common look-and-feel user interface for all applications accessible via the portal. The accessibility upgrades are scheduled to be completed by the end of calendar 2007.

Outsourced Programs
Virginia's state assessment program, student data warehouse, and unique identifier assignment are outsourced to Pearson Educational Measurement (PEM). Interfaces to in-house systems are accomplished via secure Internet transfers. A common data architecture is achieved through the use of common data elements, codes, and file structures. For example, a single file structure and data elements are used to submit data to obtain unique identifiers, to report student enrollment, and to enroll students for paper

and online testing. The contracts require PEM and any subcontractors to adhere to the same state and federal information security and confidentiality requirements as VDOE, with strict penalties imposed for non-compliance.

STATUS AND ASSESSMENT OF CURRENT SYSTEMS

<u>Technical Status</u>

The following chart depicts Virginia's status from the standpoint of the required system and components outlined in the technical requirements of the Request for Applications.

Statewide Longitudinal Data System Requirement	Virginia Status and Assessment
I. A unique, permanent student identifier assigned by the State or through a process coordinated by the State	Unique "Testing Identifiers" are assigned to each student through Virginia's Educational Information Management System (EIMS). The 2004-2005 end-of-school year student record collection was the first to require that school divisions report individual student records to the state using the Testing Identifier. Testing Identifiers were used on state assessment records beginning with the 2005-2006 school year. Testing Identifiers are assigned via a batch upload (49 divisions) or by the SIF locator/resolver (83 divisions). Of the 49 divisions using batch upload, 12 are scheduled to be using the SIF locator/resolver by June 2007.
An enterprise-wide data architecture that is based upon analysis of information needs at classroom, school, district, State, and Federal levels	Virginia relies heavily on several key stakeholder advisory groups to assist in the development of new data collections, and, recently, the standard and ad-hoc reporting capabilities of the EIMS. These groups include the Virginia Student Information Advisory Group, The Virginia Educational Technology Advisory Council, the Superintendent's Leadership Advisory Council, the Virginia Division Directors of Testing, and various educational research organizations such as Virginia Tech, Edvantia, and REL Appalachia. A 2006 study by Edvantia, *Using Data for Informed Decision Making: Developing Comprehensive Data Systems for Virginia Educators*, and the October 2006 report of Virginia's P-16 Education Council contain key recommendations that, if funded, will be supported by this grant.

Statewide Longitudinal Data System Requirement	Virginia Status and Assessment
An enterprise-wide data architecture that includes, at a minimum, all data elements required for reporting under the Elementary and Secondary Education Act of 1965, including all data elements required for the EDFacts reporting system	The VDOE currently collects and reports all of the data elements required for reporting under the Elementary and Secondary Education Act of 1965. An early supporter of the EDEN effort, the VDOE works closely with the EDEN staff and is up-to-date on EDEN submission planning. A comprehensive plan for EDEN submissions through 2009 will be developed this year, addressing the collection of additional data elements. The Department will use in-house resources for the development and implementation of any additional data collections necessary to fully participate in EDEN.
An enterprise-wide data architecture that allows for longitudinal analysis of student achievement growth and program evaluations	Adoption of the unique state testing identifier for each student that persists across multiple data systems (assessment, student record, special education) allows the VDOE to join records across systems and over time to produce rich data sets for analysis and evaluation.
An enterprise-wide data architecture that is relational and links records across information systems	The relational nature of the VDOE Oracle database enables records from different data systems to be linked to one another based on the value of a common data element, such as a student's testing identifier.

Statewide Longitudinal Data System Requirement	Virginia Status and Assessment
An enterprise-wide data architecture that specifies a data model, data dictionary, business rules, and quality assurance procedures	The VDOE architecture is designed to follow data administration standards that use consistent naming conventions, integration requirements, and guidelines that result in a data model that drives database and systems design. Compliance with the architecture standards is a mandatory element in VDOE's system development life cycle. All data items are documented prior to system and database development. All enterprise-wide data collection from school divisions is web-based; through online data entry or file transfer. VDOE provides a single point of access to internal systems for Virginia school division personnel through a secure, web-based portal. Account management and application access is managed at the local level, according to local policies. Use of the Systems Development Life Cycle ensures that stakeholders and the development team have a common understanding of the project goals, objectives, deliverables, and timelines. State-of-the-art analysis and design tools are employed to produce phase deliverables. Mandatory signoffs at critical points in the life cycle ensure that the requirements of all stakeholders are being met. The VDOE architecture is relational and scalable to meet future needs. The VDOE has standardized on the Oracle database and tool environment. The current environment is multi-tiered, running the Oracle RBMBS on the back tier, Oracle application server on the middle tier, and Oracle's GUI development, Java development and data modeling tools running within Internet Explorer on the front tier. All server-based Oracle software runs in the Linux environment. Three distinct environments - development, integrated test, and production – enable the VDOE to perform rigorous application testing. Standardization enables technical staff to support a common platform while performance and capacity can be easily increased to meet growth as needed. Internal controls are achieved through organizational separation of duties across the development and production environments. Quality assurance is achieved through the architectural constraints imposed by a strong data administration and system development program, internal controls, and the three-tiered architecture for system testing, however *there are acknowledged data quality issues at the local level resulting from a lack of awareness, accountability, and training.*

Statewide Longitudinal Data System Requirement	Virginia Status and Assessment
III. Procedures for protecting the security, confidentiality, and integrity of data, which includes ensuring that individually identifiable information about staff and students, their history, and their families remains confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) and other relevant legislation	The VDOE has a comprehensive information technology security program that ensures that information resources are adequately protected. The overall security program at VDOE includes: an Information Security Officer appointed by the Superintendent of Public Instruction, a Business Impact Analysis program that is conducted on a regular basis, ongoing Risk Analysis activities, a Contingency Management Plan, physical and logical security safeguards, and a Web-based security awareness tutorial and test that all employees must pass annually. As new systems are implemented, or existing systems change, the applicable security program components are updated. The VDOE has a Continuity of Operations Plan that is updated annually.
IV. Automated reporting, with a calendar and reporting formats that ensure timely and accurate data to meet local, State, and Federal reporting requirements, including the commitment and ability to report all EDFacts data groups by the completion of the grant	VDOE has made great strides in this area. A Calendar of Reports published on the VDOE web site and a well-established weekly communication system with school divisions ensures that reporting timelines are well known among the appropriate school division staff. The recent consolidation of multiple reporting requirements into a single web-based automated student record collection significantly reduces the reporting burden on school divisions. Common codes, based on the NCES Handbooks, are used across the Student, Staff, Finance, and School information programs, supporting the integrated information architecture and also reducing reporting burden. Virginia is committed to reporting all of the EDFacts data groups by the completion of the grant. Data to populate most of the data groups are currently collected and plans are being made to collect the remaining data within the next three years.

Statewide Longitudinal Data System Requirement	Virginia Status and Assessment
V. A data warehouse or comparable means for managing and storing longitudinally linked data and making them accessible to teachers, schools, districts, and researchers	*Virginia has unmet goals in this area that will be addressed by the proposed project.* The 2003 RFP establishing the Department's Educational Information Management System (EIMS) contained clearly articulated critical success factors to be achieved over the life of the 10-year project. Among these critical success factors were: ▪ Improved educational decision-making through the use of decision support tools ▪ The ability to follow students from school to school and from school division to school division within the commonwealth ▪ Training State, school division, and school staff use decision support tools effectively The critical success factors are supported by two priority components of the project: A *decision support* component that would allow state and division leaders, principals, and teachers to manipulate and summarize information and to conduct in-depth analysis and a *training* component to provide educational leaders, principals, and teachers instruction in ways they can use the decision support components to gain information and knowledge to assist them in making more effective instructional decisions. Additionally, the VDOE articulated several "wishes" that would add value to the project: • Electronic Transcript capability • Graduation Requirements analysis capability • The ability to incorporate locally stored data (such as local assessments) into the decision support component The EIMS data warehouse currently houses six years of state assessment data. Rapid loading technology enables state assessment results to be available to school divisions within one week of scoring. The data can be disaggregated across multiple subgroups and down to the individual student level using a variety of reporting tools. "Quick Click" reports enable educators to rapidly query the data in a format most useful to them. All Virginia school divisions have access to the standard and ad-hoc reports in the EIMS data warehouse. Technology limitations have impacted the "user friendliness" of the EIMS data warehouse. The user interface is not as intuitive as it could be, making it difficult for educators to access information. Further, the goal of incorporating local data into the warehouse has not been accomplished. Recognizing the need for educator training, the VDOE created the position of *Test Results Utilization Specialist* in the Division of Assessment and Reporting. Filled by an experienced educator and

Statewide Longitudinal Data System Requirement	Virginia Status and Assessment
	building level administrator, this position is exclusively dedicated to training in the use of data for driving instructional practice in classrooms across the state. The lead trainer for the EIMS data warehouse, this individual is supported by others in the VDOE and by PEM staff. Hands-on training for the 2006-2007 school year included 417 individuals at 15 sites across the Commonwealth. Recorded Web-Ex sessions accessible on the VDOE web site augment the hands-on training.
VI. Capacity to exchange data across institutions within the State and with institutions in other States, in conformance with FERPA	*Virginia has deficiencies in this area that will be addressed by the proposed project.* Electronic student records exchange includes moving the high school transcript to post secondary institutions as well as moving the student record from school to school. Electronic school-to-school movement would facilitate timely placement of the student in appropriate instructional programs, improve data quality, and automate the entry/withdrawal process to account for all students. Housing the electronic student record with the state's longitudinal assessment data would enable Virginia to provide school divisions with analysis of graduation requirements that require some high school credits to be verified by passing the state assessment; assisting building administrators and guidance counselors in the early identification of students at risk of not graduating due to insufficient verified credits. Virginia's P-16 council and others recommend bridging the data gap between K-12 and post secondary education. This gap prevents analysis that would support: • Schools of Education receiving feedback on their graduates' performance in the classrooms • K-12 educators receiving feedback on their students' performance in post secondary • Automated paperless college admissions processes • Automated verification of diploma/course-taking status for various higher education awards and placements • Automated exchange of dual enrollment data

Statewide Longitudinal Data System Requirement	Virginia Status and Assessment
	Developing SIF capacity in Virginia was the first step toward exchanging data across institutions. A de-facto national standard for K-12 data exchange, SIF will enable Virginia to potentially exchange data between schools within Virginia as well as outside the state. The recent release of the SIF 2.0 specification clearly defines the components of a student record that need to be exchanged across institutions. Advances in the marketplace have produced several viable products for electronic student record exchange that were not available until recently. The availability of these products and the SIF student record standard has the potential to support Virginia's goals in this area.
VII. Secure-access data marts, or comparable means for providing data, reports, and ad hoc analyses to inform decision-making of key stakeholders, including teachers, administrators, state and local officials, and possibly students and parents	Access to the EIMS data warehouse is restricted to authorized VDOE and school division users. Role-based security ensures that users have access only to the information they need to perform their functions. In consideration of differing local policies, access and roles are granted locally by locally-designated account managers. Students, parents, and the public are currently supported by the VDOE web site. A recent federal grant enabled VDOE to create a publicly accessible ad-hoc reporting tool that accesses Discipline, Crime, and Violence data in the VDOE database. The capability gained from development of this initial tool is being expanded to include appropriate public access to other data such as enrollment, dropout and graduation statistics, and state assessment results.
VIII. Ability to support analyses and research to evaluate the effectiveness of education-related programs and thereby to improve student learning and close achievement gaps.	Virginia has a rich repository of student, staff, financial, and school accountability data and has a reputation for responsiveness when it comes to providing ad-hoc data sets to support appropriate research and evaluation efforts. Recent accomplishments in developing publicly-accessible ad-hoc query tools promise to reduce some of the ad-hoc reporting burden.

Governance and Policy Status

Required Governance and Policy Components	Virginia's Proposal
I. A clearly articulated governance structure, which includes representatives of all key State and Local stakeholders, for designing, developing, and implementing the statewide longitudinal data system, and for maintaining and enhancing the system once it is completed.	The VDOE proposes a governance structure within the agency that will ensure project success. The *Assistant Superintendent for Technology and Human Resources* will serve as the project sponsor. In this role, the sponsor will receive regular reports from the project team, and communicate project status to key policy-making groups: • The Superintendent and the Executive Team who meet weekly and will serve as the steering committee for the project, • The Superintendent's Leadership Advisory Council, eight local superintendents who represent Virginia's regions, who meet monthly, • The Virginia Educational Technology Advisory Council to the Board of Education, technology leaders from across the Commonwealth, who meet biannually. The *Director of Educational Information Management*, who reports directly to the Assistant Superintendent for Technology and Human Resources, will serve as project director. The project director will be responsible for negotiating and managing the cooperative agreement, contract negotiation and management, supervision of the project manager and team, and reporting project variances to the project sponsor and steering committee. The *Executive Director of Research and Strategic Planning* will serve as project consultant, ensuring that the project serves the data policy and governance needs of the Department of Education, Board of Education, Governor, and General Assembly. The *EIMS Project Manager*, a certified project manager, will serve as project manager for the project. The project manager will be responsible for day-to-day project management, for holding weekly internal and external team meetings, for maintaining the project plan, and for developing and implementing the project communications plan. These governance positions will remain in effect after project completion as the program moves into a maintenance and enhancement phase. Industry standard project management guidelines will be followed.
II. A communication infrastructure for providing timely information to all key stakeholders about the project's goals, progress, and impact on education	The project communications plan will enlist the support of the VDOE Office of Communications to ensure that the project message is effectively communicated through formal and informal channels of communication in Virginia including weekly memos to local superintendents, VDOE web site announcements, media releases, project materials, and in-person appearances at conferences and meetings.

Required Governance and Policy Components	Virginia's Proposal
management and student learning.	
III. A clearly defined procedure for facilitating rigorous analyses and providing access to system data for policy oriented research, in conformance with FERPA requirements.	The VDOE "Restricted Data Use Agreement" and procedure, reviewed and approved by the State's Attorney General, enables access to data for appropriate analysis and research in conformance with FERPA. The agreement includes provisions for restrictions on data usage and security, data retention and destruction, and ownership of results; and requires a notarized signed statement of understanding by each individual that will have access to the data.
IV. A program for ongoing training of all key users of the data system.	The *VDOE Test Results Utilization Specialist*, with support from PEM and Triand staff, will serve as the lead trainer for the project. The training plan will include local, hands-on training in various locations across the Commonwealth, broadcast live training, and recorded Web-Ex accessible via the VDOE web site.
V. Ongoing, formative and summative evaluation procedures for determining whether the developed system meets reporting and decision-support needs of all of its key stakeholders and for assessing the role of the system in interventions intended to improve student learning and close achievement gaps.	VDOE has recently created the position of *Executive Director for Research and Strategic Planning* that will support the Department's data policy and governance efforts by conducting objective analyses and scientifically-based research in support of the operational and strategic goals of the Department of Education, Board of Education, Governor, and General Assembly and recommending implementation of major statewide policy, programmatic, budgetary, regulatory, planning, performance and fiscal initiatives. This position will be a key advisor to the project team to ensure the project meets the decision support needs of all key stakeholders, particularly those in the research and policy-making communities; and conduct an evaluation of the project's success.
VI. A long-term plan for sustaining the system over time, including allocation of the necessary staff, technical, and monetary resources, and training/technical assistance to key users (teachers, principals, and other	The VDOE intents to seek state funding for the project through the Commonweath's biennial budgetary process that will sustain it into the maintenance and enhancement phase. Should this effort fail, the existing contract contains significantly reduced rates that may be used by school divisions to continue use of the services, including training and technical assistance.

Required Governance and Policy Components	Virginia's Proposal
district and State education agency staff).	

LIMITATIONS OF CURRENT SYSTEMS AND WHAT WILL BE GAINED THROUGH THE PROPOSED WORK

The proposed project will address the following limitation of current systems in Virginia:

- Capacity to exchange data across institutions within the State and with institutions in other States, in conformance with FERPA
  - Supporting the recommendations of Virginia's P-16 Council by adopting a standard electronic student record that can be transferred from school-to-school, in and out of state, and from K-12 to higher education institutions.
- A data warehouse or comparable means for managing and storing longitudinally linked data and making them accessible to teachers, schools, districts, and researchers
  - Supporting the vision of the 2003 RFP and the recommendations of the 2006 study by providing a user-friendly interface to the data warehouse developing the ability to incorporate locally stored data (such as local assessments) into the decision support component; and providing analysis of graduation requirements to building-level educators.
- Acknowledged data quality issues at the local level
  - Supporting school divisions in addressing data quality issues by providing a comprehensive, role-based training program that produces awareness of the need for quality data and role-based accountability for quality data or the lack thereof.

If funded, this project will assist us in acquiring technology and training to meet our goals, addressing current system limitations. The table below provides a high level view of the Virginia's plan and what will be gained through the proposed work.

Virginia's Plan to Address Limitations	Status/What Will Be Gained
Negotiate state contract pricing to provide six years of student level state assessment data in the user-friendly Triand "easyDATA" data warehouse. Addresses the user-friendly interface issue.	A contract is in place and has sufficient state funding to sustain the effort through the 2007-2008 school year. It is anticipated that level state funding will persist through the 2008-2010 biennium. Data have already been loaded into the system and access is available to all divisions.
Conduct training for building	Since spring testing is imminent, local

Virginia's Plan to Address Limitations	Status/What Will Be Gained
administrators and on using the state assessment data.	training will begin in June 2007 and continue into the fall.
Identify five school divisions who will participate in the full Triand system – including storing local assessment data, storing teacher lesson plans linked to state standards and scope and sequence, documentation of student interventions, and transfer of the electronic student record.	Three of five school divisions have been identified to participate. This activity is taking place free-of-charge to Virginia. The pilot is scheduled to begin in April, 2007.
Identify institutions of higher education who will participate in the pilot transfer of electronic student records.	James Madison University and the Virginia Community College System have been identified as the first participants in the pilot transfer of electronic student records.
Conduct an evaluation of the pilot and choose next steps.	It is anticipated that the evaluation will take place in October 2007 in order to include any results of product us on beginning school year activities.
Convene stakeholders to develop electronic student record requirements. Ensure requirements are aligned to the SIF student record exchange specification and NCES handbooks.	This activity would be funded by the grant. Participants include school division personnel, higher education personnel, and the SIF Association.
Convene stakeholders to develop requirements for locally stored data to be moved to the data warehouse. Align requirements to 2006 Edvantia recommendations.	This activity would be funded by the grant. Participants would include school division personnel, particularly principals and directors of assessment and instruction.
Training for building administrators on the use of data for instructional decision-making.	An ongoing activity, this will continue without the grant, but will be greatly enhanced by the products proposed for funding.
Seek partnerships with additional institutions of higher education to participate in the transfer of electronic student records.	An ongoing activity, this activity would be funded by the grant.
Develop installation schedule for the Triand "easyCONNECT" product. Deliverables include additional reports that contain locally-stored data such as student attendance, student schedule, and student course history. This addresses the need to incorporate locally stored data in the data warehouse. In addition to reports, easyCONNECT provides the means to	This product would be funded by the grant.

Virginia's Plan to Address Limitations	Status/What Will Be Gained
create the electronic student transcript.	
Carry out installation and training for easyCONNECT.	This activity would be funded by the grant.
Develop installation schedule for the Triand "easySTUDENT" product based on the electronic student record requirements. Deliverables include the ability to transfer the electronic student record from school to school and from school to higher education. This addresses the recommendations of the P-16 Council.	This product would be funded by the grant.
Carry out installation and training for easySTUDENT	This activity would be funded by the grant.
Carry out installation and training for easyTEACH, easyTEST, and EasyCOMMUNITY. These contract options will enable school divisions to use one interface and one data warehouse to meet a range of local educational needs.	These are optional contract services that school divisions may choose to purchase with their own funds at low-cost contract pricing, however they will only be made available should the state receive the grant to purchase access to easyCONNECT.
Utilize the NCES Forum Culture of Quality data Curriculum within the Commonwealth's learning management system.	This activity would be funded by the grant.
Evaluation of effectiveness. Evaluate the project against the stated primary outcomes.	This activity would be funded by the grant.

(2) Project Design

Virginia proposes to use this grant opportunity to leverage our existing investment and current state funding to build on our existing longitudinal data system by providing products and services to school divisions that will enhance their ability to use data to make effective instructional decisions, reduce their administrative burden, and improve data quality. Specifically, Virginia proposes to provide our school divisions with:

- An extension to our existing longitudinal data warehouse of state assessment information that reports locally-stored data via a single, easy-to-use, secure web-based interface
- Training in the use of data for instructional decision-making
- The capability to transfer a student's electronic record from school-to-school and from school to higher education
- Training on data quality awareness and accountability

Core Elements for Establishing a Statewide Longitudinal Data System and This Proposal
The following Core Elements for Establishing a Statewide Longitudinal Data System are incorporated into the design of this project.

1. *Analysis of the business needs (multiple reporting and decision support needs) of key stakeholders, including the State, districts, school boards, schools, teachers, parents, students, the public, and other constituents*

The proposed project is based on business needs identified by the Governor's P-16 Council, *The Educational Technology Plan for Virginia*, and the results of a 2006 research study by Edvantia, a nonprofit education research and development corporation. The creation of the position of Executive Director for Research and Strategic Planning underscores the VDOE commitment to meeting the business needs of all stakeholders. At the tactical level, the project team will continue to tap existing stakeholder groups for new and improved means of supporting their business needs. For example, several times a year the VDOE hosts "Birds of a Feather" sessions for users of the data warehouse to gain insight into ways the system can be improved to meet business needs. Birds of a Feather sessions will be held throughout the proposed project.

2. *Cataloging current and planned local data collection methods and data structures*

The Data Administration Unit in the Office of Educational Information management is responsible for reviewing, approving, and documenting all VDOE data collection efforts. Data Administration will catalog all data elements and structures that are not proprietary to the vendor using the Oracle Designer suite of tools.

3. *Designing statewide longitudinal data systems architecture*

These activities will be performed by the Data Administration unit. The VDOE's information architecture includes an enterprise data model that represents the business plans, rules, and data requirements of the agency. The Oracle Designer tool is used to model the data requirements and store the information in a central repository. The VDOE data model defines the logical and physical relationships between data items and systems, structured to allow efficient data maintenance and retrieval. The relational nature of the Oracle database, combined with the ability to define primary and foreign keys, allows designers to structure the data for efficient data extraction. Creation/Update of the relevant components of the VDOE data model is a required component of the System Development Lifecycle.

Secure, web-based systems will be used to deliver reports that may contain personally-identifiable or confidential student, staff, and financial information. The VDOE will use cell suppression when the number of students in a cell or denominator is fewer than 10 in ad-hoc data extracts and publicly-accessible reports.

The products and services proposed in this application will be accessible only through password-protected secure, web-based systems with role-based access that is granted locally, according to local policy. All contract vendor employees that have access to personally-identifiable student data will be required to sign a non-disclosure agreement. All staff and contractors in the Office of Educational Information Management have also signed non-disclosure agreements.

Annual contract renewals for the next seven years, and periodic contract modifications within a contract year allow the VDOE extreme flexibility to modify and enhance the system's data and architecture. The contract that contains the proposed additions to Virginia's longitudinal system is an example of the flexibility to expand the system over time. Since 2003, seven contract modifications have enhanced the products and services delivered to Virginia school divisions.

Additionally, the VDOE is an active participant on the NCES Forum Data Model Task Force and looks forward to using the outcome of the Forum effort to improve Virginia's education information architecture.

4. *Creating, assigning, and tracking a unique, permanent student identifier assigned at state level*

Virginia has used a system to assign unique "State Testing Identifiers" to each student since 2005. This identifier is the basis wishing to expand our program via this proposal to build the capacity to track students as they move to higher education and the ability to transfer student records electronically when they move. The VDOE is currently participating in a joint project with the Virginia Community College System (VCCS) to identify high school dual enrollment students and follow other high school students as they move into the community college system. The proposed project will support the effort to transfer the student records electronically. A meeting to discuss the availability of technology on both sides of the exchange will take place on the day this proposal is due. The products that will be funded by this proposal are compliant with FERPA and severe contract penalties exist should the vendor fail to maintain compliance.

5. *Planning and implementing data collection*

Consideration for the burden and meeting LEA needs is given to every data collection developed by the VDOE. If this proposal is funded, VDOE will consult with representative school division personnel to assist them in developing plans for transitioning to the new system. Our communications plan will include ongoing updates for school superintendents, instructional leaders, testing directors, technology directors, and others.

Virginia administers online assessments in all subjects except Writing in grades 6 through high school. This, and improvements in scoring of paper tests has resulted in a

significant improvement in turnaround of results to school divisions. Student results are reported via the EIMS data warehouse within one week of scoring. PEM, Virginia's assessment contractor, and a Virginia school division are currently conducting a pilot test using the SIF specification to deliver student results to the data warehouse even more efficiently.

The easy CONNECT product in this proposal is a dynamic, SIF-certified data extraction system that requires no human intervention other than regularly connecting to a web site to refresh the local data in the data warehouse.

6. *Implementing statewide longitudinal data system (warehouse)*

The commercial products in this proposal are currently deployed and in use by school districts and states around the US. There will be no system development effort, however, there will be a verification conducted by the project team to ensure that data element mapping is correct. "Going Live" will take place on a division by division basis with scheduling facilitated by the VDOE team and PEM.

7. *Designing, using, and maintaining business intelligence tools (analytical & reporting)*

The products that would be funded by this proposal will improve our ability to provide timely and accurate information to Virginia educators via a secure user-friendly interface and reducethe divisions' paperwork burdens by facilitating the electronic transmission of student records from institution to institution.

8. *Establishing logistical capacity to create and maintain a statewide longitudinal data system*

As evidenced by previous successful projects, the VDOE has a proven track record of building and sustaining high quality data systems that meet expectations. Commitment to our efforts by the Governor and Virginia legislature is evident. Since 1999, the Virginia legislature has generously funded school division infrastructure support and Virginia's online testing program, providing nearly 60 million dollars each year to this effort. The EIMS State Testing Identifier project, funded by Governor Mark R. Warner, and delivered a year earlier than planned, is an example of the VDOE's logistical capacity to develop and sustain a quality system.

Due to limited SEA staff, VDOE proposes to continue our model of "outsourcing" major systems, including maintenance and support. Strong contract language ensures that the vendor will perform to expectations or face a penalty.

Existing stakeholder groups will be utilized to ensure that the products continues to meet business and analytical needs. The Superintendents Leadership Advisory Council, which meets monthly, will serve as the policy advisory committee. The Student Information Systems Group, which meets quarterly, will serve as the data provider/collection group. The Superintendent's Executive Committee will serve as the data user group, and the Data Administration unit will continue to oversee data collection, management, and dissemination.

The current EIMS training program is ongoing and will be expanded to include the training on the proposed products. Training sessions will be role-based. It is expected that separate local, hands-on sessions will be held for those individuals needing to send and receive transcripts and those using the analytic reports. The Data Quality training component of this proposal, geared to each individual's role in building a culture of quality data, will be delivered via a web-based learning management system.

(3) Project Personnel
Since the proposed project is outsourced, the project team is small, consisting of VDOE staff and our PEM local program manager. The project team will conduct two weekly meetings: one among themselves and another via conference call with the vendors.

Lan Neugent (5%), Assistant Superintendent for Technology and Human Resources, will serve as the project sponsor. In this role, the sponsor will receive regular reports from the project team, and communicate project status to key policy-making groups.

Bethann Canada (25%), Director of Educational Information Management, who reports directly to the Assistant Superintendent for Technology and Human Resources, will serve as project director. The project director will be responsible for negotiating and managing the cooperative agreement, contract negotiation and management, supervision of the project manager and team, and reporting project variances to the project sponsor and steering committee.

The Executive Director of Research and Strategic Planning (5%, position is currently being recruited) will serve as project consultant, ensuring that the project serves the data policy and governance needs of the Department of Education, Board of Education, Governor, and General Assembly.

Peter Coleman (80%),EIMS Project Manager, a certified project manager, will serve as project manager for the project. The project manager will be responsible for day-to-day project management, for holding weekly internal and external team meetings, for maintaining the project plan, and for developing and implementing the project communications plan.

Project Team Members include Susan Williams (20%), Manager of Educational Applications, Daniele Beahm (10%) Manager of Data Administration, Ray Woten (1%) Manager of System Development, Sarah Susbury (5%), Director of Test Administration,

Scoring, and Reporting, Jason Ellis (40%), Tests Results Utilization Specialist, and Kris Herakovitch (60%), PEM Virginia Program Manager.

(4) Resources
In order to carry out the proposed project, the VDOE will continue to make a major commitment of staff time and resources from our state budget. As discussed elsewhere, Virginia's longitudinal system project has been underway for several years and Virginia has already developed and deployed many of the key elements.

Virginia has already funded the base package, easyDATA, and six years of state assessment data are currently available via the interface. This investment will be enhanced by the easyCONNECT and easySTUDENT components in this proposal.

While current funding has allowed Virginia to pursue the student information program and bring it to its current status, we seek funding from this grant to substantially enhance our offering to school divisions. The grant will supplement the current and planned work for Virginia's student information program, while maximizing outcomes and adding value for Virginia's school divisions. Activities that will occur concurrently, and be enhanced by this grant include:

- Year 1
  - Implementation of a mathematics and science course enrollment data collection
  - Implementation of the data requirements for the Special Education Performance Plan
  - Planning and implementing data collections in order to fully participate in EdFacts
  - Inclusion of elementary schools in Virginia's online testing program
  - Local training in effective decision-making using the existing data warehouse
  - Conducting educational research on the performance of student populations

- Year 2
  - Exploration of predictive and "what-if" models for data analysis that will enhance educator decision-making
  - Developing teacher access to decision support tools
  - Implementing "batch mode" transfer of data to higher education for analysis of student performance
  - Conducting educational research on the performance of student populations
  - Continued planning and implementing data collections in order to fully participate in EdFacts

- Year 3
  - Implementing predictive models

Project Narrative   Page 20 of 23
Response to Longitudinal Systems RFA

- o Conducting educational research on the performance of student populations
- o Linking teachers to the performance of their students
- o Conducting an evaluation of the Student Information Program

Contract
The VDOE has a contract with Pearson Educational Measurement for implementation of our EIMS program. The contract has already been modified to include pricing for the additions in this proposal.

Subcontractors
Edustructures has a contract with Pearson Educational Measurement to provide SIF integration services to Virginia school divisions.

Triand has a contract with Pearson Educational Measurement to provide the easyDATA product to Virginia school divisions.

Memorandum of Understanding
The VDOE and Virginia's Department of Human Resource Management have a Memorandum of Understanding that allows the VDOE to use the state's learning management system to deliver web-based instruction at a very low cost per person. This MOU will allow us to deliver the Forum Data Quality Curriculum to Virginia school division personnel.

Project Manager
The VDOE wishes to fund the salary of the project manager via this grant.

Staff Augmentation
The VDOE will fund a temporary staff member who will be responsible for moving the Forum products into the learning management system and implementing the data quality training program.

(5) Management Plan
The VDOE has a well-established internal and external structure for managing large projects with success, as evidenced by our successful online testing program and the success of the EIMS project. The proposed project will be managed within this structure, using existing internal and external groups for communication and feedback to ensure that the needs of stakeholders are being met. The selection of PEM, an existing partner for Virginia's state assessment system and EIMS, as the managing contractor for the proposed project ensures their interest in a successful outcome.

Existing stakeholder groups will be utilized to ensure that the products continue to meet business and analytical needs. The Superintendents Leadership Advisory Council, which meets monthly, will serve as the policy advisory committee. The Student Information Systems Group, which meets quarterly, will serve as the data provider/collection group. The Superintendent's Executive Committee will serve as the data user group, and the Data Administration unit will continue to oversee data collection, management, and dissemination.

The Virginia Department of Education follows the Commonwealth of Virginia's *Guideline for Project Management*, a framework and process for managing projects in the Commonwealth. The guideline consists of a distinct phased set of activities that each project must follow and is consistent with best practices established by the Project Management Institute (PMI).

- o Project Initiation
  The Project Initiation Phase defines the project so all project stakeholders clearly understand the project scope and expected benefits. Project initiation activities also establish executive management commitment to the project and to the allocation of required resources via the Project Charter.

- o Project Planning
  Project planning is the process of defining an orderly arrangement of activities and resources to deliver a unique product or service. The project plan is the primary document developed during the planning phase and communicates project activities in terms of: what tasks will be performed; who will perform the tasks; when will the tasks be performed; what resources will be applied to accomplish the tasks; and how the tasks will be sequenced.

- o Project Execution and Control
  Project execution and control consists of task execution, measuring project progress, reporting project status, and exercising management controls. The project team executes the tasks as mapped out in the project plan.

- o Project Closeout
  The Project Closeout Phase is the last phase in the project lifecycle. Closeout begins when the user accepts the project deliverables and the project oversight authority concludes that the project has meet the goals established. The major focus of project closeout is administrative closure and logistics.

For projects of this magnitude, Virginia is required to adopt the *Guideline for Project Management*, evidenced by our management plans for the Web-based SOL Technology Initiative, the EIMS project management plan, and other successful large-scale initiatives.

Main Contact:

Bethann H. Canada
Virginia Department of Education
PO Box 2120
Richmond, VA 23218

Key Collaborators

James Madison University
Joseph P. Manning
Admissions Office
James Madison University
MSC 0101
Harrisonburg, VA 22807

Pearson Educational Measurement
Sean Palmer, Program Manager
2510 North Dodge Street
PO Box 30
Iowa City, IA 52245-9555

Triand Incorporated
Brad Duggan
14205 N. Mopac Expressway
Suite 300
Austin, Texas 78728

Virginia Community College System
Elizabeth Creamer
Monroe Building
101 N. 14th Street
Richmond, VA 23219

Project Name: Leveraging Virginia's Longitudinal System

Resumes of Key Personnel:

Lan Neugent

Lan W. Neugent is currently Assistant Superintendent for Technology and Human Resources at the Virginia Department of Education. He is active in the State Educational Technology Directors Association (SETDA), and is currently serving as Chairman. Neugent is also a member of Cable in the Classroom's National Educational Advisory Board. In 2004, he received the National Coalition for Technology in Education and Training (NCTET) Community Builder Award for effort in advancing the cause of education technology nationally through collaboration that strengthens the education technology community.

As assistant superintendent for technology, he is responsible for establishing direction for state educational technology policy and for carrying out both Governor and General Assembly initiatives. Current major projects under his supervision include: Educational Information Management System (EIMS), Universal Services Grants (E-Rate), DOE Training and Recruitment, Virginia Virtual Advanced Placement School, Internet Safety in Schools Program and the Enhancing Education Through Technology Grant (EETT).

Under Neugent's direction, Technology and Human Resources Division units (Human Resources, Teleproduction Services, Educational Information Management and Educational Technology) provide service and technical assistance for other department of education divisions, liaison with other state agencies, and support for local educational agencies.

Bethann H. Canada

Virginia Department of Education (1981 – present)
- o Director of Educational Information Management
  Responsible for meeting state and federal education reporting requirements through leadership in the implementation of statewide administrative educational applications, integrated systems development, and data administration.

- o Previous positions with the Virginia Department of Education include: Information Systems Principal, Systems Engineer, Systems Analyst, Senior Programmer/Analyst, Programmer/Analyst, Programmer

Professional Activities
- o Past-Chair, National Forum on Education Statistics
  - ▪ Task Force work: Technology in Schools, Data Quality, Decision Support Systems, Data Model
- o Past-Chair, National Education Statistics Agenda Committee
- o Chair, Education Information Management Advisory Committee General Statistics Permanent Standing Task Force
- o Board Member, Schools Interoperability Framework Association
- o Member, Virginia Council on Technology Services

Professional Certification
- o Certificate in Data Processing,
  Institute for Certification of Computer Professionals

Recognition
- o Virginia Educational Technology Leadership Award (2003)
- o Data Quality Campaign Leadership Award (2006)

Education
- o Virginia Commonwealth University, Richmond, VA
  - ▪ Post Baccalaureate Certificate, Information Systems (1984)
  - ▪ B.S., Sociology (1980)
- o Commonwealth Management Institute (2000)

Peter W. Coleman

Virginia Department of Education (2004 – present)
- o Educational Project Coordinator responsible for managing educational projects that collect, analyze and report accurate, timely and comparable information of various state and federal programs.
- o Previous consulting position with the Virginia Department of Education include: continuity of operations planning.
- o State certified project manager.

Sweet Briar College (2000 – 2003)
- o Project Manager of a campus-wide administrative, financial, development, financial aid and student system.

Halifax Corporation (1998– 2000)
- o Business Development Manager responsible for analyzing and developing new lines of business.
- o Director of Project Management responsible for the P&L of the new millennium line of business.

Professional Activities
- o Member, Schools Interoperability Framework Implementation Task Force
- o Member of Business Network International

Education
- o Kean University, Union, New Jersey
  - ▪ B.A Psychology (1981)
- o J Sargeant Community College, Richmond, Virginia
  - ▪ Certificate in Telecommunications (1992)
- o Strayer University, Glen Allen, Virginia
  - ▪ Masters of Business Administration (2000-)

Raymond O. Woten

Virginia Department of Education (Jan 2005 – present)
Systems Development Manager

- Responsible for the development and support of all Educational Information Management systems, provide management and leadership to development team, and insure adherence to the department's software development methodology.

Professional Background
- Over thirty years experience in manufacturing and Information System working on a wide variety of applications, filling many different roles within the software development process. These included, Programmer, Database Administration, Project Management, Staff Management, and Director, with experience working with both software and hardware development as well as networking concepts. Managed system development under Sigma Quality guidelines in addition to ISO9000 certification.

Certification
- Private Pilot's License with Instrument rating

Education
- Central Virginia Community College
  - AS Computer Science
  - AS Business Management

Susan M. Williams

Virginia Department of Education (1999 – present)
- o Manager of Educational Applications, Office of Educational Information Management
  Responsibilities include collecting appropriate data for the No Child Left Behind Act of 2001, managing the state's assessment data, providing customer service, training and outreach to 132 school divisions, and providing technical assistance to other offices within the Department.

- o Previous positions with the Virginia Department of Education include specialist positions in both Data Administration and the Office of Career and Technical Education.

Booz Allen and Hamilton (1997 – 1999)
- o Senior consultant and chairperson of the Training and Systems Testing department of the Anti-Drug Network
  Responsibilities included systems testing, presentations to government clients, curriculum development including user's manuals and hands-on-training for custom-designed software applications.

Morongo Unified School District (1993-1997)
- o High school mathematics teacher at Twentynine Palms High School

Community Activities
- o Design databases for student, church and civic organizations
- o Volunteer technical assistance and time to local schools

Recognition
- o 2-time recipient of Booz Allen and Hamilton's outstanding employee performance award

Education
- o Marietta College, Marietta, Ohio (1993)
  - ▪ B.S., Mathematics
  - ▪ Bernard P. McDonough Leadership Certificate
- o Virginia Supervisory Institute (2005)

Jason Ellis

Test Results Utilization Specialist
Virginia Department of Education

Employment History:

<u>July 2004-Present</u>   <u>Virginia Department of Education</u>
I entered the DOE as a Technology Specialist working with school divisions managing their E2T2 funding and launching the ITRT position across the state. I then moved into a role as an Assessment Specialist, working with school divisions to implement and manage the massive online testing system. Currently, as of Feb. 12, I have assumed the role of Test Results Utilization Specialist. Serve as lead EIMS trainer for the DOE staff as well as school division staff in the practical application of the system. My new role will be almost exclusively the use of data for driving instructional practice in classrooms across the state.

<u>August 1995- July 2004</u>   <u>Henrico County Public Schools</u>
I began my tenure in HCPS as a classroom teacher of physical education and health. I took graduate courses during that time and received my master's degree in administration and supervision. In 1999, I was awarded the administrative aide position at Mt. Vernon Alternative MS, I had no teaching responsibilities, strictly administrative. In 2000 I was offered an opportunity as an asst. principal at Fairfield Middle School where I stayed for 3 years.

<u>December 1994-June 1995</u>   <u>Henrico County Public Schools</u>
Assumed all teaching responsibilities immediately following my student teaching experience. My supervising teacher became ill and I was asked to take over her classes.

Education:

<u>May 1997 – May 1999</u>   <u>George Washington University</u>
Obtained Master of Arts degree in K-12 Administration and Supervision.

<u>August 1989-December 1994</u>   <u>Virginia Commonwealth University</u>
Obtained Bachelor of Science degree in PreK-12 Physical Education with and Endorsement in Health

Daniele K. Beahm

Virginia Department of Education (2006 – present)
- o Data Administration Manager responsible for maintaining the agency database and coordinating with development staff to create conceptual and physical data models to accommodate new applications.
- o Education Data Exchange Network (EDEN) Coordinator responsible for providing accurate and timely data to the U.S. Department of Education.

Mathematica Policy Research, Inc. (2001-2006)
- o Systems Analyst responsible for maintaining the system requirements documentation for a large-scale document processing system outsourced by the U.S. Department of Labor.
- o Provided oversight assistance to the U.S. Department of Labor by conducting Independent Verification and Validation of vendor deliverables.

Pinkerton Computer Consultants (1998-2001)
- o Lead Analyst providing SAS programming and analytical support on various statistical publications for the National Center for Education Statistics (NCES).
- o Created and maintained data files for the NCES Common Core of Data (CCD).

PricewaterhouseCoopers (1996-1998)
- o Lead Programmer/Analyst responsible for creating SAS programs to automate the generation of U.S. Postal Service Regional financial reports.
- o Developed SAS programs to clean and tabulate survey results for various Fortune 500 clients.

Professional Activities
- o Member, Education Information Management Advisory Consortium (EIMAC)

Education
- o Virginia Polytechnic Institute and State University, Blacksburg, VA
  - ▪ B.S. Business with a concentration in Management Science (1996)
- o George Mason University, Fairfax, Virginia
  - ▪ Certificate in Web Development and Internet Technologies (2001)
- o Virginia Polytechnic Institute and State University, Blacksburg, VA
  - ▪ Masters of Business Administration with a concentration in Information Technology Management (2005)

Sarah J. Susbury

Virginia Department of Education (1999 – present).
- Director of Test Administration, Scoring, and Reporting (2005 – present). Responsible for the successful administration, scoring, and reporting of Virginia's statewide assessment program. Includes all state and federally mandated assessments (paper/pencil and online tests) and the state alternate and alternative assessments.
- Previous positions held within the Virginia Department of Education include:
    - Lead Specialist, Test Administration (2004-2005). Responsible for supporting Virginia's online testing program while integrating the administration, scoring, and reporting of the online and paper/pencil testing programs.
    - Manager, External Technology Services (2000-2004). Responsible for the implementation of Virginia's Web-based Standards of Learning Technology Initiative which incorporated utilizing high-speed Internet connectivity in schools for instruction, remediation, and assessment purposes including the online administration of statewide assessments.
    - Specialist, Governor's Best Practice Center (1999-2000). Responsible for providing assistance to sixteen regionally located school divisions in the areas of instructional technology, data utilization, and best practices in grades K-12 curriculum and instruction.

Chesterfield County Public Schools (1990 – 1999)
- Network Project Manager (1999). Responsible for planning and oversight of all local area and wide area network retrofit projects and technology implementation for all new construction projects.
- School Technology Coordinator (1994-1999). Responsible for providing teacher and administrator technology training and maintaining multi-platform Novell network. Novell CNA certified. Coached varsity girl's basketball.
- Classroom Teacher (1990-1994). Instructed high school classes in physics, geometry, and Algebra. Coached varsity girl's soccer and junior varsity girl's basketball and field hockey.

Education and Certifications
- Wittenberg University, Springfield, OH
    - B.S. in Physics w/minors in education and music (1988)
- George Washington University, Washington, DC
    - M.Ed. in Administration and Supervision (1999)
- Virginia Polytechnic Institute and State University, Blacksburg, VA

- - Ed.D. Candidate in Educational Leadership and Policy (2002 – current)
  - o Virginia Postgraduate Professional Education Licensure
    - Endorsements include Physics, Mathematics, Administration, and Supervision
  - o Virginia Information Technology Agency Project Management Certification

Project Name: Leveraging Virginia's Longitudinal System

Appendix A

Timeline

Year 1 Activities

Quarter	Q3	Q4	Q1	Q2
Activity	Project Management and Oversight			
Project Phase	Initiation	Analysis	Execution	Execution
Weekly Internal and External Team Meetings	X	X	X	X
Weekly Executive Committee Meetings/ Monthly Leadership Council Meetings	X	X	X	X
Develop Project Charter	X			
Develop Detailed Project Plan	X			
Develop Project Communications Plan	X			
Execute Project Communications Plan		X	X	X
Develop High School Installation and Training Schedule		X		
Implement High School Installation and Training Schedule			X	X
Pilot Project Evaluation and Next Steps	X			
Identify and Convene Electronic Student Record Stakeholders to Develop Requirements		X	X	
Develop Locally Stored Data Requirements		X		
Conduct Training for Building Administrators (easyDATA)	X	X	X	X
Develop Higher Education Partnerships			X	X
Host Various Stakeholder Meetings	X	X	X	X

Virginia Department of Education
Statewide Longitudinal Systems Grant Application
March 15, 2006

Appendix A

Year 2 Activities

Quarter	Q3	Q4	Q1	Q2
Activity	Project Management and Oversight			
Project Phase	Execution	Execution	Execution	Execution
Weekly Internal and External Team Meetings	X	X	X	X
Weekly Executive Committee Meetings/ Monthly Leadership Council Meetings	X	X	X	X
Monitor Project Plan	X	X	X	X
Execute Project Communications Plan	X	X	X	X
Develop Installation and Training Schedule for Remaining Schools	X	X		
Implement Installation and Training Schedule for Remaining Schools		X	X	X
Conduct Training for Building Administrators (easyDATA, easySTUDENT)	X	X	X	X
Pilot with Higher Education Partners		X	X	X
Develop Data Quality Curriculum Training Plan and Awareness Campaign	X			
Load Data Quality Curriculum into Learning Management System	X	X		
Implement Data Quality Curriculum Training		X	X	X
Host Various Stakeholder Meetings	X	X	X	X

**Virginia Department of Education
Statewide Longitudinal Systems Grant Application
March 15, 2006**

Appendix A

Year 3 Activities

Quarter	Q3	Q4	Q1	Q2
Activity	Project Management and Oversight			
Project Phase	Execution	Execution	Execution	Closeout
Weekly Internal and External Team Meetings	X	X	X	X
Weekly Executive Committee Meetings/ Monthly Leadership Council Meetings	X	X	X	X
Monitor Project Plan	X	X	X	X
Execute Project Communications Plan	X	X	X	X
Develop and Implement Project Closeout Plan			X	X
Implement Installation and Training Schedule for Remaining Schools	X	X		
Conduct Training for Building Administrators (easyDATA, easySTUDENT)	X	X	X	X
Evaluate Higher Ed Pilot and Determine Next Steps	X	X		
Implement Data Quality Curriculum Training	X	X	X	X
Host Various Stakeholder Meetings	X	X	X	X
Evaluate Effectiveness of the Project				X

SCHOOLS INTEROPERABILITY FRAMEWORK

Institute of Education Science
555 New Jersey Ave, NW
Washington, DC 20208

IES Grant Manager,

This letter is being written in support of the Virginia Department of Education's submission for the State Longitudinal Data System Grant Program (SLDS). The Department is now and has been a member in good standing of the Schools Interoperability Framework Association (SIFA®) since SIFA's founding in 2003 and was the first state to purchase SIFA bulk memberships for all 132 educational divisions of the state.

The state of Virginia was one of the first states in the nation to complete a LEA to SEA transport of data utilizing SIF Certified products. This type of leadership has now been replicated by numerous other states with the majority of the remaining states looking to follow the same path of quality assurance purchasing by Local Education Agencies. Over the past three years the SIF Association has held the Virginia Department of Education as a shining example of political, tactical and thought leadership in the identification, movement and usage of educational data.

The Department has also been instrumental in the developing SIF technical specification and certification program as well as Association leadership. Currently Bethann Canada from the Department serves on the SIFA Board of Directors and leads the Advocacy and Opportunity Board Sub-Committee. Other Department staff has been very active in the various SIFA working groups, task forces and committees who drive the business and use case need for data interoperability. The Department has also been a model of leadership by showing LEA's the criticality of local data management and solutions to support their daily operations.

Please consider this fine organization as a true "SIFA Partner" in their application to your grant program. Their project would be a great model for other states to replicate as we collectively attempt to make each American student successful and competitive. Please feel free to contact me at any time if you have additional questions or need more information.

Sincerely,

Larry L. Fruth II, PhD
Executive Director
Schools Interoperability Framework Association

Project Charter

A. General Information

Provide basic information about the project including: Project Title – The proper name used to identify this project; Project Working Title – The working name or acronym that will be used for the project; Proponent Secretary – The Secretary to whom the proponent agency is assigned or the Secretary that is sponsoring an enterprise project; Proponent Agency – The agency that will be responsible for the management of the project; Prepared by – The person(s) preparing this document.

Project Title: Triand Pilot

Project Working Title: Triand Pilot

Proponent Secretary: n/a

Proponent Agency: VA Department of Education

Prepared by: Peter Coleman

Points of Contact

List the principal individuals who may be contacted for information regarding the project.

Position	Title/Name/Organization	Phone	E-mail
Project Sponsor	Lan Neugent, VDOE		Lan.Neugent@doe.virginia.gov
Customer (User) Representative(s)	Dorothea Shannon and Eran Rubinstein, Petersburg	804-640-0015 804-479-7037	Dorothea.Shannon@doe.virginia.gov erubinstein@petersburg.k12.va.us
Customer (User) Representative(s)	Donna Matthews, Amelia Co.	804-561-2621	dmatthews@ameliaschools.com
Customer (User) Representative(s)	Pam Burnett, Carroll Co.	276-728-3191	pburnett@ccpsd.k12.va.us
Customer (User) Representative(s)	Mark Brunet, Middlesex Co.	804-758-2277	mburnet@mcps.k12.va.us
Customer (User) Representative(s)	Bethann Canada, VDOE	804-225-2099	Bethann.Canada@doe.virginia.gov
Project Mgr.	Peter Coleman, VDOE	804-225-2039	peter.coleman@doe.virginia.gov
Other Contacts	Sean Palmer (PEM) Kris Herakovich (PEM)	800-627-7990 804-363-3236	Sean.Palmer@pearson.com kris.herakovich@pearson.com
	Nicki James (Triand) Natalie Smith (Triand) Dan Hansen (Triand)		njames@triand.com natalie@triand.com dhansen@triand.com

B. Executive Summary

An Executive Summary is required when Sections C thru G of the charter are excessively long. In two or three paragraphs, provide a brief overview of this project and the contents of this document.

> The purpose of the Triand Pilot is to assess the level of usefulness of the features and functions of Triand's
> - easyConnect,
> - easyTest,
> - easyStudent,
> - easyTeach,
> - easyCommunity, and
>
> for instructional improvement and communications in the pilot divisions.
>
> The divisions will be trained and given an evaluation survey to complete during the 90-day system pilot scheduled to be completed on June 30, 2007. A report will be produced from the feedback and distributed to all parties participating in the pilot.

C. Project Purpose

Explain the business reason(s) for doing this project. The Project Purpose (the Business Problem and Project Business Objectives) is in the Project Proposal, Section B.

1. Business Problem

The Business Problem is a question, issue, or situation, pertaining to the business, which needs to be answered or resolved. State in specific terms the problem or issue this project will resolve. Often, the Business Problem is reflected as a critical business issue or initiative in the Agency's Strategic Plan or IT Strategic Plan.

> The current EIMS reports are considered limited because they do not include information on student/teacher relationships since the master schedule or course enrollment data is not part of EIMS.
> Also, EIMS lack the features and functions to:
> - move student records beyond state assessments from one division to another division, or to higher education,
> - build and share lesson plans,
> - create local formative assessments, or
> - offer parents access to their children's assignments and school announcements.

2. Project Business Objectives

Define the specific Business Objectives of the project and how success will be measured.

Objective	Measure of Success
Sign up four divisions to participate in the pilot.	1. Obtain the division's superintendent's buy-in. 2. Each division assigns the IT contact, the DDOT, a principal and a teacher (and parents?) to participate and provide feedback by completing the evaluation survey.
Use all features and functions of the Triand system.	1. Test the following: a. Load SIS data into Triand (easyConnect)

ProjectCharter for Triand pilot.doc

	b. Use assessment reports (easyData)
	c. Send and receive student records (easyStudent)
	d. Create and share lesson plans (easyTeach)
	e. Develop, administer, and view interim tests (easyTest)
	f. Use parent portal to view student's assignments and school announcements (easyCommunity)
	g. Monitor usage
	h. Change requests
Determine the effectiveness and ease of use throughout the system.	1. Time savings
	2. Easy and intuitiveness of use
	3. Data consolidation (single source)
	4. Data accuracy
	5. Usefulness

D. Assumptions

Assumptions are statements taken for granted or accepted as true without proof. Assumptions are made in the absence of fact. List and describe the assumptions made in the decision to charter this project.

1. The system will be used during the pilot for evaluation purposes only.
2. The divisions' use of the system will be at no charge during the pilot period only.
3. Continued use of the system and potential charges will be negotiated near or at the end of the pilot, if the divisions wish to continue using the system.

ProjectCharter for Triand pilot.doc

E. Project Description, Scope and Management Milestones

1. Project Description
Describe the project approach, specific solution, customer(s), and benefits.

The Project Approach

- The division users will be trained and assigned specific aspects of the system to test as their job responsibilities dictate.
- Triand will work with the divisions' IT staffs to upload the SIS information via easyConnect. Petersburg will have to provide a .csv formatted data file to Triand.
- The divisions will use the system and complete the evaluation survey.
- The divisions will participate in two conference calls after 30 and 60 days to confirm their usage, provide preliminary feedback and ask questions.
- The VDOE project manager will work with PEM and Triand to consolidate all the surveys and provide results, suggestions, conclusions and recommendations for the report to the VDOE, divisions, Pearson and Triand.

System Component	Potential Customer(s) Served	Expected Benefit(s)
Pilot System	VDOE	
	Selected school divisions	Timely, easier and useful tools to improve classroom instruction.
	Pearson Educational Measurement	Confirmation to proceed to integrate EIMS and Triand.
	Triand	Enhance partnership with VDOE and Pearson, and receive valuable feedback from school divisions.

ProjectCharter for Triand pilot.doc

2. Scope

The Project Scope defines all of the products and services provided by a project and identifies the limits of the project. In other words, the Project Scope establishes the boundaries of a project. The Project Scope addresses the who, what, where, when, and why of a project.

Who: Triand, Pearson, VDOE, Amelia Co., Petersburg City, Carroll Co., and Middlesex Co.

What: Test Triand suite of products in VA school divisions which includes:
- easyData
- easyTrain
- easySupport
- easyConnect
- easyStudent
- easy Teach
- easyTest
- easyCommunity

When: April 2007 through June 30, 2007

Why: This pilot is designed to verify the usefulness of providing data and tools to school administrators and teachers for the purpose of improving classroom instruction.

3. Summary of Major Management Milestones and Deliverables

Provide a list of Project Management Milestones. This list of deliverables is not the same as the products and services provided, but are specific to management of the project. An example of a Project Management Milestone is the Project Plan Completed.

Event	Estimated Date	Estimated Duration
Project Plan Approval	3/23/2007	
Identify users	3/23/2007	1 week
Load division SIS data	3/28/2007	2 weeks
Review the accuracy of the data	3/30/2007	3 weeks
Train users and create accounts	4/2/2007	2-3 week
Conduct conference cal after 30 days(by each division)	5/2/2007	1 week
Create evaluation survey	5/7/2007	1 week
Conduct conference call after 60 days (all divisions)	6/4/2007	1 day
Distribute survey to users	6/5/2007	1 days
Collect surveys and consolidate results	6/15/2007	3 days
Present draft report	6/21/2007	1 week
Present final report	6/28/2007	

ProjectCharter for Triand pilot.doc

F. Project Authority

Describe the authority of the individual or organization initiating the project, any management constraints, management oversight of the project, and the authority granted to the Project Manager.

1. Authorization

Name the project approval authority that is committing organization resources to the project. Identify the source of this authority. The source of the approval authority often resides in code or policy and is related to the authority of the individual's position or title.

The organizations who are committing resources to this pilot are: VDOE, PEM, Triand, Amelia Co., Carroll Co., Middlesex Co., and Petersburg City.

2. Project Manager

Name the Project Manager and define his or her role and responsibility over the project. Depending on the project's complexities, include how the Project Manager will control matrixed organizations and employees.

Peter Coleman
- Schedule and conduct conference calls will all parties after 30 and 60-days into the pilot.
- Help to communicate needs of user to outside resources.
- Track and escalate issues to major stakeholders.
- Work collaboratively with PEM and Triand to develop the evaluation survey and draft the report.

3. Oversight

Describe the Commonwealth or Agency Oversight controls over the project.

Status Meetings

Upon formal approval of the Project Charter, the project's status will be an ongoing agenda item of the weekly EIMS status meetings held each Thursday at 2PM between VDOE, Pearson and Triand.

G. Project Organization

1. Project Organization Chart

Provide a graphic depiction of the project team. The graphical representation is a hierarchal diagram of the project organization that begins with the project sponsor and includes the project team and other stakeholders.

ProjectCharter for Triand pilot.doc

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┌─────────────────────────────────────────────────────────────────┐
│                        ┌──────────────────┐                       │
│                        │   VDOE Sponsor   │                       │
│                        └──────────────────┘                       │
│                                 │                                 │
│                      ┌─────────────────────┐                      │
│                      │ Project Manager (PM) │                      │
│                      └─────────────────────┘                      │
│          ┌──────────────┬─────────────────────┐                   │
│   ┌────────────┐  ┌──────────────┐  ┌─────────────────────┐       │
│   │  Triand PM │  │  PEM EIMS PM │  │ Each Division's EIMS PM │    │
│   └────────────┘  └──────────────┘  └─────────────────────┘       │
└─────────────────────────────────────────────────────────────────┘
```
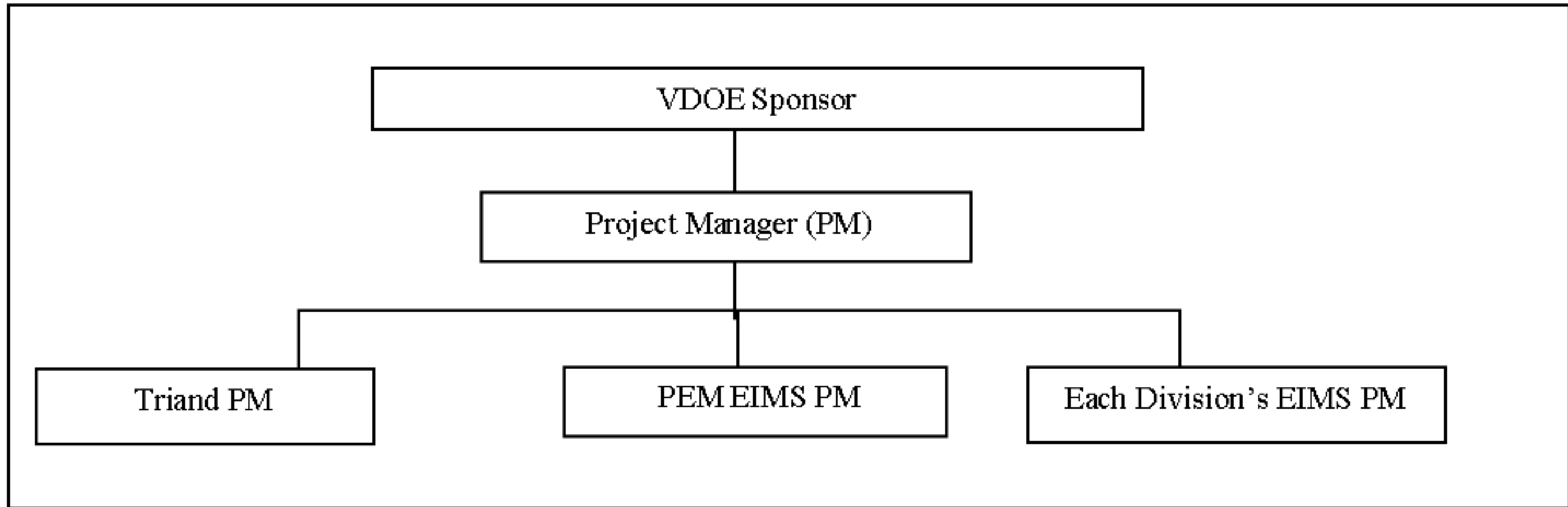
2. Organization Description

Describe the type of organization used for the project team, its makeup, and the lines of authority.

Each of the stakeholders listed above will work to ensure a successful pilot. The project manager will act as the project's main coordinator for both communication and dissemination of all pertinent information.

3. Roles and Responsibilities

Describe, at a minimum, the Roles and Responsibilities of all stakeholders identified in the organizational diagram above. Some stakeholders may exist whom are not part of the formal project team but have roles and responsibilities related to the project. Include these stakeholders' roles and responsibilities also.

VDOE
- sponsor the pilot
- assist in evaluation of pilot
- provide project management

Division
- participate in loading of the data, training and use of the system
- complete the evaluation survey
- participate in the pilot status conference calls

PEM and Triand Groups
- provide project management assistance
- provide training to divisions
- assist in creating the evaluation survey
- participate in the pilot status conference calls
- assist in the development of the draft report

H. Resources

Identify the initial funding, personnel, and other resources, committed to this project by the project sponsor. Additional resources may be committed upon completion of the detailed project plan.

Resources	Allocation and Source
Funding	n/a

ProjectCharter for Triand pilot.doc

Project Team (Full and Part Time Staff)	PEM/Triand/VDOE/selected school divisions
Customer Support	Triand and PEM
Facilities	n/a
Equipment	n/a
Software Tools	Triand
Other	

I. Signatures

The Signatures of the people below document approval of the formal Project Charter. The Project Manager is empowered by this charter to proceed with the project as outlined in the charter.

Position/Title	Signature/Printed Name	Date
VDOE / Project Sponsor and Asst. Supt. Of Technology and Human Resources	Lan Neugent	
VDOE / Director of Information Management	Bethann Canada	
VDOE / Project Manager	Peter Coleman	
Petersburg City / Superintendent		
Carroll Co. / Superintendent		
Middlesex Co. / Superintendent		
Amelia Co. / Superintendent		
Pearson Education Measurement / Program Manager	Sean Palmer	
Triand / President	Dan Hansen	

ProjectCharter for Triand pilot.doc
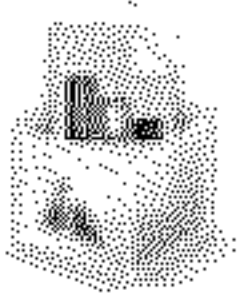
easy*DATA*

Online Virtual Data Warehouse
You only need a browser. No hidden costs.

easyDATA is a web-native online data warehouse for quickly delivering actionable information to all teachers, principals and administrators.

FEATURES

- Distribute assessment results to all educators in minutes
- Consolidate all information into one place
- Complete solution, no additional hardware or software required
- Simple one-click reports allow everyone to quickly see their actionable information
- Quick web-base configuration
- SIF Certified - No additional purchases necessary
- Nothing to install, just upload your data.
- Online training courses quickly get users making data driven decisions

- View teacher, school, area, district level reports
- Online NCLB reports help everyone understand their contribution
- Comprehensive reporting ability:
  State Summative Assessments,
  District Formative Assessments,
  Student Learning Plans, etc.
- Thousands of reports already configured for data-driven decision making
- No user fees, unlimited usage
- Already scaled for millions of users
- Start using immediately
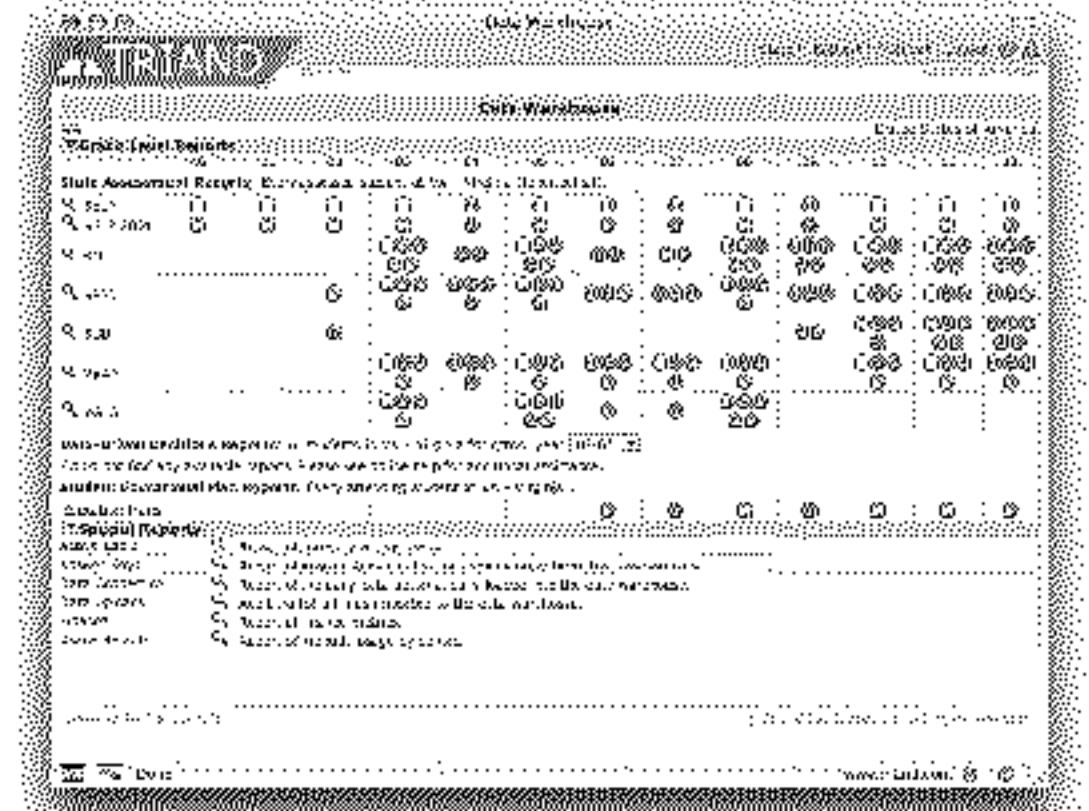
easyDATA provides simple, intuitive access allowing everyone to easily see how they can contribute to improving student performance.

BENEFITS

- Information so simple to access that your teachers can immediately begin using data-driven decisions to improve student performance in the classroom
- Easy to Learn - intuitive user interface with role-based reporting
- Access hundreds of reports: a few clicks provides information to all
- No difficult query skills required
- Easy to find the specific information you need
- Export to high impact charts and graphs

- Organized in easy to read color formats
- Load your online data warehouse in only 20 minutes
- No additional hardware or software to purchase
- Integrates all your information: students, teachers, assessments, interventions, curriculum, etc.
- Always secure: FERPA, HIPPA and COPPA compliant
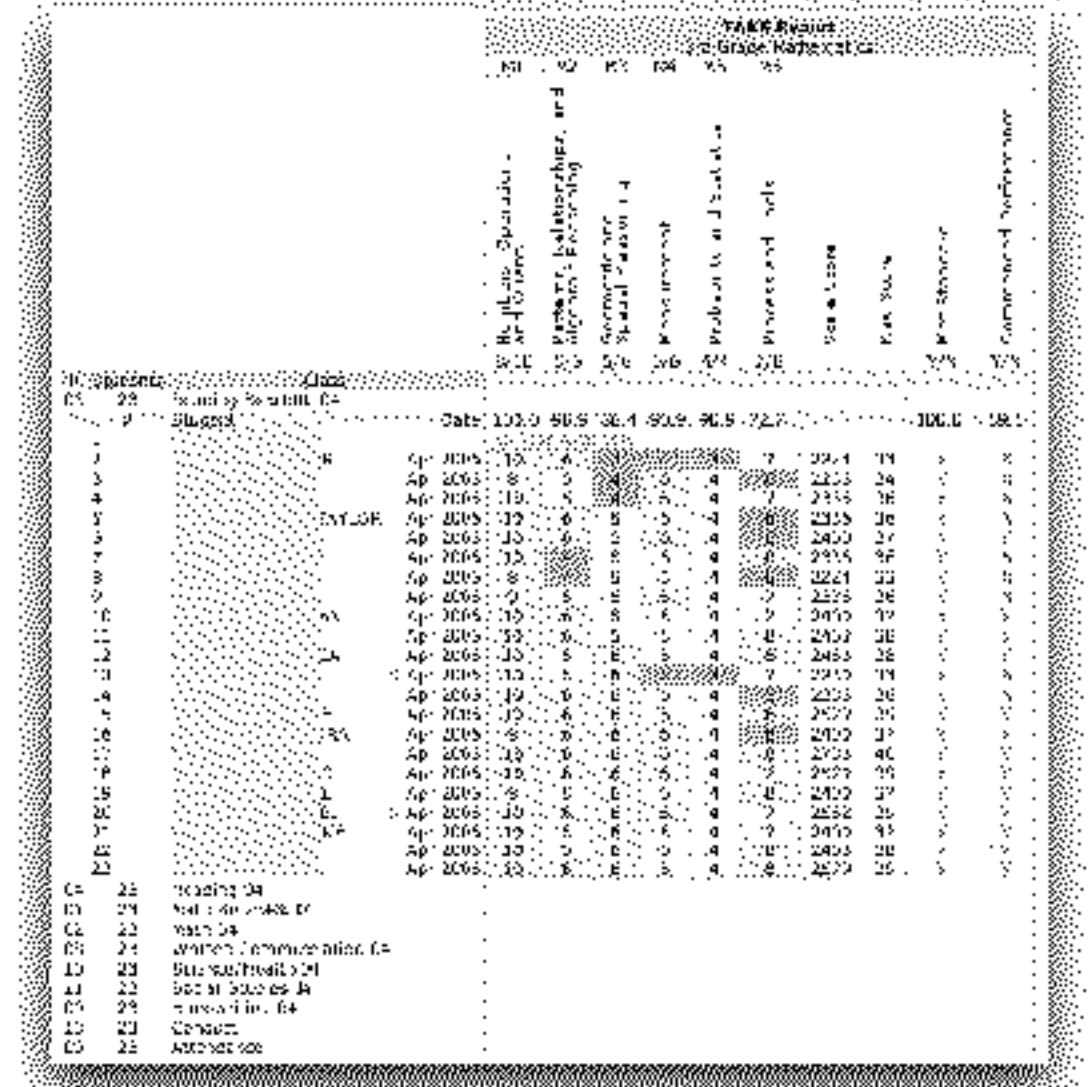
easyDATA reports are teacher friendly providing quick flexible grouping for targeted instruction.

TRIAND

Easy online tools for teaching, learning, measuring, collecting and reporting.

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PR/Award # R372A070012

easyDATA

Easy online tools for teaching, learning, measuring, collecting and reporting.

QUICK START

Upload your state assessment files today and instantly see online One-Click reports by grade level and content area. Reports are available through a role-based authorization for the classroom, school or district level instantly.

You can be viewing results online in the next ten minutes!

Simple Three Step Process:

1 - Upload State Assessment Files
2 - Immediately View District and School Results
3 - Load Real-time Student and Teacher Data (Optional)
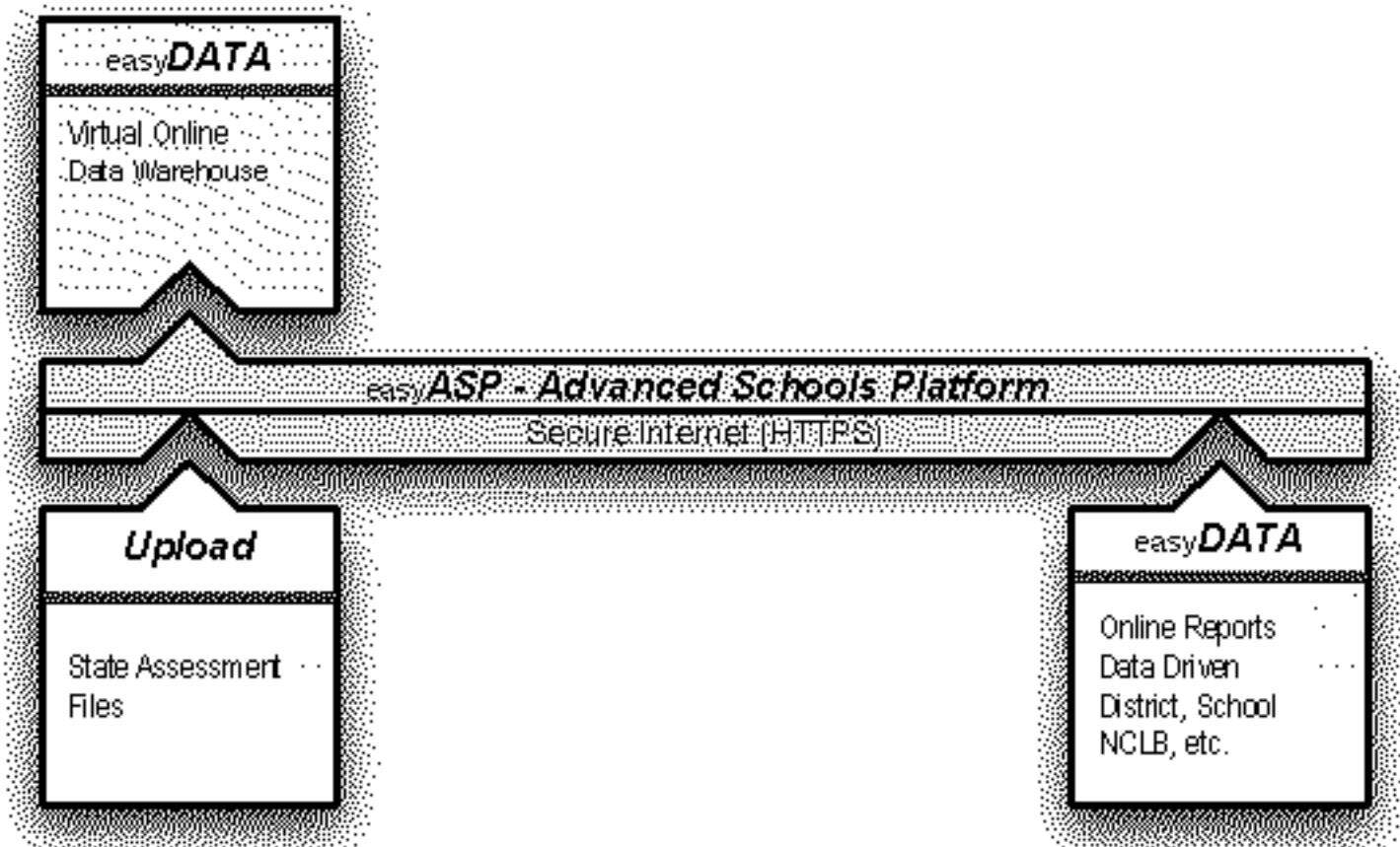
Comprehensive Online Virtual Data Warehouse:

The easyDATA system is integrated with other easyASP (the Advanced Schools Platform) solutions.

When other components of the Advanced Schools Platform are purchased easyDATA becomes a comprehensive, sophisticated, longitudinal, data warehouse solution that quickly addresses the data driven reporting requirements for everyone in your district or school.

easyASP - Advanced Schools Platform

The Advanced Schools Platform is a comprehensive education technology platform that delivers best-of-breed solutions to all education organizations.

Triand is the only company investing in a global education technology platform to deliver best-of-breed solutions to all education organizations.

easyASP Powered by

easyASP provides an integrated solution that automatically and efficiently moves critical information between departments increasing the efficiency of your organization.
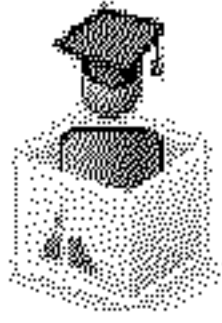
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Curriculum, Lesson Plans, Aligned Resources

easy**TEST**
Standards Based Assessment Solution

easy**STUDENT**
Improving Student Performance

easy**COMMUNITY**
Online Local Community Outreach

easy**TRAIN**
Professional Development for Educators

easy**SUPPORT**
Managing Users and Driving Adoption

easy**PARTNER**
Integrating 3rd Party Solutions

easy**CONNECT**
Automatically Load Your Data Warehouse

easy**DATA**
Online Virtual Data Warehouse

easy**DICTIONARY**
Metadata for Your Data Warehouse

easy**QUALITY**
Certified State Data Collections

easy**IDENTIFIER**
Unique Identifiers for Students and Teachers

easy**LICENSURE**
Highly Qualified Teacher Licensure System

easy**EDEN**
Automatic EDEN File Creation

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easy**CONNECT**

Automatically Load Your Data Warehouse
You only need a browser. No hidden costs.

easyCONNECT is a zero footprint, web-native, SIF Certified, connectivity solution for loading information into your online data warehouse (easyDATA). No additional hardware or software to purchase.

FEATURES

- Automatic process for moving information to your data warehouse
- Data import validation process
- Automated error checking and error reporting
- SIF Certified Solution
- Automatic Import Mapping Conversions
- State of the art advanced security for FERPA Compliance
- No usage fees, unlimited usage
- Already scaled for very large data sets
- Start using immediately

- No additional hardware or software required
- No hidden costs- in either time or resources
- Pre-configured to quickly get your school connected
- Connects to Triand Zone Integration Server (ZIS)
- Loads data from many sources: ODBC, XML, CSV, etc.
- National Standards Compliant: EDEN, NCES, SIF, PESC
- Minimal technical skills required to get your district up and running

easyCONNECT is the only SIF Certified solution that does not require a district to purchase additional hardware or software.

BENEFITS

- A quick ten minute setup configures how you want your data displayed
- Minimum technical skills required to get your district up and running
- Automated, daily, unattended data loading frees critical human resources
- Robust reporting for each school with detailed field element reports quickly spots data anomalies

- Easily address student mobility, teachers see the students in their classroom today.
- Unlimited amount of data. No additional costs for data importing
- No additional hardware or software is required for use

easyCONNECT reports provide your district with comprehensive connectivity reports to ensure reliable, robust real-time data.

Easy online tools for teaching, learning, measuring, collecting and reporting.

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easyCONNECT

HOW IT WORKS

Triand easyCONNECT allows districts to achieve maximum functionality and integration of student information and performance data – providing all stake-holders with the information needed to assist students in achieving goals and improving performance. Robust data makes it possible to track progress toward goals throughout the academic year. At Triand, we are making it easy to CONNECT your student data and make it work for you in the classroom.

Triand easyCONNECT provides the widest variety of options for connecting your data; either directly from the SIS or by data upload using CSV files. Most districts can connect in as few as 5 easy steps. Ongoing uploads are managed at the district level based on your preferences - needs, mobility rates, and testing schedules.

Triand easyCONNECT is a SIF Certified Solution that does not require the district or school to purchase any additional hardware or software. Triand easyCONNECT includes a fully certified SIF Agent and the corresponding virtual ZIS.

easyDATA — Virtual Online Data Warehouse

ZIS

easyTEST — Standards based formative assessments

easySTUDENT — Individualized student learning plans

easySUPPORT — Managing users and driving adoption

easyASP - Advanced Schools Platform — Secure Internet (HTTPS)

easyCONNECT — Certified SIF Agent

easyCONNECT — CSV File Upload

Upload — State Assessment Files

easyDATA — Online Reports Data Driven District, School NCLB, etc.

SIS — SASIxp, Pentamation, Skyward, PowerSchool, etc.

Special Ed

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easyASP Powered by TRIAND

easyASP provides an integrated solution that automatically and efficiently moves critical information between departments increasing the efficiency of your organization.

easyTEACH — Curriculum, Lesson Plans, Aligned Resources

easyTEST — Standards Based Assessment Solution

easySTUDENT — Improving Student Performance

easyCOMMUNITY — Online Local Community Outreach

easyTRAIN — Professional Development for Educators

easySUPPORT — Managing Users and Driving Adoption

easyPARTNER — Integrating 3rd Party Solutions

easyCONNECT — Automatically Load Your Data Warehouse

easyDATA — Online Virtual Data Warehouse

easyDICTIONARY — Metadata for Your Data Warehouse

easyQUALITY — Certified State Data Collections

easyIDENTIFIER — Unique Identifiers for Students and Teachers

easyLICENSURE — Highly Qualified Teacher Licensure System

easyEDEN — Automatic EDEN File Creation

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easy*STUDENT*

Improving Student Performance
You only need a browser. No hidden costs.

easySTUDENT creates, monitors and reports individualized student education plans providing educators with the unique insights required to help all students succeed.

FEATURES

- Leverage student data for individuation with our proven tool for creating, monitoring and reporting student interventions at grade level.
- Identify at risk students and set goals for student success
- Track student progress toward ontime graduation

  Automatically Generate Parent Letters
- Quickly determine students in need of interventions
- Generate a report of students not accumulating timely credit
- Flags for students that have not met state assessment standards databases.

- Flags for students that have not met state assessment standards
- Create Individualized Learning and graduation plans for every student
- Monitor students who still are in need of plan
- Create a log of parent communications
- Quickly and easily send high school transcript off to the colleges and universities of your choice.

BENEFITS

- Next generation framework for education technology
- EasyTranscript works with all student information systems
- Accurate student identity protocols support mobile student populations, avoiding duplicate data, mistaken records, and insuring appropriate placement.

- Leverage student data for decision support, individuation, and resource allocation
- Monitor interventions and personal plan usage

  Quickly and easily send high school transcript to college.
- Easy tracking of electronic student transcripts transfers via PESC approved format
- Easy LEA to SEA reporting

easySTUDENT creates a complete longitudinal student record with academic and enrollment information

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Easy online tools for teaching, learning, measuring, collecting and reporting.

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easy*STUDENT*

Easy online tools for teaching, learning, measuring, collecting and reporting.

Let Triand Send Your Transcript to College

Students in Triand member districts can now quickly and easily send their high school transcript off to college. Special format extracted from the rich Triand data set...provides colleges and universities with just the decisional information needed.

The Post Secondary Electronic Standards Council (PESC)

Specifies two methods for electronic transfer of student transcripts: EDI and XML. Triand supports both of these standards and colleges can elect to receive either or both of these electronic standards. Additionally, colleges can elect to receive high school transcripts by an encrypted email attachment or a secure web page.

Track Transcripts

Legal release of the transcript by the student, parent or high school guidance counselor is handled by the Triand transcript system and a complete audit trail is maintained by the system.
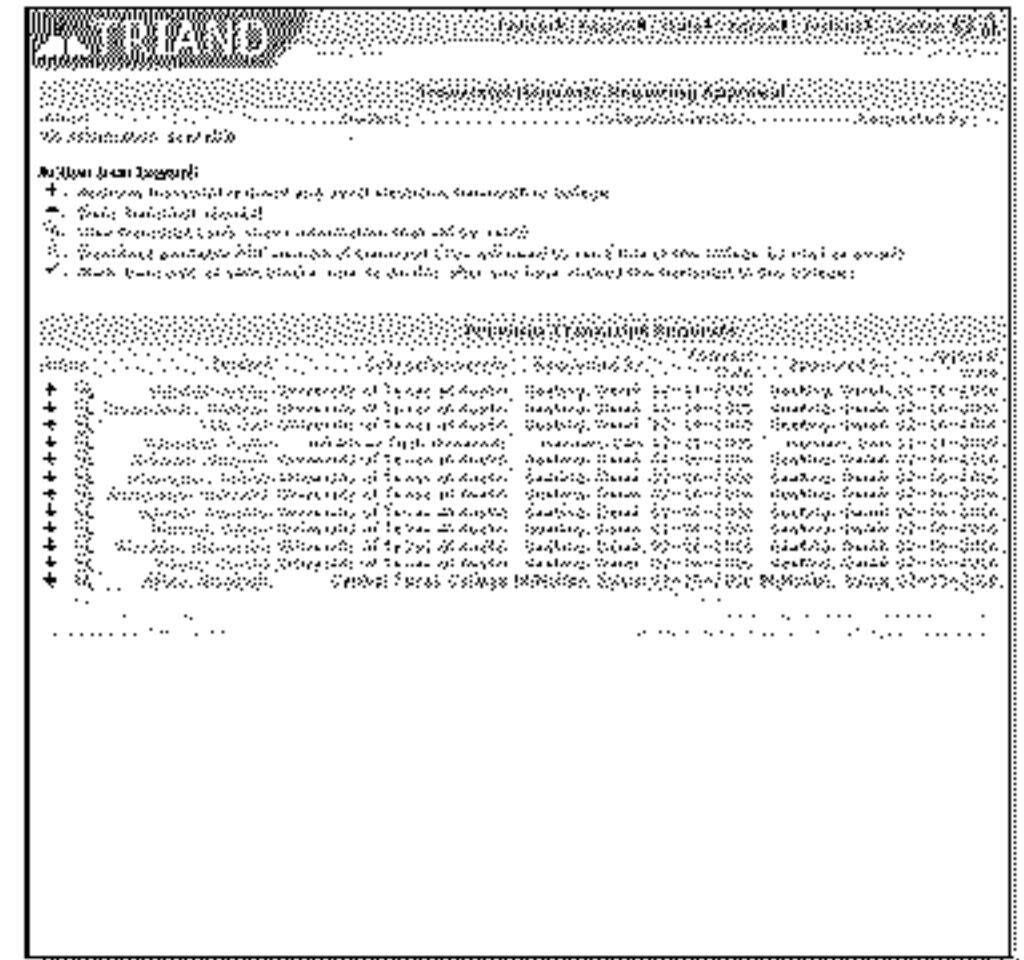
easySTUDENT takes the hassle out of paper transcripts to college

easy*ASP - Advanced Schools Platform*

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TRIAND

Project Narrative

Other Narrative

<u>Attachment 1:</u>
Title: Pages: Uploaded File: **319-Mandatory_Dept_of_Education_Budget_Information_for_Non-Construction_Programs_(ED-524)_-b.pdf**

<u>Attachment 2:</u>
Title: Pages: Uploaded File: **1825-Dept_of_Education_Budget_Information_for_Non-Construction_Programs_(ED-524)a.pdf**

Virginia 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 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)

ED Form No. 524

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

OMB Control Number: 1890-0004

Expiration Date : 10/31/2007

* Name of Institution/Organization
Virginia 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	75,000.00	78,000.00	81,120.00			234,120.00
2. Fringe Benefits	22,500.00	23,400.00	24,336.00			70,236.00
3. Travel	10,000.00	10,000.00	10,000.00			30,000.00
4. Equipment						0.00
5. Supplies						0.00
6. Contractual	1,500,000.00	2,024,384.00	2,000,000.00			5,524,384.00
7. Construction						0.00
8. Other	5,000.00	15,000.00	5,000.00			25,000.00
9. Total Direct Costs (lines 1-8)	1,612,500.00	2,150,784.00	2,120,456.00	0.00	0.00	5,883,740.00
10. Indirect Costs*	61,050.00	56,121.60	53,482.46			170,654.06
11. Training Stipends						0.00
12. Total Costs (lines 9-11)	1,673,550.00	2,206,905.60	2,173,938.46	0.00	0.00	6,054,394.06

*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: 07/01/2006   To: 06/30/2007   (mm/dd/yyyy)

* Approving Federal agency: ☑ ED   ☐ Other (please specify):

(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)?

ED Form No. 524

Budget Narrative

Budget Narrative

<u>Attachment 1:</u>
Title: Pages: Uploaded File: **374-Mandatory_BudgetNarrative.pdf**

Project Name: Leveraging Virginia's Longitudinal System

Budget Narrative:

The proposed project budget includes the following:

- Salary and fringe benefits of the project manager (4 % annual increase)
- Travel expenses related to training and required grantee meetings ($10,000 per year)
- Other expenses ($5,000 per year to convene user meetings, $10,000 in Year 2 to load curriculum into the learning management system
- Contractual expenses as shown in the table below

Contractual Expense	Year 1	Year 2	Year 3
Add easyDATA at $1 per student	1,300,000	1,300,000	1,300,000
Add easySTUDENT for high school students only at .50 per student	200,000		
Add easySTUDENT for all students at .50 per student		700,000	700,000
Deliver Data Quality Curriculum to 6096 individuals (3 per school and 3 per division at $4 per person)		24,384	
TOTAL	1,500,000	2,024,384	2,000,000

The proposed project budget of $6,054,394.06 will supplement an additional (b)(4) in state funding earmarked for continued development and support of Virginia's longitudinal system.

Project Contact:

Bethann H. Canada
Virginia Department of Education
PO Box 2120
Richmond, VA 23218
804-225-2951
Bethann.canada@doe.virginia.gov