Information Resource Management Plan

Department of Education

November 1999

1. CONTEXT OF IRM PLAN

1.1 SCOPE OF IRM PLAN

This Information Resource Management (IRM) Plan is owned and maintained by the Department of Education's Information Resource Management Steering Committee and is utilised in carrying out its designated roles of:

1. To oversight the development of an information resource management plan for the department.

2. To endorse IT standards and arrangements for IT infrastructure provision for the agency and appropriate mechanisms to ensure compliance with standards including purchasing arrangements and major service contracts.

3. To establish business planning principles to be applied in new IT investments, to approve business cases for significant information and technology projects and to review projects to ensure that they are in accordance with strategic priorities and were both financially and technically feasible.

4. To develop and adopt information resource management policies for the department.

5. To maintain an overview of the Department's overall IT budget and major IT project implementation.

1.2 OBJECTIVES OF IRM PLAN

The IRM Plan can be viewed as a project or operating plan for information and technology investment within the Department of Education to ensure that the following objectives are addressed:

1. That activities are appropriately aligned with the strategic agenda of the Department

2. That there is a shared understanding of the current situation and the Department of Education's direction, which is consistent with government strategy

3. That a complete, coherent and managed framework of activities is being pursued

4. That risks, issues and concerns within the current framework of activities can identified and pro-actively addressed

5. That the Department's overall information and technology budget can be managed

6. That major information and technology projects can be initiated, developed and managed as a cohesive set of activities

1.3 PROCESS OF ONGOING DEVELOPMENT OF IRM PLAN

1. The initiatives within the IRM Plan should be updated by project managers of the relevant initiatives twice a year, with the updated document subsequently presented to IRM Steering Committee for review and consideration.

2. The description of an initiative (limited to an A4 page) should include:
    a) What – a statement of the outcomes and / or outputs
    b) How – the activities planned and / or underway
    c) When – performance against milestones
    d) Who – project manager
    e) Budget – for the next three years

3. A summary of the Department's commitment to the initiatives should be included. The level of Departmental commitment to each of the initiatives will be categorised as:
    a) Department committed and funded
    b) Department committed subject to funding
    c) Exploratory / Investigative

4. The initiatives described within the IRM Plan should be endorsed by the IRM Steering Committee and hence the Department's Executive as an appropriate framework of activities.

5. All new initiatives should be integrated into the IRM Plan through the Business Planning Framework, that is progressively being implemented throughout the Department.

2. KEY ASPECTS OF THE IRM PLAN

2.1 STRUCTURE OF THE IRM PLAN

The Department of Education's IRM Plan is comprised of eight components:

- ***Building a Communications Network*** covers initiatives for the establishment of telecommunications services and central facilities required to link the department's various sites.

- ***Enabling Access to Information*** covers initiatives to provide equitable access to global information resources to students, teachers and the general Tasmanian community.

- ***Building Schools Infrastructure*** covers initiatives for the installation, maintenance and support of computer hardware and networks at school sites.

- ***Providing Professional Development*** covers initiatives that provide staff with the training to effectively utilise IT resources.

- ***Creating Content*** covers initiatives that create, acquire or access digital content.

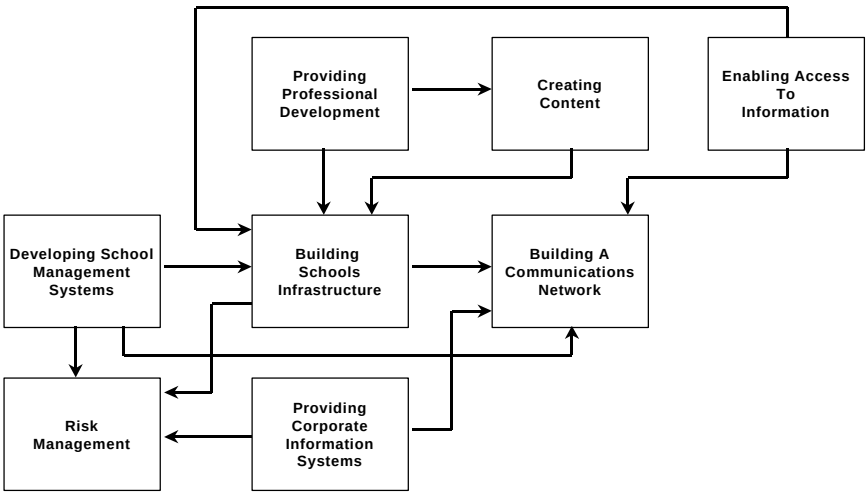
- ***Developing School Management Systems*** covers initiatives for systems to assist schools with the management of the critical information resources found within a school environment.

- ***Providing Corporate Information Systems*** covers initiatives for information systems to assist the Corporate Services Group in providing quality services to the other areas of the department.

- ***Risk Management*** covers initiatives to ensure that the Department of Education identifies and manages those risks associated with the IRM Plan, with the current focus being, in consideration of the Year 2000 "millennium bug", to ensure that the Department of Education will successfully transition to the next century.

2.2 THE NEED FOR AN INTEGRATED IRM PLAN

There are many relationships between the eight components of the IRM Plan. Some of the significant relationships have been indicated on the below diagram, however, many have not. It is important that each of the components of the IRM Plan should be considered as part of an overall design, and changes to any one component can have an effect on many other components.



It can be seen from the diagram that the central integral component to the IRM Plan is *Building A Communications Network*. Such a telecommunications infrastructure developmental process is integral to the success of many related initiatives.

For example, *Building Schools Infrastructure* (eg. classrooms computers) requires *Building A Communications Network* to establish modern telecommunications services to allow such classroom computers to be used effectively to access information resources (eg. the Internet) and to communicate with other students and teachers (eg. via email).

Building Schools Infrastructure creates essential infrastructure that many other components rely on for delivery of other services. For example, both *Providing Professional Development* (eg. investigating new ways of teaching and learning) and *Enabling Access to Information* (eg. accessing Web resources) depend on classroom computers being available.

3. BREAKDOWN OF COMPONENTS OF IRM PLAN

The following is a list of initiatives that make up the components of the IRM Plan with costing breakdown for these initiatives included separately. Some of the initiatives are maintenance of effort of work already underway, whereas others are new initiatives.

3.1 BUILDING A COMMUNICATIONS NETWORK

3.1.1 Telecommunications Services for Schools

What: Provide telecommunications services that will allow all those computers connected to a school local area network to access services such as the Internet and email.

How: Schools will be provided with a telecommunication services that meets their current needs, either through a dial up or a permanently connected service.

Schools will be provided with higher speed lines as the need for extra bandwidth increases, with the maximum bandwidth of schools capped at levels based upon student enrolment. Those schools with additional bandwidth requirements may also purchase higher capacity services.

When: All schools have an Internet connection. These will be progressively updated as needed and within available resources.

Who: Max Gentle, Deputy Director (Information Technology), Information Management Branch

3.1.2 Telecommunications Services for Libraries and Other Services

What: Provide telecommunications services to Libraries and other sections of the Department to allow network connections between groups and to the Internet

How: Branches will be provided with a telecommunication services that meets their current needs, either through a dial up or a permanently connected service. Units will be provided with higher speed lines as the need for extra bandwidth increases.

When: All sites have telecommunications services in place. These will be upgraded as needed.

Who: Max Gentle, Deputy Director (Information Technology), Information Management Branch

3.2 ENABLING ACCESS TO INFORMATION

3.2.1 TALIS Replacement

What: Manage existing collections of, and provide access to, contemporary digital information resources on a statewide basis through resources of the State Library of Tasmania.

How: Replace the current TALIS software package with a contemporary software solution. This new software will allow users to search across multiple information sources and display graphical as well as textual material.

When: Replacement of the system to commence in 1999-2000 with the new software package due for implementation by January 2000.

Who: Belinda Flowers, Manager (Information Systems Support), State Library of Tasmania

3.2.2 Archives System Replacement

What: Manage existing holdings and archival responsibilities and functions, provide access to contemporary digital information resources through the Archives Office of Tasmania, and address the Year 2000 issue with the current system.

How: Replace the current Archives System software package with the identified Archives One system. Document the changes and customisation requirements needed to adapt the system to the Tasmanian circumstances and legislative framework

When: Trial installation of the new system towards the end of 1999 that will be used for testing and training. The system is expected to go live in April 2000.

Who: Ian Pearce, State Archivist, Archives Office of Tasmania

3.2.3 Tasmania Online

What: Provide organised access to the general Tasmanian community and the rest of the world to Tasmanian content that may be found on the web.

How: Continue to maintain the Tasmanian Government web entry point and provide a value-added index of Tasmanian web sites. Refine infrastructure to enhance search engine capabilities and self management of information resources.

When: Ongoing commitment, that may expand and adapt with the growth of Service Tasmania Resource Discovery Service and the Tasmanian Digital Gateway.

Who: Lloyd Sokvitne, Manager (Information Systems Development), State Library of Tasmania

3.2.4 Service Tasmania Resource Discovery

What: The Department of Education will provide for Service Tasmania the Resource Discovery Service (RDS) that will provide and manage a whole of Government web-based information service that enables the community to identify and use information and services provided online by the full range of Government agencies.

As Lead Agency for Service Tasmania Online, continue to develop online access and information management services for Whole of Government as appropriate and as negotiated with Service Tasmania.

How: The RDS will provide a metadata management facility, a whole of Government search engine, management of the Service Tasmania Online web site and facilitation of whole of Government web publishing and metadata standards.

When: Progressive development of software and required standards in 1999 with most aspects of the RDS in place by 2000.

Who: Lloyd Sokvitne, Manager (Information Systems Development), State Library of Tasmania

3.2.5 Enable Access to Departmental Information via the Web

What: Within all aspects of the department's operations make appropriate use of the Web as a communication and information dissemination tool.

How: Establish and ensure the ongoing maintenance of high quality Departmental Internet and Intranet sites. Establish policy, process and technology infrastructure to ensure that utilisation of the Web within the department is efficient and ubiquitous.

When: In 1999-2000 review the current Departmental Internet site and establish a Departmental Intranet and promote the utilisation and migration of information resources into these structures.

Who: Mitchell Knevett, Manager (Information Resources), Information Management Branch

3.2.6 Tasmanian Communities Online Program

What: Enable all Tasmanians to have access to computer technology close to where they live.

How: A network of approximately 60 Online Access Centres managed by the community will be established around the State.

These Centres provide access to, and training in, the use of advanced technology, including access to the Internet, World Wide Web, and electronic government and community information. The Centres allow communities to showcase electronically their heritage, cultural life and services.

When: There are now 45 sites operational in Tasmania. Applications have been called for grants to establish a further 15 Online Access Centres.

Who: Judith Timbs, Project Manager, State Library of Tasmania

3.3 BUILDING SCHOOLS INFRASTRUCTURE

3.3.1 IT Infrastructure Grants Program

What: Schools are provided with grants to acquire IT infrastructure and technical support services.

How: Grants totalling $10.2M have been provided to schools as first year grants with 75% of this amount then provided for two more years. Schools were initially selected by Districts on the basis of their readiness to develop such IT infrastructure and incorporate it into school educational programs.

When: In 1998-1999 there was $3.7M distributed to 80 schools. In 1999-2000 there will $6.5M distributed with the program extended to include all schools.

Who: Max Gentle, Deputy Director (Information Technology), Information Management Branch

3.3.2 IT Infrastructure Advisory Service

What: Ensure that schools have access to the current best practice advice on products and services for the technical support of IT infrastructure.

How: A technical advisory service of seven School Support IT Consultants has been established to provides schools with information and advice on IT products and support services.

The service will liaise also with local IT vendors to ensure schools have access to quality products and services.

When: The IT Infrastructure Advisory Service will be maintained in 1999 – 2000 and progressively expanded through consultation with schools to include relevant presentations and written guides.

Who: Max Gentle, Deputy Director (Information Technology), Information Management Branch

3.3.3 Second Hand Computers Initiative

What: Suitable surplus computers from Tasmanian and Commonwealth Government departments will be re-deployed into schools.

How: Through the State Government's *Technology Acquisition and Redeployment Project* (TARP) identified computers will be passed from Government Departments on to schools.

Excess computers will also be available through the Commonwealth Government and those already re-deployed through the Department of Education.

Only computers meeting minimum standards will be passed to schools. Selected vendors will transport, store, test and prepare the computers for use in schools.

When: This program began in 1999 and will continue. At least 420 computers have been distributed to schools through this mechanism.

Who: Max Gentle, Deputy Director (Information Technology), Information Management Branch

3.3.4 Provide Base Operating Software for Schools

What: Provide a suite a standard productivity software for use within schools to assist educators with common and generic everyday tasks.

How: Provide access to a comprehensive suite of Microsoft products and virus protection software for a single flat fee on a per user basis.

Such an approach will simply the licencing and distribution processes. This will remove current associated costs and administrative requirements from schools.

When: Contractual arrangements have been established and the distribution of relevant software occurred in 1999 - 2000.

Who: Max Gentle, Deputy Director (Information Technology), Information Management Branch

3.3.5 Managed Network

What: Improve technical support in Government schools.

How: The Managed Network pilot project is to be undertaken to determine: how IT support may be best delivered; the needs schools have with respect to support; the IT standards in all school environments; how IT support may be provided effectively to isolated schools; and if the idea of the schools providing their own IT support is a viable option.

The pilot will provide IT infrastructure support into schools through the provision of specialist services in the areas of: management of schools servers including installation, upgrade and general support; management of the SACS server; management of all active network equipment; management of processes to ensure efficient support for school PCs; management of virus software and other systems software; set-up of school to access Internet; and management of routine support staff.

Schools will retain responsibility for their overall technical support, with assistance being provided from the two levels of support (specialist and routine). Schools are expected to fund the needs for routine technical support from the IT grants given to the school.

The specialist technical support is to be provided by technicians engaged through the Managed Network pilot, with these technicians servicing clusters of schools throughout the State to assist schools support and make better use of their learning technologies.

When: Establish pilot schools, Expression of Interest to vendors, and training of vendors in late 1999, with pilot program to commence by end of year. Review of the pilot scheme May 2000 and then start of full scheme July 2000.

Who: Max Gentle, Deputy Director (Information Technology), Information Management Branch

3.3.6 Network Cabling

What: Develop network cabling infrastructure in schools to allow computers to share information and access external information resources such as the Internet and email.

How: A one off capital development program would be undertaken to improve the network cabling in government schools. Schools would receive a one off grant based on a number of factors including size and type of school campus. Cabling would be undertaken by qualified contractors according to industry and departmental standards.

When: In 1999-2000 determine cost of fully cabling all schools, provide determined appropriate levels of funding, and subject to available funds carry out required work.

Who: Max Gentle, Deputy Director (Information Technology), Information Management Branch

3.4 PROVIDING PROFESSIONAL DEVELOPMENT

3.4.1 Educational Professional Development Project (ECPD)

What: Ensure that all teachers will have access to professional development to enable them to use the new technologies.

The ECPD project will compliment the provision of IT resources to Government schools by providing a comprehensive range of professional development opportunities in educational computing for all teachers in Government schools.

How: Ensure that all teachers are competent in the use of computers in four pre-requisite courses of *Introduction to Computers in Education; Introduction to Word processing & Publishing in Education; Internet & E-mail in Education; Multimedia & Web publishing in Education*. Introduction of a fifth course *Integrating ICT into Teaching & Learning* with the aim of extending the skills learnt in the first four units into the application of these skills in the classroom.

Ensure that several methods of support are available to teachers and schools in order that school professional development plans can be developed and implemented and that teachers are competent in the application and integration of the pre-requisite skills.

Provide support via a state-wide team of seven full-time education officers whose role includes: the facilitation of learning workshops; shared effective planning strategies to assist Principals, senior staff and teachers; devise and implement ongoing plans for the use of IT in teaching and learning; and direct support of the In-School Resource Teacher program.

Identify at least one resource teacher in each school with the appropriate skills to assist other teachers to use educational IT resources.

Provide teachers with opportunities to gain competency-based post-graduate qualifications from their workplace practice in the use of IT for teaching and learning.

Continue the programs in the "Good Practice Network" and "Lighthouse Schools" in order to promote the use of IT and facilitate sharing of this practice between teachers and schools.

Provide opportunities for teachers to participate in the Graduate Certificate Modules - "Teaching and Learning"; and "Implementing Good Practice". These modules provide national recognition for the professional competence of teachers extending their knowledge and skills in the incorporation of the technology into teaching and learning programs.

Provide teachers with the appropriate skills to effectively use a range of interactive tools offered on the Discover Education Web Site.

Provide key personnel in schools with professional development in the process of sharing resources, teaching strategies and demonstrations of good practice, via the Discover Digital Resource Databank.

When: The relevant targets are 50% of teachers will have completed all prerequisite courses by December 1999 and 75% of teachers will have completed all prerequisite courses by December 2000.

Ensure approximately 20% of all state teachers per year undertake and achieve competencies in the first two modules of the Graduate Certificate in Educational Computing. This certificate is now being offered to teachers through out the state

Currently 218 schools in the state have In-School Resource teachers and 120 schools have undertaken planning workshops for the implementation of IT in their schools.

Who: Newton Sigrist, Manager (Educational Computing), Professional Development Services Branch

3.4.2 Promotion and Delivery of Online Learning Resources

What: Provide key personnel within the Department with professional development in leading the process of instructional design and delivery of on-line courses.

Provide all staff with a contemporary and contextual understanding of the changing focus in flexible teaching and learning.

How: Integrate these activities into the development of the Discover education web site and the work of the Online Learning Coordinator.

Train and support key personnel interested in designing, developing and delivering on-line courses for principals, teachers, students and corporate staff.

Conduct seminars throughout the state to raise awareness amongst teachers and corporate staff of the professional development opportunities, resources and services available on-line.

When: Ongoing development of activities through the Discover education web site team.

Who: David Hanlon, Director (Office of Education), Office of Education.

3.5 CREATING CONTENT

3.5.1 OPEN IT

What: The OPEN-IT project, through funding obtained from the Regional Telecommunications Infrastructure Fund (RTIF), will transform educational materials and other selected cultural, natural and scientific heritage of Tasmania into digital multimedia.

How: The resultant resources will be made available electronically through the Internet and utilised as key online learning resources for all the community.

The heritage material will be a combination of historical material and 'cutting edge' areas of scientific development with emphasis placed on past, present and future scientific and technological applications that are especially important for the economic and cultural development of Tasmanian society.

When: Content creation beginning in 1999-2000.

Who: John Annells, Project Manager (OPEN-IT), Professional Development Services Branch

3.5.2 Advice on Educational Content

What: Review within the context of Tasmanian classrooms current educational content in digital form and ensure that information is available to departmental officers, schools, teachers, parents and libraries.

How: Disseminate advice about sites where exemplary practice is illustrated and reported, including populating the Discover website.

Support national programs to deliver advice on educational content management through publications and seminars.

Support strategies for developing online curriculum content by providing advice on educationally relevant digital content.

Translate existing information services in government and cultural organisations in Tasmania to provide digital content in more accessible and educationally relevant formats.

When: Participate in services to provide a co-operative model for the management of intellectual property, privacy and copyright issues for digital educational content on a state and national level. Contribute to national repository of digital information on student achievement and improving learning outcomes.

Who: Margot Patten, A/Manager (Library and Information Centre), State Library of Tasmania

3.5.3 Discover Web Site

What: The continued development of the "Discover" Web Site as the Department's interactive workplace for students, teachers and the Tasmanian education community. The web site provides access to teaching and learning resources and also a forum for active learning.

How: Provide a range of Internet services and applications that empower Discover web users to contribute and publish on the World Wide Web. This will include enhancements to the Discover Databank, a number of synchronous and asynchronous communication tools, and continued support of Web Course Tools for the delivery of on-line learning.

Discover services will be supported by extensive professional development activities that will promote and encourage contribution to and participation in the "Discover" Web Site.

When: The Discover Web Site was launched and has been extensively promoted since August 1999.

Who: Chris Laycock, Project Officer (Discover Web Site), Office of Education

3.5.4 EdNA

What: Collaborate with other educational systems in the assembly and organisation of nationally available educational content through the Internet via Education Network Australia (EdNA).

How: Establish and maintain working groups to investigate what type of educational content to assemble, support public policy initiatives, and also the appropriate methods to contribute such content.

Provide structures to manage EdNA requirements, including metadata standards in educationally relevant formats . Ongoing contribution of content. Develop mechanisms for statewide contribution of content.

When: Automatic harvesting of Tasmanian educational content for the Directory Service in 2000-2001.

Quality interactive services and dynamic curriculum resources and course ware to support open learning and online training in 2000-2001.

Who: Margot Patten, A/Manager (Library and Information Centre), State Library of Tasmania

3.5.5 Educational Software Acquisition

What: Enable school communities to purchase educational software site and network licences at bulk purchase, volume pricing or bundled price savings from locally appointed agents for the major software publishers and vendors.

How: Authorised education resellers selected through a tender process to participate in site licensing program for suites of recommended educational software or digital resources. Establish customised programs for educational levels, K-12 for bulk purchases and subsequent licence add-ons.

When: Commencement of service in 1999-2000.

Who: Margot Patten, A/Manager (Library and Information Centre), State Library of Tasmania

3.5.6 AEShareNet

What: Participate in the national AEShareNet project to establish a comprehensive, efficient system that will streamline reciprocal copyright licensing practices and to reduce costs for the benefit of all VET stakeholders: including Commonwealth departments and agencies, their State counterparts and private training providers and users.

How: Data capture, and the development of a Tasmanian database to allow for harvesting to AEShareNet.

When: Participation in national project activities, identification of Tasmanian Crown VET copyright materials, co-ordination of local stakeholder groups and development of development of technology in 1999 – 2000.

Who: Graham Walsh, Manager (Industry Services), Office of Vocational Education and Training.

3.6 DEVELOPING SCHOOL MANAGEMENT SYSTEMS

3.6.1 SACS

What: Provide a standard and comprehensive package to schools to assist with management of school functions and information.

How: The implementation of the SACS (School Administrative Computer System) will be continued and build on the base established where all schools now have access to the School, Student, Staff (SSS) module.

When: In 1999 there will be a focus on the implementation of the Finance module, the Timetabling module, and the Student Achievement module (SAM) (which provides schools and teachers with powerful tools for managing student achievement information).

Who: Rob Dalton, Project Manager (SACS), Information Management Branch

3.6.2 Data Warehouse

What: Improve the access to, and the exchange of, school and student information, between schools, central office and external bodies, in order to support issues such as transitioning of students and the monitoring and measuring of educational outcomes and other general school administrative tasks.

How: Establish an information repository or Data Warehouse.

When: In 1999-2000 conduct a pilot study, and then implement the first stage of the Data Warehouse to cover student enrolment information, in particular to assist with the school census.

Who: Kris Klasen, Project Manager (Data Warehouse), Information Management Branch

3.7 PROVIDING CORPORATE INFORMATION SYSTEMS

3.7.1 REMUS Human Resource Management System

What: Implement a contemporary human resource management system to enhance the efficient and effective management of all aspects of the Department's workforce.

How: Implement the REMUS system and pursue opportunities to integrate all appropriate human resource management activities.

When: The Personnel Administration and Occupational Health and Safety modules have been fully implemented. The Staff Development module will be finalised and loading of teacher skill and qualification data will occur in 2000. Other secondary data sources are being loaded to reflect delegations being exercised, Aboriginality and other work place management diversity issues.

Implementation of REMUS will be largely complete in 1999-2000 with opportunities to enhance and improve service delivery will be pursued on an ongoing basis.

Who: Nigel McCulloch, A/Manager (HR Support), Human Resource Management Branch

3.7.2 Master Maintenance System

What: Establish a new Master Maintenance System able to provide high quality, cost effective and accountable maintenance services based on performance contacts where ever possible. The system will also provide the end clients (schools and libraries) direct involvement in what is occurring on the site for which they are responsible.

Access from schools and libraries will be through the Facility Services web site where they can log works requests and in due course monitor works progress and other asset information. They also have emergency access through an 1800 number.

How: Implement a computer based maintenance and asset management system that will ensure the Department's ownership of and access to asset information and transparency of the processes. It will also provide the basis for the delivery of quality and integrated services, monitoring of the system and provision of regular and one-off reports.

The Master Maintenance consultant to prepare the system specifications, shortlist potential suppliers, tender the contact, review the submissions, appoint a supplier, install the software and undertake an implementation program.

When: Specifications have been prepared and tendered. Final negotiations are occurring with the preferred supplier with the intention of installing the system in December 1999. Full implementation will occur in the first quarter of 2000.

Who: Les Burbury, Senior Executive Officer, Finance, Facilities and Planning Services Branch

3.7.3 Records/Documents Management

What: Ensure the efficient management of the information assets of the Department taking account of the prominence of electronic information systems in use within the agency and the diversity and age of the existing records management systems in use within the agency.

How: Implement a contemporary records and document management system.

When: Investigate contemporary records management alternatives within 1999-2000 with a view to possible implementation of the new system over 2000-2001, subject to resourcing requirements being able to be met.

Who: Nick May, Manager (Resource Planning Services), Finance, Facilities and Planning Branch

3.7.4 Departmental Access to Internet, Email and Electronic Resources

What: Provide simplified, managed, secure and consistent access to; email for school staff, Internet resources for schools, and general electronic resources (eg Discover, Government Directory Service, Intranet) for all Departmental staff.

How: Implement central access to email through the Enterprise Mail Project to provide access to central Microsoft Exchange for all school staff.

Implement SchoolsNet within schools to provide a range of managed Internet services such email for students, web hosting, controlling access to inappropriate web sites.

Provide a single username and access control mechanism for all Departmental staff through automated interaction with the REMUS human resource management system and a WebPass management utility.

When: Pilot of Enterprise Mail and SchoolsNet in 1999 – 2000. Implementation of the WebPass Project in 2000.

Who: Max Gentle, Deputy Director (Information Technology), Information Management Branch.

3.8 RISK MANAGEMENT

3.8.1 Year 2000 Project

What: Continue the Year 2000 Project to co-ordinate efforts to address the risks and exposures of the department to the Year 2000 "millennium bug"

How: Maintain the project team to raise awareness of the issue, carry out an assessment of our areas of exposure, renovate those areas deemed critical, implement and validate the required changes.

When: The project structure and activities are underway.

Who: Steven Smalley, Project Manager (Year 2000), Information Management Branch