

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100021**

Closing Date: NOV 19, 2009

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

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
12/3/2009	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
N/A	N/A

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Education, Hawaii Department of

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
990266482	809935513

d. Address:

* Street1:	Queen Liliuokalani Building
Street2:	1390 Miller Street
* City:	Honolulu
County:	Honolulu
State:	HI
Province:	
* Country:	USA
* Zip / Postal Code:	96813

e. Organizational Unit:

Department Name:	Division Name:
Hawaii Department of Education	Office of the Superintendent

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

Prefix:	Ms.	* First Name:	Kathryn
Middle Name:			

* Last Name: Matayoshi

Suffix:

Title: Deputy Superintendent

Organizational Affiliation:

* Telephone Number: (808)586-3316 Fax Number: (808)586-3314

* Email: KATHRYN_MATAYOSHI@NOTES.K12.HI.US

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:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

EdGrants-072909-0001

Title:

Institute of Education Sciences (IES) Grant Program for Longitudinal Data Systems Recovery Act Program

13. Competition Identification Number:

Title:

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

State of Hawaii

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

Ho'okele: Guiding Hawaii to Meet its Human Capital Goals Through a P-20 Longitudinal Data System

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: HI-All

* b. Program/Project: HI-All

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 6/1/2010

* b. End Date: 5/31/2013

18. Estimated Funding (\$):

a. Federal	\$ 11945285
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$ 0
g. TOTAL	\$ 11945285

*** 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: Ms. * First Name: Kathryn

Middle Name:

* Last Name: Matayoshi

Suffix:

Title: Deputy Superintendent

* Telephone Number: (808)586-3316 Fax Number: (808)586-3314

* Email: KATHRYN_MATAYOSHI@NOTES.K12.HI.US

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization: Education, Hawaii Department of

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

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

*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: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: [X] ED [] Other (please specify): _____ The Indirect Cost Rate is 13.3%

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

[] Is included in your approved Indirect Cost Rate Agreement? or, [] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Education, Hawaii Department of

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	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Kathryn Matayoshi

Title: Deputy Superintendent

Date Submitted: 12/04/2009

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Education, Hawaii Department of Address: 1390 Miller Street City: Honolulu State: HI Zip Code + 4: 96813-2403 Congressional District, if known: 01	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U. S. Department of Education	7. Federal Program Name/Description: Longitudinal Data System Recov CFDA Number, if applicable: 84.384A	
8. Federal Action Number, if known: EdGrants-072909-0001	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Kathryn Matayoshi Title: Deputy Superintendent Applicant: Education, Hawaii Department of Date: 11/04/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Education, Hawaii Department of

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. First Name: Kathryn Middle Name:

Last Name: Matayoshi Suffix:

Title: Deputy Superintendent

Signature:

Date:

11/04/2009

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: Ms. * First Name: Kathryn Middle Name: * Last Name: Matayoshi Suffix:

Address:

* Street1: 1390 Miller Street

Street2:

* City: Honolulu

County:

* State: HI* Zip / Postal Code: 96813 * Country: USA

* Phone Number (give area code) (808)586-3316 Fax Number (give area code) (808)586-3314

Email Address:

KATHRYN_MATAYOSHI@NOTES.K12.HI.US

2. Applicant Experience

Novice Applicant Yes No Not applicable

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) #: 4

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title : HIDOE Exempt Narrative 12-2-09

File : HIDOE Exempt Narrative 12-2-09.pdf



Exempt Research Narrative
Hawaii Department of Education
P-20 Longitudinal Data Project

Exemption reviewed and granted through the application process for New Approval of a Study Involving Human Subjects:

University of Hawai'i, Committee on Human Studies (CHS)
Biomedical Bldg, Room B-104, 1960 East-West Road. Honolulu, Hawai'i 96822
Telephone: (808) 956-5007

Date: November 3, 2009

Co-PI's (name & title) Kathryn Matayoshi, Deputy Superintendent, Hawaii Department of Education; Linda Johnsrud, Vice-President for Academic Planning and Policy, UH System;

Email: johnsrud@hawaii.edu Phone: (808) 956-7101

Department: Hawaii Department of Education, Office of the Superintendent; Office of the Vice-President for Academic Planning and Policy

[X] Faculty or Staff [] Student - name of supervising professor: ___

Project Title: State of Hawaii: P20 Longitudinal Data System

Proposed Sponsoring Agency: Hawaii P-20 Partnerships for Education Start Date: June 2010

Agency address: Sinclair Library, Rm 504, 2425 Campus Rd. Honolulu, HI 96822

Institutional Biosafety Committee (IBC) Review:

No biohazardous materials, recombinant DNA and/or gene therapy involved.

For this project, the following exemption would apply [as defined by the U.S. Dept. of Education SF 424 Supplement Instructions, Section B, item number (4)]: Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

1. Summary of proposed research, including outline of objectives and methods.

Develop a Statewide Longitudinal Data System that links State of Hawaii Department of Education K-12 data systems with early learning, postsecondary education, workforce, social services and other critical state agency data systems to inform a wide range of policy- and decision-making questions addressing the educational and workforce outcomes of Hawai'i's citizens, and meet cross-agency reporting requirements. The University of Hawaii System, Department of Education, Department of Labor and Industrial Relations and other major stakeholders are collaborating to design and implement a SLDS that will allow effective management and deployment of a data system encompassing the Hawaiian Islands.

The P20 Longitudinal Data System (LDS) will extract and upload data from various databases. Initially, the data will encompass student-level records from the Hawai'i

Department of Education (HIDOE), the University of Hawai‘i (UH) and the Department of Labor and Industrial Relations/Unemployment Insurance Division (DLIR). HIDOE, UH and DLIR have signed a Memorandum of Understanding, vetted through UH Legal Counsel and respective Attorney General Offices of HIDOE and DLIR, to share data to support research and evaluation to inform educational and workforce policy- and decision-making (see Appendix A).

The P20 LDS will be a repository of data extracted from various institutional databases at DOE, UH and DLIR. The individual-level records will contain personally identifiable information that is the basis for linking records between the disparate institutions. Once data is linked between systems, identifying information will be replaced with a unique P20 identifier and will be de-linked from the student-level information.

Data from the P20 LDS will be used for analyses for evaluation, policy development and research. Analyses will be conducted by Hawaii P-20 and its partners on data sets that would be considered secondary data since they will be stripped of personally identifiable information.

2. *Summarize all involvement of humans in this project (who, how many, age, sex, length of involvement, frequency, etc.) and the procedures they will be exposed to.*

The Statewide Longitudinal Data System (SLDS) will encompass pre-existing secondary data collected from the K-12 data systems, early learning, postsecondary education, workforce, social services and other critical state agency data systems, and will involve all Hawaii students in P-12 and post-secondary education. Research subjects will include minors.

3. *Procedures that will be used to protect human participants from risks:*

Risks associated with participating in this research is considered minimal but may involve a loss of privacy. However, precautions will be taken to minimize these risks. Risks associated with the loss of privacy in this research will be addressed through the maintenance of confidentiality of all subjects. Data for analyses will be de-identified in that data will not contain any names or other identifying information. Additionally, all data will be kept in password-protected files on a password secured server. Adherence to FERPA and other related federal and/or state policy and regulations will be followed in order to maintain protect individual rights to confidentiality and privacy.

Student-level records will be matched and de-identified by the assignment of a unique P20 Identifier as follows:

Record linkage: Records will be matched on common identifiers collected within the three different data sources. Common demographic variables found in HIDOE and UH include: last name, first name, date of birth and gender. DLIR records contain social security number

(SSN), last name and first name. UH collects SSN. HIDOE does not collect SSN.

Once records are matched across databases, a unique P20 identifier will be assigned to student-level records. Any student-level data output from the P20 LDS will utilize the P20 identifier. HIDOE, UH and DLIR have agreed to abide by the following methodology:

FERPA as amended in 2008, under 34 CFR Section §99.31 (b) De-identified Records and Information recognizes that an educational agency or institution, may release de-identified student level data from education records for the purpose of education evaluation, audit and research by attaching a code to each record, provided that the following conditions are met:

- a. The educational agency or institution will not disclose any information on how it generates and assigns a record code, or that would allow a recipient to identify a student based on a record code;
- b. The record code is used for no purpose other than identifying a de-identified record for purposes of education research and cannot be used to ascertain personally identifiable information about a student and;
- c. The record code is not based on a student's social security number or any other personal information.

Protection against accidental disclosure: The P20 LDS data warehouse will be housed at the UH, Information Technology Services. To ensure confidentiality of the records and to protect against accidental disclosure, access to the identified student-level data will be through approval via secured, role-based access coordinated by UH ITS. That is, access will be approved based on institution and role affiliation. Data will be secured and password-protected.

Additional individual- or student-level identifiable data sources incorporated into the P20 LDS will be matched according to compatible demographic variables across data sources, assigned a unique P20 Identifier, and protected against accidental disclosure as described above.

4. Describe mechanism for safety monitoring: How will you detect if greater harm is accruing to your subjects than you anticipated? What will you do if such increased risk is detected?

The P20 LDS project will establish and implement a Data Governance and Access Committee to develop data governance policies and procedures governing data-related matters for the Department. This includes, but may not be limited to, the following:

- a. Clarify who is accountable for various portions or aspects of the data, including accuracy, accessibility, consistency, completeness, and updating.
- b. Define processes concerning how the data are to be stored, archived, backed up, and protected from mishaps, theft, or attack.

- c. Develop a set of standards and procedures that define how the data are to be used by authorized personnel.
- d. Establish a set of controls and audit procedures that ensure ongoing compliance with government regulations.

5. *Benefits that will accrue to each human subject or to humankind in general, as a result of the individual's participation in this project, so that the committee can assess the risk benefit/ratio.*

The P20 LDS will provide teachers, education administrators, and educational researchers with a strategic tool in the student learning process, offering better management of student information and a focus on differential instructional and support services targeted to specific segments of students. The ability to utilize trending for proactive decisions related to the delivery of appropriate strategies and services is projected to result in increased academic growth and improved educational achievement for all groups of students.

6. *Participation must be voluntary: the participants cannot waive legal Rights, and must be able to withdraw at any time without prejudice. Indicate how you will obtain informed consent:*

- Subject (or Parent/Guardian) reads complete consent form & signs ('written' form)
- Oral briefings by PI or project personnel, with simple consent form ('oral' form).
Explain below the reason(s) why a written consent form is not used
- Other- explain - All data are secondary data sources.

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: **Project Abstract Final** Pages: **1** Uploaded File: **Project Abstract Final.pdf**

HO'OKELE:***Guiding Hawaii to meet its human capital goals through a P-20 longitudinal data system***

This project, “Ho’okele,” will develop a P20 statewide longitudinal data system (P20 LDS) to track individuals’ participation, progress and performance from early childhood education to the workforce.¹ The project will enable use of the longitudinal, inter-agency data to improve educational and workforce development outcomes, achieving Hawai’i’s goal for human capital development: *By the year 2025, 55% of Hawai’i’s working age adults will have a 2 or 4 year college degree.*

The Hawai’i State Department of Education (HIDOE), University of Hawai’i System (UH), Department of Labor and Industrial Relations (DLIR), and other partners commit to a quality, robust P20 LDS that will be developed by Hawai’i P-20 Partnerships for Education located at UH. This \$11,945,286 grant request focuses on using *inter-agency* individual-level data throughout the educational pipeline from early childhood education to the workforce to:

- Make data transparent, accessible in secure environments and action-able for multiple stakeholders;
- Evaluate the impact of programs, policies, interventions and resource allocations on educational attainment and workforce development;
- Inform decision-making for governance, management, resource allocation, student choices, curriculum and instruction;
- Improve quality and efficiency of data analyses and reporting.

P20 LDS plans extend the state’s capacity for the K-12 longitudinal data system being developed through the state investments and a 2009 U.S. Department of Education Statewide Longitudinal Data Systems (SLDS) grant award. Together with the additional functionality of the HIDOE’s K-12 LDS, the P20 LDS will meet ARRA assurances for use of student data, develop or significantly advance data system capabilities, and complete the requirements of the America COMPETES Act.

Ho’okele addresses three goals:

1. Establish a data governance structure for the P20 LDS which creates interoperability among agencies’ data and maintains flexibility to include additional data.
2. Build the state’s technical capacity for the P20 LDS by developing a new P-20 data warehouse and train staff on the use of reporting tools for inter-agency data analyses.
3. Develop a culture of quality data use that empowers stakeholders to make critical data-based decisions by providing access to data for analyses and research and by communicating data transformed into information for decision-making through stakeholder portals and reports.

The P20 LDS application proposes six major outcomes representing a range of investments—human capital, financial, technological, and institutional—to develop a robust P20 LDS that supports improved student outcomes and educational attainment. The outcomes include a multi-state data exchange among western states encompassing K-12, postsecondary and workforce longitudinal data from Hawai’i, Idaho and Oregon; the Western Interstate Commission for Higher Education (WICHE) will coordinate the “Multi-State Human Capital Development Data System.”

¹ “Ho’okele” is the Hawaiian word for a steersman who guides a canoe and its paddlers to its destination safely; likewise, this project will develop a P20 LDS to provide information needed to ensure that stakeholders achieve improved educational and workforce outcomes.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **Project Narrative Final** Pages: **29** Uploaded File: **Project Narrative Final.pdf**

HO'OKELE:

Guiding Hawai'i to meet its human capital goals through a P-20 longitudinal data system

This application is in response to the U.S. Department of Education's Institute of Education Sciences' invitation for proposals for Statewide Longitudinal Data Systems Grants under CFDA 84.384. The Hawai'i Department of Education (HIDOE), Hawai'i's state education agency, proposes a three-year project, "Ho'okele,"¹ that will allow the state to develop and implement a statewide, inter-agency P20 longitudinal data system (P20 LDS). The P20 LDS will represent Hawai'i's educational and workforce development pipeline, tracking individuals' participation, progress and performance data elements from early childhood programs, public K-12 education and postsecondary education to employment. The project will enable use of the longitudinal, inter-agency data to improve educational and workforce development outcomes, achieving Hawai'i's goal for human capital development: *By the year 2025, 55% of Hawai'i's working age adults will have a 2 or 4 year college degree.*

P20 LDS plans extend the state's capacity for the K-12 longitudinal data system being developed through the state investments and a 2009 U.S. Department of Education SLDS grant award. Consistent with provisions specified by the America COMPETES Act, the P20 LDS will allow the efficient input and transfer of data and promote interoperability across the data-sharing agencies, while protecting the privacy of individuals including applicable requirements of the Family Educational Rights and Privacy Act (FERPA). Together with the additional functionality of the HIDOE's K-12 LDS, the P20 LDS will meet ARRA assurances for use of student data, develop or significantly advance data system capabilities, and complete the requirements of the America COMPETES Act.

The long-term goal of this project is to create an inter-agency P20 LDS that manages, disaggregates and allows analyses of data that will track individuals' progress across the P20 educational pipeline to inform practice, policy and decision-making. HIDOE, together with its partner agencies, including the University of Hawai'i System (UH) and Department of Labor and Industrial Relations (DLIR) commit to constructing a quality and sustainable P20 LDS which will be developed under contract by Hawai'i P-20 Partnerships for Education (Hawai'i P-20) at the UH.

I. Need for the Project

Tracking students longitudinally throughout Hawai'i's educational systems has been a decade-long goal for a number of stakeholders. This design for a P20 LDS culminates legislative directives, needs analyses and proof of concept projects to analyze longitudinal student data between K-12 and postsecondary. The current status of the state's educational data systems, groundwork laid for linking K-12 and postsecondary data, the state's inter-agency educational policy actions supported by Hawai'i P-20, and demands of accountability locally and nationally via the American Recovery and Reinvestment Act (ARRA) and No Child Left Behind (NCLB) poise the state to make a significant breakthrough in using longitudinal data to inform practice, policy and decision making. Ho'okele focuses on using *inter-agency* individual-level data throughout the educational pipeline from early childhood education through workforce development to:

- Make data transparent, accessible in secure environments and action-able for multiple stakeholders;

¹ "Ho'okele" is the Hawaiian word for a steersman who guides a canoe and its paddlers to its destination safely; likewise, this project will develop a P20 LDS to provide information needed to ensure that stakeholders achieve improved educational and workforce outcomes.

- Evaluate the impact of programs, policies, interventions and resource allocations on educational attainment and workforce development;
- Inform decision making for governance, management, resource allocation, student choices, curriculum and instruction;
- Improve the quality and efficiency of data analyses and reporting.

Current status of Hawai'i's statewide longitudinal data system

Hawai'i's two educational systems have the distinct advantage of being single, public statewide educational entities, HIDOE for K-12 education and UH for postsecondary. HIDOE is both the State Education Agency (SEA) and the only Local Education Agency in the state. HIDOE serves approximately 178,000 students in 288 public schools (September 2009) and is governed by the elected Hawai'i Board of Education (BOE). The University of Hawai'i System (UH) is the largest and only public provider of postsecondary education in the state, serving approximately 58,000 students at 10 campuses including seven community colleges, two comprehensive colleges and one Research 1 university (September 2009); UH is governed by an appointed Board of Regents. The governance structures as well as the state's size enable significant cooperation between the systems. The P20 LDS is an extension of an established Hawai'i P-20 partnership between the educational systems which conducted exploratory longitudinal data projects and resulted in statewide policy impact.

In 2009, HIDOE received a SLDS award (CFDA 84.372). The 2009 project facilitates the development of a K-12 Statewide Longitudinal Data System (K-12 SLDS) and supports stakeholders' use of HIDOE data to guide instruction, refine educational practices, and inform effective school improvement processes. The 2009 award will develop a K-12 SLDS by installing a data warehouse to serve as a repository for disparate databases (e.g., student assessment data, program services, teacher information and school demographics) as well as institute processes required for an integrated data warehouse supporting longitudinal data. Successful completion of the K-12 SLDS will realize five goals: 1) increase the quality of the data, the interoperability between data systems, and the analyses of data over time; 2) extend the use of data beyond operational and accountability purposes towards the strategic use of data in increasing student achievement; 3) provide training and support for end users of the system; 4) refine, standardize and implement data integrity, privacy and confidentiality policies and procedures across the systems; and 5) establish the use of longitudinal data within a balanced scorecard as part of the K-12 school improvement process and project management oversight.

Complementing HIDOE's development of infrastructure and processes for the K-12 SLDS are recent data governance efforts within HIDOE that are supported by state or ARRA funds. HIDOE recently appointed a Data Governance Director within the Office of the Superintendent and is in the process of establishing: 1) data quality and ethics training for stakeholders; 2) a Hawai'i Partnership for Educational Research Consortium; 3) consolidated and aligned statewide improvement planning process, including a balanced scorecard tool; and 4) a Curriculum Development/Learning Management System. These K-12 data governance projects will provide data use and analysis training and put tools in the hands of stakeholders that promote the appropriate and effective use of longitudinal system data.

Ho'okele extends K-12 SLDS and K-12 data governance efforts beyond K-12 to preschool and early childhood education, postsecondary education, and workforce agencies. Ho'okele will establish a sustainable, statewide longitudinal data system to address the 12 essential elements identified in the America COMPETES Act and the seven capabilities identified in the SLDS grant application. Additionally,

Ho'okele will develop inter-agency data governance required to share, report, and use data representing the entire educational and workforce development pipeline.

Status of Twelve Essential Elements of American COMPETES Act

Ho'okele will enable Hawai'i to meet 12 essential elements for K-12 and postsecondary data and to develop a plan to include preschool and early childhood program data elements.

1. Unique statewide identifier: HIDOE and UH have long established procedures for issuing a unique single identifier to students within their own systems. HIDOE uses the unique identifiers for its student information systems (data include enrollment, demographics, transcripts) as well as its other data collection systems (testing, graduation, student support) since 1995. In 2002, the UH system transitioned from using Social Security Numbers to unique student identifiers through the Banner Student Information System. While each system issues its own unique identifier, students can be matched between the systems. HIDOE and UH have agreed to develop a unique P20 identifier for the P20 LDS.
2. Student level enrollment, demographic and program participation information: HIDOE and UH have long collected enrollment and demographic information. Within the last eight years, HIDOE and UH have each implemented system-wide student information systems, standardizing data collection statewide. HIDOE schools completed the transition to eSIS in school year 2008-2009, while UH campuses have operated on Banner since 2002. HIDOE and UH have agreed to include these data in the P20 LDS.
3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs: HIDOE enrollment records identify dates of students' exit, transfer or completion. UH records identify students' enrollment and completion dates. Hawai'i P-20 coordinated a research project as a proof of concept to link student-level transcript information between the systems: Hawai'i Partnership for Student Success (HI-PASS). Hawai'i P-20 is currently conducting a study of student exits, transfers, drop outs and completions between high school and higher education by using these linked transcripts for the analysis of student records. The P20 LDS will allow for further analyses of students' entry and exit of educational systems over time.
4. Capacity to communicate with higher education systems: HIDOE, UH and Hawai'i P-20 have Memoranda of Agreement established for data sharing between the systems: HI-PASS represents the latest effort to analyze student data longitudinally, K-12 to higher education. However, the capacity to sustain sharing of records and seamless automation of data transfer does not currently exist. HIDOE and UH agree that the P20 LDS will serve as the primary mechanism for communicating between systems over time.
5. State audit system assessing data quality, validity, and reliability: System audit methods and procedures have been established for the isolated data systems within HDOE. However, through the 2009 SLDS grant, HDOE will be refining practices by implementing and monitoring the standardization of processes, automating feedback to entry users, and developing a schedule of data system audits.
6. Yearly test records of individual students: HDOE collects this information systematically statewide. Annual Hawai'i State Assessment Program records are currently included in the K-12 data warehouse and will be part of the K-12 SLDS under development. HDOE plans to include these data in the P20 LDS.

7. Information on students not tested, by grade and subject: HIDOE currently collects metrics indicating whether students have been tested each year, by grade and subject. As part of HIDOE's transition to conduct online testing statewide by school year 2010-2011, the mechanism to account for reasons why students were not tested is being implemented within the assessment system. HIDOE plans to include these data in the P20 LDS.
8. Teacher identifier system with the ability to match teachers to students: To meet NCLB requirements regarding Highly Qualified Teachers, HIDOE improved its system for teacher identifiers and matching teachers with students. Teachers' employee identification numbers are associated with students' coursetaking records in eSIS and can be similarly matched with other student demographic and performance information (e.g., testing). The teacher identifier system is audited annually at the state and school levels by a HIDOE contractor, School Synergy. HIDOE, Hawai'i Teacher Standards Board (HTSB) and UH have agreed to include data from HIDOE's teacher identifier system as well as HTSB's licensure data in the P20 LDS.
9. Student-level transcript information, including information on courses completed and grades earned: HIDOE collects this information in eSIS. UH campuses collect this information in Banner. HIDOE and UH provide student information and transcript data which the HI-PASS contractor uses to match students and their student records between the systems to analyze students' coursetaking patterns between high school and college. HIDOE and UH have agreed to include these data in the P20 LDS.
10. Student-level college readiness test scores: Currently, HIDOE collects and maintains aggregated College Board SAT and ACT college entrance exam scores, reported at the school-level. Records of individual students' scores are maintained in hard copy at the school-level; however, the data have not been consistently captured in a statewide system. For select years, HIDOE has purchased student-level records for College Board SAT scores for analysis which included a study on relationship between students' College Board SAT scores and their 10th grade state assessment scores. HIDOE has agreed to purchase these student-level data going forward for inclusion within the K-12 LDS and intends to purchase historical data to augment the P20 LDS capacity.
11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework: Data on HIDOE's recent high school graduates' enrollment in remedial UH Community College courses are captured and published in an annual report by the UH Institutional Research Office. HI-PASS tracks students' transition from secondary to postsecondary education and their enrollment in remedial coursework using longitudinal student data. Analyzing the data about students' transition from secondary to postsecondary is a high priority for HIDOE and UH as reflected by their respective Strategic Plan and Strategic Performance Indicators. UH Community Colleges' participation in Achieving the Dream initiative to increase college persistence and completion, especially for Native Hawaiian students, includes using data to understand students' patterns of success and failure from K-12 to postsecondary education (see Appendix D-30). Hawai'i is also the recipient of a National Governors Association STEM grant (2007-2009) that is managed by the Department of Business, Economic Development and Tourism (DBEDT). A deliverable of the NGA STEM grant is an Outcomes Accountability System which tracks students' longitudinally and can be used to evaluate the impact of K-12 STEM programs on subsequent student progress and achievement.

12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education: Hawai'i P-20, HIDOE and UH issued its first annual College and Career Readiness Indicators Report in August 2009, reporting the college and career readiness of students by high school. However, this report is generated using cross-sectional/cohort data, not longitudinal student records. Additionally, the State Office of Career and Technical Education has supported a project involving high schools and the community college on Maui to develop Professional Learning Communities (PLCs) in mathematics, science and English (see Appendix D-20). These PLCs have analyzed HI-PASS data for Maui students and implemented changes in policy, curriculum and educator professional development to improve alignment and adequate preparation for students' success in postsecondary education.

Preschool data: Hawai'i does not have a statewide system of early childhood education and preschool programs. Provision of early childhood education and care programs in Hawai'i occurs primarily through private providers. Public funding is limited to means-tested subsidy programs provided through the Department of Human Services. Seven local Head Start programs providing low-income children with early childhood education are federally subsidized and run by private providers who compete nationally for Head Start contracts. Thus, individual-level data about children's participation in early childhood programs are not collected systematically at the state level. The Hawai'i Early Learning Council (ELC), created by statute in 2008, is charged with developing a statewide early learning system and recently established a "data committee" to address collection of individual child and program data (see Appendix D-13). Concurrently, Hawai'i P-20's W. K. Kellogg Foundation-funded "P-3 Initiative" is conducting exploratory data analyses in two regional demonstration projects involving 21 elementary schools and early childhood programs to pilot and recommend a data strategy to the ELC, HIDOE and state legislature which will identify data requirements, data collection strategies, and reporting for early childhood education which will include preschool data.

Charter schools' data: Currently, Hawai'i has 31 public charter schools with an enrollment of 7,800 students (September 2009). The Charter School Review Panel (CSRP), reporting to the State Board of Education, is the charter school authorizer. Currently, charter schools submit student enrollment and demographic information to the HIDOE, and all charter schools participate in the Hawai'i State Assessment used to meet NCLB assessment and accountability requirements so student level testing data are available. However, other essential elements are not collected systematically by the state education agency's Charter School Administrative Office (CSAO) or HIDOE. To meet ARRA State Fiscal Stabilization Fund assurances for data collection and use, all charter schools will need to report more data to the SEA in order to meet requirements of the America COMPETES Act. CSRP and CSAO have agreed to work toward meeting the requirements and transmitting their data to the K-12 LDS data warehouse for inclusion in the P20 LDS (see Appendix D-9).

Current Status of SLDS Required Capabilities

Ho'okele will enable Hawai'i to significantly improve its capability to use longitudinal data to support educational improvements.

1. Examine student progress and outcomes over time: Through its single student information system, HIDOE has the capacity to examine K-12 student progress and outcomes over time. Student-level data analyses are conducted for school-level as well as system-level improvement purposes. Currently, HI-PASS provides the best mechanism for tracking students longitudinally between HIDOE and UH. However, HI-PASS was not intended as a sustainable system and is limited to public K-12 and

postsecondary data. Both HIDOE and UH annually purchase National Student Clearinghouse data which allow for tracking high school graduates' college enrollment and completion over time. The College and Career Readiness Indicators Report tracks a cohort of students by high school, from high school to college as they progress in readiness for career and college, but it is based on aggregated school-level data, not longitudinal student data. The DLIR has agreed to share Hawai'i residents' employment records collected by their Unemployment Insurance Division, to extend the individual student data to include employment and wage information. A discussion has been initiated with the U.S. Pacific Command about recruitment and employment data from the Armed Forces.

2. Facilitate and enable the exchange of data among agencies and institutions within the state and between states: On October 13, 2009, HIDOE, UH and DLIR executed a Memorandum of Understanding (see Appendix A-4). to share K-12, postsecondary and workforce data to inform policy and practice. The agencies agreed to establish inter-agency data governance to support interoperability and data use. Additionally, since December 2008, Hawai'i leaders from HIDOE, UH, and the Department of Business, Economic Development and Tourism (on behalf of DLIR) have participated in the Western Interstate Commission on Higher Education's (WICHE) planning of a multi-state data exchange among western states encompassing K-12, postsecondary and workforce longitudinal data; Hawai'i, together with Oregon and Idaho will participate in the "Multi-State Human Capital Development Data System" being coordinated by WICHE.

3. Link student data with teachers: Currently, HIDOE databases contain the data that can be matched to link student data, including coursework and performance data, with teachers. Recently, HIDOE has developed tools, including dashboards to facilitate access to these data by school officials. An outcome of the K-12 SLDS is to further develop and augment the capacity of these dashboards and analyses tools to better inform school improvement and instructional enhancement methods.

4. Enable matching of teachers with information about the certification and teacher preparation programs: Within HIDOE, teachers' employee records include information about their certification. HIDOE, Hawai'i Teacher Standards Board (HTSB) and UH have agreed to include data from HIDOE's teacher identifier system as well as HTSB's licensure data in the P20 LDS to enable matching of teachers with information about the certification and teacher preparation programs as well as student performance (see Appendix D-11).

5. Enable user-friendly data/report generation: Currently, HIDOE, UH and Hawai'i P-20 produce data-based reports based on aggregate level data (e.g., school level reports). Through the 2009 SLDS grant, HIDOE is planning to improve generation of data and reports, as well as training for teachers and school leaders to support continuous improvement. Currently, UH is developing user-generated dynamic reports, using Cognos as their business intelligence tool, to increase timeliness and relevance of reports for users. Likewise, Hawai'i P-20 is developing user-friendly, data-based reports on student achievement, such as the College and Career Readiness Indicators Report. Together, HIDOE, UH and Hawai'i P-20 are developing a "college and career access web portal" which will serve as a user-friendly, on-line, one-stop shop for students and parents to make informed decisions for college and career planning based on reviewing students' records longitudinally in relation to their career and college goals and considering findings from P20 longitudinal data analyses (e.g., via early warning indicators). The design and initial portal development have been funded by the U.S. Department of Education College Access Challenge Grant managed by DBEDT and subcontracted to Hawai'i P-20. Finally, HIDOE has initiated a Hawai'i Partnership for Educational Research Consortium (HPERC) to include researchers in informing K-12 data collection

and reporting, expediting external researchers' access to data and facilitating research. HIDOE, in partnership with Hawai'i P-20, is extending the scope of HPERC to include the entire educational and workforce development pipeline. P20 HPERC participants will include local foundations, the regional education lab, and university research centers; initial letters of supports are included in Appendix D (D-22 to D-38).

6. Ensure data quality and integrity: As part of the 2009 SLDS grant, HIDOE is reviewing and updating its policies and procedures related to data quality, instituting data quality procedures trainings for personnel at all administrative levels, as well as refining and standardizing K-12 data audit monitoring processes systemwide. Similarly, data quality standards and processes for data validation will need to be developed for the P20 LDS in alignment with the best practices of the contributing systems and are envisioned as part of P20 data governance structure.

7. Enable reporting requirements: HIDOE is currently able to collect metrics required for EDFacts and ARRA State Fiscal Stabilization Fund (SFSF) data collection and reporting. Implementation of the K-12 SLDS and P20 LDS will improve efficiency of reporting for a variety of reports including for the federal Perkins Career and Technical Education Act, federal GEAR UP grants, Achieving the Dream and UH reports of students' high school background and transition to postsecondary education.

Current capacity to use data system to support improvement efforts

While HIDOE, UH and the Department of Labor and Industrial Relations Unemployment Insurance Division (DLIR/UID) have robust or stable data systems, the state is without an inter-agency, coordinated system to link individual-level data across the entities. The lack of a unified, inter-agency statewide longitudinal data system significantly limits the agencies' abilities to use data to inform decisions such as those made by policymakers on allocating resources based on program effectiveness to classroom teachers differentiating instruction based on students' needs and progress. Currently, most data-based reports to support improvement efforts are produced on a manual or an ad-hoc basis.

A needs assessment by InfoSynthesis and Organization in August 2009 found "unlike in many other states... widespread support and interest from key stakeholder groups... and strong administrative commitment from each sector (pp. 6-7)." The letters of support in Appendix D provide evidence of the high demand in Hawai'i for the rich information available from a data system that tracks individuals from early childhood program experiences through postsecondary and/or workforce entry and produces timely, user-friendly and more sophisticated analyses of the data. Further evidence of statewide support is the participation of over 100 representatives from HIDOE, UH, DLIR, Board of Education, U.S. Pacific Command (Armed Forces), legislature, Members of Congress, early childhood education and philanthropic organizations in a Forum on Longitudinal Data on June 30, 2009. At the meeting facilitated by Aimee Guidera, Executive Director of the Data Quality Campaign, stakeholders including educators, researchers, institutional analysts, information technology specialists, and policymakers, discussed the value of using longitudinal student data for decision-making and identified key data issues—data governance, technical capacity for a longitudinal data system, and using data—which are being addressed as priorities in the design of the P20 LDS.

Based on assessment of current agency data systems, readiness of stakeholders for information based on longitudinal data, and the commitment of state leaders, HIDOE, UH, and DLIR together with Hawai'i P-20, have planned for development and implementation of a P20 statewide longitudinal data system. This grant project, Ho'okele, has three goals:

1. Establish a data governance structure for the P20 LDS that creates interoperability among agencies' data and maintains flexibility to include additional data.
2. Build the state's technical capacity for the P20 LDS through a new P-20 data warehouse and train staff on the use of reporting tools for inter-agency data analyses.
3. Develop a culture of quality data use that empowers stakeholders to make critical data-based decisions by providing access to data for analyses and research and by communicating data transformed into information for decision-making through stakeholder portals and reports.

The P20 LDS builds upon the state's current infrastructure for information technology and research/evaluation. HIDOE, UH and workforce related agencies (DLIR for Unemployment Insurance data and DBEDT for economic development analyses) leadership, Information Technology (IT), and research staff have been involved in planning for the P20 LDS. The inter-agency data sharing MOA, executed October 13, 2009 (Appendix A-4), documents the agreements and commitments of these lead agencies in developing a P20 LDS. Agency heads have agreed that Hawai'i P-20 is in the best position to maintain the P20 LDS and that the P20 LDS can most effectively be housed within the UH System offices. The P20 LDS will leverage existing UH resources and pricing advantages for hardware, data warehouse components, reporting tools and staffing, and existing Hawai'i P-20 resources for inter-agency and statewide coordination of policy development and implementation, communication and project management. Hawai'i P-20 will coordinate closely with HIDOE and UH in leveraging technology, training and organizational supports between the agencies. For example, the P20 LDS will use the same reporting tools, as UH to develop statewide capacity for analyzing and reporting data; furthermore training on data use of P20 LDS reports for K-12 stakeholders will be integrated into HIDOE's training to increase efficiency and seamlessness of the systems.

Relationship of P20 LDS to State Fiscal Stabilization Funds Requirements

HIDOE and UH collect data needed to meet reporting requirements for ARRA SFSF. However, the K-12 SLDS and the P20 LDS will improve the efficiency of reporting since many indicators are not reported publicly or in a timely manner. The K-12 SLDS and P20 LDS will provide for systematic and regular collection of data from multiple transactional data systems into a data warehouse and produce automated, standardized reports of required ARRA SFSF indicators. This will facilitate reporting on indicators such as SFSF Phase 2 Indicator (c)(12): "Of students who graduate from high school... number and percentage who enroll in a public institution of higher education in the state within 16 months of receiving a regular high school diploma, the number and percentage who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE." This indicator can be calculated currently through an ad hoc analysis by programmers analyzing UH student data based on students' self-reports of their high school enrollment or HI-PASS data which tracks students longitudinally from high school to UH, but either option requires significant time and human investment for a customized report; whereas, the P20 LDS will provide this information in an automated, standardized report or dashboard.

The U.S. Department of Education's Race to the Top competition raises the stakes for the state to produce timely data to inform improvement efforts. To achieve this goal, Hawai'i's longitudinal data systems will need to be implemented fully—which the 2009 U.S. Department of Education SLDS grant and this proposal will accomplish—and the data will need to be used appropriately to improve instruction. Tools will need to be developed to provide data to teachers and administrators in a timely manner to facilitate adjustments in instruction or student supports based on student growth indicators. HIDOE will need to further enhance its assessment tools to measure student growth authentically, validly, and across more grades and subjects. Also, teachers and administrators will need training to understand how to use the newly available data as

support for teachers and school improvement planning informing effective classroom instruction. In the state's Race to the Top planning, HIDOE and other educational stakeholders are identifying student growth measures which will need to be monitored and supported through trainings of current HIDOE teachers and administrators, as well as within UH and postsecondary institutions as part of their teacher and leader preparation programs.

II. Proposed Outcomes Related to System Requirements and Implementation

HIDOE's K-12 SLDS, funded in part by a 2009 U.S. Department of Education SLDS grant (CFDA 84.372), will allow the state to meet the remaining essential data elements identified by the Data Quality Campaign (tracking untested students and college readiness data). Ho'okele will address the inter-agency elements of connecting K-12 data with Pre-K, postsecondary and workforce data required by the America COMPETES Act.² Additionally, Ho'okele will develop capabilities to use data by linking comprehensive, though fragmented, data elements collected in different data "silos." Ho'okele's critical milestone is the capability to produce and disseminate user-friendly data-based reports on critical issues for stakeholders from legislators to educators to parents; producing data-rich reports valued by stakeholders is necessary to inform decision-making processes from affecting teacher evaluations, to school-level accountability, institutional planning and students' choices for course registration. Sustainability of the P20 LDS depends on the demonstration of value-added longitudinal data analyses and demand for data-based analyses inherent in a culture of quality data use.

Ho'okele will accomplish six major outcomes representing a range of investments—human capital, financial, technological, and institutional—to develop a robust P20 LDS that supports improved student outcomes and educational attainment. Ho'okele will build on existing agency-level data systems by developing protocols to transfer data from the institutional systems establishing interoperability of educational and workforce data across the agencies and between states. Initially, the P20 LDS will be developed to function as a repository of data extracted from DOE, UH, and DLIR institutional data systems. The P20 LDS will be developed with flexibility to include additional data elements, as determined by the data governance structure, from education and workforce as well as other agencies including early childhood and military sectors. (Appendix A-1 presents a graphic depiction of the P20 LDS concept).

Outcome 1: Develop a P20 data governance structure to enhance data quality and stewardship.

Essential elements addressed: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Capabilities addressed: 1, 2, 3, 4, 5, 6, 7

Objective 1.1: Form and support a P20 data governance structure that includes inter-agency committees (e.g., Executive Oversight Committee, Data Governance and Access, Technical) to develop standards and provide leadership for projects, policies and decision-making.

Objective 1.2: Establish and implement a P20 data use training and certification program for staff contributing to the data systems to ensure the quality and integrity of the data and to support appropriate use of data.

Objective 1.3: Develop and support P20 data governance policies to facilitate data sharing and reporting while maintaining security and privacy.

² See Appendix C for Hawai'i's status and plans in relation to America COMPETE's Act's 12 essential elements and seven capabilities for an LDS identified in the SLDS Request for Application.

Products:

- Operational P20 data governance structure with published policies, procedures and standards
- Established data governance committees (e.g., Executive Oversight, Data Governance and Access, Technical) with defined roles, responsibilities and membership
- Data issue resolution process
- Criteria, process and P20 pipeline research agenda for prioritizing data reporting needs
- Data use training and certification program
- Proposed legislation to facilitate data sharing and use while ensuring data security and individual privacy
- Inter-agency MOUs to facilitate data sharing, reporting and use

Outcome 2: Implement a technology infrastructure representing the P20 educational pipeline from early childhood through the workforce with flexibility to include planned and additional data sources and elements.

Essential elements addressed: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Capabilities addressed: 1, 2, 3, 4, 5, 6, 7

Objective 2.1: Install, implement and populate P20 data warehouse with data currently available from agency systems as per existing memoranda of understandings (MOU).

Objective 2.2: Identify databases and data elements in each agency and establish a P20 metadata dictionary to facilitate data transfer, reporting flexibility, transparency across stakeholders, data quality as well as reduce redundancy.

Objective 2.3: Implement National Commission on Education Statistics (NCES) data definitions, formats and standards to increase the interoperability of data across agency databases and to advance interoperability within the state, regionally and nationally.

Objective 2.4: Implement a P20 student identifier that incorporates protocols for linking data across different data sources which enables student-level tracking across the P20 continuum and increases student privacy.

Products:

- Request for Proposals (RFP), selection, assessment of technical needs and installation of a P20 data warehouse that links individual records across agencies
- P20 metadata dictionary which implements national definitions, formats and standards such as NCES
- Validation report on the reliability of linking records between data sources
- P20 student identifier
- Procedures for extract, transform and load (ETL) to P20 data warehouse
- ETL of DOE, UH and DLIR data to P20 data warehouse

Outcome 3: Enhance data collection to expand the capability of the P20 LDS to inform education and workforce decisions with the addition of relevant quality data elements across the P20 education pipeline.

Essential elements addressed: 1, 2, 3, 5, 6, 8, 9, 10, 11, 12

Capabilities addressed: 1, 2, 3, 5, 6, 7

Objective 3.1: Recommend strategies for collecting and reporting early childhood program data to the Hawai'i Early Learning Council, State Legislature and relevant state agencies to expand the P20 LDS to include children's early childhood program experiences. (Appendix D-13 for Early Learning Council letter of support)

Objective 3.2: Develop and implement process(es) for the Charter School Administrative Office (CSAO) to transmit quality data from public charter schools to the State Education Agency's data warehouse to include required essential data elements from charter school students in the P20 LDS. (Appendix D-9 for Charter School Administrative Office letter of support)

Objective 3.3: Collect and incorporate student-level data not currently collected or archived systematically by HIDOE into the P20 LDS, including College Board exams, National Student Clearinghouse college enrollment and completion data and General Equivalency Diploma (GED) awards.

Objective 3.4: Clean and format archival student-level data from legacy K-12 systems and postsecondary data not included in current transactional databases and operational data stores to include in P20 LDS.

Objective 3.5: Develop plan to incorporate Armed Forces participation data.

Objective 3.6: Develop and implement process for quarterly transmission of individuals' employment data from the Unemployment Insurance database at the Department of Labor and Industrial Relations. (Appendix A-13 for DLIR letter of agreement and Appendix A-4 for data sharing MOU)

Objective 3.7: Develop and implement process for annual transmission of teacher licensure and preparation data from the Hawai'i Teachers Standards Board (Appendix D-11 for letter of support) and Teacher Education Coordinating Committee (Appendix D-12 for letter of support).

Objective 3.8: Develop a strategy to augment the collection of key data elements to improve the accuracy of matching individual records between current data sources across agency and regional databases.

Objective 3.9: Develop a plan for expanding data collection to incorporate independent schools (private K-12 and higher education institutions) and non-educational state agencies (e.g., Department of Human Services, Department of Health) (see Appendix D-19).

Products:

- Exploratory analyses of the efficiency/effectiveness of linking currently available early childhood participation data and K-12 data (in collaboration with Kamehameha Schools via Hawai'i P-20's Kellogg-funded P-3 Initiative Demonstration Projects)
- Pilot data collection project of early childhood participation (via Hawai'i P-20's Kellogg-funded P-3 Initiative Demonstration Projects)

- MOU for Charter School Administrative Office data transfers to the State Education Agency data warehouse
- College readiness, college enrollment and completion, and GED data included within the P20 LDS
- MOU with HTSB for data transfers of teacher licensure and preparation to the P20 LDS
- Cleaned, archived data from K-12 and postsecondary student-level historical data included within the P20 LDS
- Protocols and schedules of data transfers for unemployment insurance data
- Needs assessment of key data elements needed to improve the accuracy of matching individual records between current data sources across agency and regional databases
- Needs assessment for including independent schools and non-educational state agencies into the P20 LDS and P20 Data Governance structure

Outcome 4: Implement reporting tools for P20 longitudinal data analyses and output.

Essential elements addressed: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Capabilities addressed: 1, 2, 3, 4, 5, 6, 7

Objective 4.1: Implement a business intelligence tool attached to the P20 data warehouse.

Objective 4.2: Create P20 standardized reports, dashboards and interactive query tools to increase and facilitate data-driven decision-making, as well as federal and state reporting capabilities.

Objective 4.3: Train P20 LDS and agency staff on the use of reporting tools to generate accurate and timely information.

Products:

- Report of annual reporting needs that meet federal and state reporting requirements
- Training plan for staff on the use of reporting tools
- Standardized P20 reports, dashboards and interactive query tools

Outcome 5: Cultivate a culture of quality data use for critical decision-making.

Essential elements addressed: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Capabilities addressed: 1, 2, 3, 4, 5, 6, 7

Objective 5.1: Implement on-going training for stakeholders on data use and reporting tools to support continuous improvement and data-informed decision-making by educators, administrators and policymakers.

Objective 5.2: Align automated/standardized P20 LDS reports, dashboards and interactive query tools to reflect partner agencies' objectives and indicators across the state's P-20 educational pipeline.

Objective 5.3: Support implementation and use of a student and parent "College Access Portal" application to provide an on-line, one-stop college and career planning tool which incorporates students' records longitudinally and reflects findings from P20 longitudinal data analyses (e.g., via early warning indicators).

Objective 5.4: Extend the scope of HIDOE's Hawai'i Partnership for Educational Research Consortium (HPERC) to P20 by engaging researchers to inform data collection and reporting, expediting external researchers' access to P20 longitudinal data and facilitating research on P20 priority areas. (see Appendix D-22 to D-38 for researchers' letters of support).

Objective 5.5: Collaborate with appropriate program staff to develop feedback report templates aligned to the interests of early childhood programs, K-12 schools, institutions of higher education and workforce training programs, to facilitate reporting on the performance of former participants based on longitudinal data.

Objective 5.6: Disseminate findings of analyses from the P20 LDS through user-appropriate reports, forums and other venues to promote the expectation, availability and importance of using data appropriately to inform practice, policy and decision making.

Products:

- Plan for providing updates and access to training materials on access, data use and reporting tools
- Communications include aligned agency objectives and measures (e.g., DOE Balanced Scorecard, UH Strategic Performance Indicators dashboard)
- Student/parent P20 "college access" portal, including other primary user interfaces for educators, researchers, and other stakeholders
- Hawai'i Partnership for Educational Research Consortium policies and procedures regarding membership access and use of P20 LDS data
- Catalog of research projects in progress using P20 longitudinal data, including HPERC researchers with expedited access to data
- Annual list and distribution of standard and ad hoc reports based on P20 longitudinal data
- Templates for feedback reports based on longitudinal data (e.g., College and Career Ready Indicators report for each high school, student growth of graduates' of teacher preparation programs, elementary school performance of early childhood program participants)
- Dissemination/communication strategy for data reporting (e.g., data use conference, P20 LDS strand at local educational research conferences, media relations, publications)

Outcome 6: Participate in the Western Interstate Commission on Higher Education (WICHE) development of the "Multi-State Human Capital Development Data System" to pilot a multi-state data exchange of K-12, postsecondary education and workforce. (see Appendix D-6)

Essential elements addressed: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Capabilities addressed: 1, 2, 3, 4, 5, 6

Objective 6.1: Participate in the development of a multi-state data governance structure for voluntary exchange of individual-level data to enhance longitudinal data analyses by accounting for mobility.

Objective 6.2: Identify and standardize a set of core data elements required for effective record matching across states for policy research and analysis, as well as additional elements for state-specific needs.

Objective 6.3: Create a set of standardized pre-set reports from the multi-state exchange.

Objective 6.4: Develop processes and procedures for FERPA-compliant participating states' access to data for ad hoc queries.

Products:

- Operational multi-state data governance structure with published policies, procedures and standards
- Inter-state and inter-agency MOUs supporting data sharing
- Core set of data elements identified for record matching, as well as research and analysis
- Standard pre-set reports and ad hoc query capabilities

III. Timeline for Project Outcomes

Project outcomes will be managed through HIDOE's project charter model for project management. The P20 LDS Director, with guidance from the Hawai'i P-20 Executive Director and approval from the P20 LDS Executive Oversight Committee, will develop, update and execute project charter(s) associated with the P20 LDS which serve as the scope of work and workplan for HIDOE's sub-contract to Hawai'i P-20 at the University of Hawai'i System to develop and implement the P20 LDS.

Timelines for relevant subtasks associated with the outcomes identified in the prior section are described. The timeline assumes that the grant award will begin in May 2010 with activity beginning June 1, 2010.

Outcome 1: Develop a P20 data governance structure to enhance data quality and stewardship.

Lead: P20 LDS Project Director, together with HIDOE Data Governance Director and Hawai'i P-20 Executive Director

Duration: Ongoing

Objective 1.1: Form and support a P20 data governance structure that includes inter-agency committees (e.g., Executive Oversight Committee, Data Governance and Access, Technical) to develop standards and provide leadership for projects, policies and decision-making. **(Ongoing)**

- Identify members, establish roles, establish meeting schedule **(Current – 6.10)**
- Develop, document, publish and update protocols, processes and products for end users regarding: data definitions, formats and standards; access to data; security of records; issues resolution; incorporation of new data sources and elements **(6.10 – ongoing)**
- Build a "research data request" monitoring system that facilitates the tracking and coordination of research requests and train end users on the use of this system **(6.10 – 5.11)**
- Integrate research policies and process, including access to data into P20 data governance model **(6.10 – 5.11)**
- Establish P20 LDS research agenda **(6.10 – 11.10)**

Objective 1.2: Establish and implement a P20 data use training and certification program for staff contributing to the data systems to ensure the quality and integrity of the data and to support the appropriate use of data. **(12.10 – 5.13)**

- Establish a communication plan for the dissemination of training materials, overall objectives and to develop a culture of quality data use **(12.10 – 1.11)**
- Develop training and certification materials **(12.10 – 5.11)**
- Establish and implement training program **(5.11 – 12.12)**
- Deploy training materials online **(12.12 – 5.13)**

Objective 1.3: Develop and support P20 data governance policies to facilitate data sharing and reporting while maintaining security and privacy. **(Ongoing)**

- Identify legislation, policy changes or MOUs necessary to facilitate data sharing **(Ongoing)**
- Recommend plan for sustainability of P20 LDS structure to stakeholders and state policymakers **(6.11 – 5.12)**
- Develop and execute memoranda of understanding as new data sources are agreed upon **(6.10 – ongoing)**

Outcome 2: Implement a technology infrastructure representing the P20 educational pipeline from early childhood through the workforce with flexibility to include planned and additional data sources and elements.

Lead: P20 LDS Director and UH Information Technology Services Technical Lead, together with P20 LDS Advisory Committees

Duration: 15 months (6.10 - 9.11)

Objective 2.1: Install, implement and populate P20 data warehouse with data currently available from agency systems as per existing MOU. **(6.10 – 9.12)**

- Release RFP and hire vendor to project manage installation and implementation of infrastructure **(6.10 – 10.10)**
- Perform and complete assessment, planning and detailed requirements capture **(10.10 – 3.11)**
- Integrate data governance policies **(10.10 – 9.11)**
- Acquire technology components **(11.10 – 1.11)**
- Achieve system development, implementation, testing/validation and technical deployment **(2.11 – 6.11)**

Objective 2.2: Identify databases and data elements in each agency and establish a P20 metadata dictionary to facilitate data transfer, reporting flexibility, transparency across stakeholders, and data quality as well as reduce redundancy. **(11.10 – 03.11)**

- Perform and complete assessment, planning and detailed requirements capture **(11.10 – 03.11)**
- Design and implement data quality validation procedures and analyses **(11.10 – 03.11)**

Objective 2.3: Implement NCES data definitions, formats and standards to increase the interoperability of data across agency databases and to advance interoperability within the state, regionally and nationally. **(11.10 – 03.11)**

- Incorporate NCES standards in detailed requirements capture for P20 LDS **(10.10 – 3.11)**
- Implement interoperability frameworks such as the School Interoperability Framework (SIF) to facilitate transfer of data **(10.10 – 3.11)**

Objective 2.4: Implement a P20 student identifier that incorporates protocols for linking data across different data sources which enables student-level tracking across the P20 continuum and increases student privacy. **(10.10 – 03.11)**

- Perform and complete assessment, planning and detailed requirements capture **(10.10 – 3.11)**
- Complete validation report on the reliability of linking student records between data sources **(3.11 – 4.11)**

Outcome 3: Enhance data collection to expand the capability of the P20 LDS to inform education and workforce decisions with the addition of relevant quality data elements across the P20 education pipeline.

Lead: P20 LDS Director together with P20 LDS Reporting/Data Use Program Manager, HIDOE Data Governance Director, and agencies

Duration: 24 months (6.10-5.13)

Objective 3.1: Recommend strategies for collecting and reporting early childhood program data to the Hawai'i Early Learning Council, State Legislature and relevant state agencies to expand the P20 LDS to include children's early childhood program experiences. **(06.10 – 12.12)**

- Coordinate with Hawai'i P-20's P-3 Initiative which is conducting exploratory analyses of the efficiency/effectiveness of linking currently available early childhood participation data and K-12 data within Demonstration Project sites to identify data reporting needs and data requirements for early childhood/Pre-K education **(Current – 12.10)**
- Identify, pilot and evaluate data collection strategies for collection of early childhood participation data via Hawai'i P-20's Kellogg-funded P-3 Initiative Demonstration Projects **(1.11 – 12.11)**
- Report to Early Learning Council, State Legislature and State Agencies on recommendations for early childhood program data elements, reporting needs, and data collection strategies to include early childhood/Pre-K data in P20 LDS **(1.11 – 12.12)**

Objective 3.2: Develop and implement process(es) for the CSAO to transmit quality data from public charter schools to the State Education Agency's data warehouse to include required essential data elements from charter school students in the P20 LDS. **(6.10 – 5.13)**

- Facilitate execution of MOU for Charter School Administrative Office data transfers to the SEA's data warehouse
- Sub-contract the CSAO to hire two staff positions to increase capacity to work with charter schools on systematic, quality data collection **(6.10 – 5.13, renewed annually)**
- Perform and complete assessment, planning and detailed requirements capture for all public charter schools **(6.10 – 11.10)**
- Develop training materials which include NCES data definitions, standards and formats to increase interoperability and data transfer to the SEA data warehouse and P20 LDS **(6.10 – 5.11)**
- Develop and implement of training on best practices regarding data collection, quality and use for individual public charter school staff **(11.10 – 05.13)**
- Capture of all 10 essential K-12 elements for all public charter schools **(11.10 – 5.13)**

Objective 3.3: Collect and incorporate student-level data not currently collected or archived systematically by HIDOE into the P20 LDS, including College Board exams, National Student Clearinghouse college enrollment and completion data and General Equivalency Diploma (GED) awards. **(6.10 – 5.11)**

- Assess status of current data collections from external sources, complete purchase and transfer of archival and current data to P20 LDS **(6.10 – 5.13)**

Objective 3.4: Clean and format archival student-level data from legacy K-12 systems and postsecondary data not included in current transactional databases and operational data stores. **(6.10 – 5.11)**

- Hire consultant to clean and format archival student-level data **(6.10 – 7.10)**

