

**U.S. Department of Education**

**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS  
UNDER THE**

**Statewide, Longitudinal Data Systems**

**CFDA # 84.372A**

**PR/Award # R372A120004**

**Grants.gov Tracking#: GRANT11025620**

OMB No. , Expiration Date:

Closing Date: Dec 15, 2011

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

There were problems converting one or more of the attachments. These are: 1238-Appendix B - Evidence of Coordination and Support.pdf

| Application for Federal Assistance SF-424  |  |  |
|--|--|--|
| * 1. Type of Submission:<br><input type="checkbox"/> Preapplication<br><input checked="" type="checkbox"/> Application<br><input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application:<br><input checked="" type="checkbox"/> New<br><input type="checkbox"/> Continuation<br><input type="checkbox"/> Revision | * If Revision, select appropriate letter(s):<br><input type="text"/><br>* Other (Specify):<br><input type="text"/> |
| * 3. Date Received:<br><input type="text" value="12/13/2011"/>   | 4. Applicant Identifier:<br><input type="text"/>   |  |
| 5a. Federal Entity Identifier:<br><input type="text"/>   | 5b. Federal Award Identifier:<br><input type="text"/>  |  |
| <b>State Use Only:</b>   |  |  |
| 6. Date Received by State: <input type="text"/>  | 7. State Application Identifier: <input type="text"/>  |  |
| <b>8. APPLICANT INFORMATION:</b>   |  |  |
| * a. Legal Name: <input type="text" value="Hawaii Department of Education"/>   |  |  |
| * b. Employer/Taxpayer Identification Number (EIN/TIN):<br><input type="text" value="990266482"/>  | * c. Organizational DUNS:<br><input type="text" value="8099355130000"/>  |  |
| <b>d. Address:</b>   |  |  |
| * Street1: <input type="text" value="1390 Miller Street, Room 309"/>   | Street2: <input type="text" value="PO Box 2360"/>  |  |
| * City: <input type="text" value="Honolulu"/>  | County/Parish: <input type="text"/>  |  |
| * State: <input type="text" value="HI: Hawaii"/>   | Province: <input type="text"/>   |  |
| * Country: <input type="text" value="USA: UNITED STATES"/>   | * Zip / Postal Code: <input type="text" value="96813-2360"/>   |  |
| <b>e. Organizational Unit:</b>   |  |  |
| Department Name:<br><input type="text"/>   | Division Name:<br><input type="text" value="OTIS"/>  |  |
| <b>f. Name and contact information of person to be contacted on matters involving this application:</b>  |  |  |
| Prefix: <input type="text" value="Mr."/>   | * First Name: <input type="text" value="David"/>   |  |
| Middle Name: <input type="text"/>  | * Last Name: <input type="text" value="Wu"/>   |  |
| Suffix: <input type="text"/>   | Title: <input type="text" value="Asst Superintendent &amp; Chief Information Offic"/>  |  |
| Organizational Affiliation:<br><input type="text"/>  |  |  |
| * Telephone Number: <input type="text" value="808-586-3307"/>  | Fax Number: <input type="text" value="808-586-3645"/>  |  |
| * Email: <input type="text" value="david_wu@notes.k12.hi.us"/>   |  |  |

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.372

CFDA Title:

Statewide Data Systems

**\* 12. Funding Opportunity Number:**

ED-GRANTS-092011-001

\* Title:

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

**13. Competition Identification Number:**

84-372A2012

Title:

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

Add Attachment

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

Hawaiian Statewide Longitudinal P-20 Data System, linking data across the agency systems and across time.

Attach supporting documents as specified in agency instructions.

Add Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

|                     |   |
|---------------------|---|
| * a. Federal        | <input type="text" value="3,386,692.58"/> |
| * b. Applicant      | <input type="text" value="(b)(4)"/>       |
| * c. State          |   |
| * d. Local          |   |
| * e. Other          |   |
| * f. Program Income |   |
| * g. TOTAL          |   |

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

|  |                                    |
|--|------------------------------------|
| * SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL<br><br>David Wu  | * TITLE<br><br>Superintendent      |
| * APPLICANT ORGANIZATION<br><br>Hawaii Department of Education | * DATE SUBMITTED<br><br>12/13/2011 |

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

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## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

|  |  |
|--|--|
| <b>* APPLICANT'S ORGANIZATION</b><br><input style="width: 90%;" type="text" value="Hawaii Department of Education"/> |  |
| <b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>   |  |
| Prefix: <input style="width: 100px;" type="text" value="Ms."/>   | * First Name: <input style="width: 250px;" type="text" value="Kathryn"/> Middle Name: <input style="width: 150px;" type="text"/> |
| * Last Name: <input style="width: 300px;" type="text" value="Matayoshi"/>  | Suffix: <input style="width: 80px;" type="text"/>  |
| * Title: <input style="width: 250px;" type="text" value="Superintendent"/>   |  |
| * SIGNATURE: <input style="width: 300px;" type="text" value="David Wu"/>   | * DATE: <input style="width: 150px;" type="text" value="12/13/2011"/>  |

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

|         |               |              |              |         |
|---------|---------------|--------------|--------------|---------|
| Prefix: | * First Name: | Middle Name: | * Last Name: | Suffix: |
| Mr.     | David         |              | Wu           |         |

Address:

|             |                    |
|-------------|--------------------|
| * Street1:  | 1390 Miller Street |
| Street2:    |                    |
| * City:     | Honolulu           |
| County:     |                    |
| * State:    | HI: Hawaii         |
| * Zip Code: | 96813              |
| * Country:  | USA: UNITED STATES |

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

|              |              |
|--------------|--------------|
| 808-586-3307 | 808-586-3645 |
|--------------|--------------|

Email Address:

|                          |
|--------------------------|
| david_wu@notes.k12.hi.us |
|--------------------------|

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

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

Yes  No

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

Yes Provide Exemption(s) #:

|  |
|--|
|  |
|--|

No Provide Assurance #, if available:

|              |
|--------------|
| FWA 00016697 |
|--------------|

**Please attach an explanation Narrative:**

|                        |
|------------------------|
| SLDS IRB Letter-UH.pdf |
|------------------------|

Delete Attachment

View Attachment

**UNIVERSITY OF HAWAII**

Committee on Human Studies

**MEMORANDUM**

October 26, 2011

TO: Linda K. Johnsrud, Ph.D.  
Kathryn Matayoshi, Superintendent  
Principal Investigators  
VP for Academic Affairs

FROM: Nancy R. King  
Director



SUBJECT: CHS #17622- "State of Hawaii P20 Longitudinal Data System"

Under an expedited review procedure, the research project identified above was approved for one year on October 26, 2011 by the University of Hawaii (UH) Committee on Human Studies (CHS). The application qualified for expedited review under CFR 46.110 and 21 CFR 56.110, Category (5).

This memorandum is your record of CHS approval of this study. Please maintain it with your study records.

CHS approval for this project will expire on October 25, 2012. If you expect your project to continue beyond this date, you must submit an application for renewal of this CHS approval. CHS approval must be maintained for the entire term of your project.

If, during the course of your project, you intend to make changes to this study, you must obtain CHS approval prior to implementing them. Unanticipated problems that are likely to affect study participants must be promptly reported to the CHS.

You are required to maintain complete records pertaining to the use of humans as participants in your research. This includes all information or materials conveyed to and received from participants as well as signed consent forms, data, analyses, and results. These records must be maintained for at least three years following project completion or termination, and they are subject to inspection and review by CHS and other authorized agencies.

Please notify this office when your project is complete. Upon notification, we will close our files pertaining to your project. Reactivation of CHS approval will require a new CHS application.

Please contact this office if you have any questions or require assistance. We appreciate your cooperation, and wish you success with your research.

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

## Project Abstract

### ***HOOKELE: Guiding Hawaii to Meet its Human Capital Goals Through a P20W Statewide Longitudinal Data System***

*Hookele* is the Hawaiian word for a steersman who guides a canoe and its paddlers safely to its destination; likewise, this project will develop a P20W Statewide Longitudinal Data System (P20W SLDS) that incorporates data from PK-12, postsecondary, and labor to help guide policy- and decision-makers in the state to improve the educational and workforce outcomes as represented by Hawaii's goal for human capital development: *By the year 2025, 55% of Hawaii's working age adults will have a two- or four-year college degree.*

The Hawaii Department of Education (HIDOE), Hawaii's State Education Agency, is applying for \$3,386,693.00 over three years under Priority Three of the U.S. Department of Education's Institute of Education Sciences' FY2012 Request for Applications for the Statewide Longitudinal Data Systems Grants (CFDA 84.372). The overall goal of this project is to complete the automated linkage of cross-agency data systems, open stakeholder access to P20W SLDS data and develop trained, data literate stakeholders in the effective use of cross-agency data to provide feedback and information to improve Hawaii's student outcomes to address and support Hawaii's workforce needs into the 21<sup>st</sup> century.

The Hawaii State Department of Education (HIDOE), the University of Hawaii System (UH), and the Hawaii Department of Labor and Industrial Relations (DLIR) are developing a robust, high-quality P20W SLDS that will initially include PK-12 student and teacher, postsecondary education, and unemployment insurance wage data. Hawaii recognizes however, that the capacity must be built and processes must be put in place to ensure that the P20W SLDS provides accurate, user-friendly, actionable reports and information to all levels of stakeholders. To improve the culture of data literacy, Hawaii must provide role-based training in data utilization to effectively target strategies that will guide the improvement of the educational, and workforce outcomes for Hawaii's citizens.

The primary objectives of the project are to:

1. Develop a coordinated management and sustainability plan that will ensure cross-agency collaboration and long-term support for the P20W SLDS as a statewide resource;
2. Develop useful, accurate, actionable high-quality reports and information products utilizing data from the P20W SLDS for a variety of stakeholders to answer Hawaii's critical policy and research questions; and
3. Develop a culture of rigorous data use by providing an extensive training and professional development program focused on increasing the use of data by practicing educators and administrators, policymakers at all levels, teacher and administrator candidates, data entry staff to improve data quality, and other stakeholders.

## Project Narrative File(s)

---

\* Mandatory Project Narrative File Filename:

---

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

## **HOOKELE: Guiding Hawaii to Meet its Human Capital Goals Through a P20W Statewide Longitudinal Data System**

*Hookele* is the Hawaiian word for a steersman who guides a canoe and its paddlers safely to its destination; likewise, this project will develop a P20W Statewide Longitudinal Data System (P20W SLDS) that incorporates data from PK-12, postsecondary, and labor to help guide policy- and decision-makers in the state to improve the educational and workforce outcomes as represented by Hawaii's goal for human capital development: *By the year 2025, 55% of Hawaii's working age adults will have a two- or four-year college degree.*

The Hawaii Department of Education (HIDOE), Hawaii's State Education Agency, is applying for \$3,386,693.00 over three years under Priority Three of the U.S. Department of Education's Institute of Education Sciences' FY2012 Request for Applications for the Statewide Longitudinal Data Systems Grants (CFDA 84.372). The overall goal of this project is to complete the automated linkage of cross-agency data systems, open stakeholder access to P20W SLDS data and develop trained, data literate stakeholders in the effective use of cross-agency data to provide feedback and information to improve Hawaii's student outcomes to address and support Hawaii's workforce needs into the 21<sup>st</sup> century.

HIDOE will be the grantee; however the project is being jointly developed by HIDOE, the University of Hawaii System (UH), and the Hawaii Department of Labor and Industrial Relations (DLIR). The project will be coordinated by the Hawaii P-20 Partnerships for Education (Hawaii P20), an administrative unit of UH. The key agency partners for Priority Three - HIDOE, UH, and DLIR - are committed to developing a secure, robust P20W SLDS that links PK-12 student and teacher data, postsecondary student data, and unemployment wage data to better inform planning, implementation and resource allocation for education and workforce transitions and programs. It also provides an extensive training and professional development effort that will enhance the culture of data literacy in Hawaii to achieve increased effectiveness in the educational pipeline, resulting in improved educational and employment outcomes.

### **A. Need for Project**

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Hawaii's state agencies and Governor are committed to the P20W SLDS initiatives and believe that this grant represents an ideal time for further investment in Hawaii's P20W SLDS. Since FY2009, Hawaii has spent over \$1.4 million to support cross-agency data sharing and reporting, establish data governance, conduct proof of concept projects that have demonstrated the ability to link student records across agencies including private pre-K, higher education and labor, and to implement interim solutions that allow data to be linked across the PK-12 and postsecondary sectors to meet the state's immediate reporting needs. Hawaii is poised to significantly accelerate the trajectory of our cross-agency data sharing and reporting to support high impact data use. In Summer 2011, Hawaii's state agencies committed to invest in the basic information technology infrastructure to support the P20W SLDS. This grant funding (CFDA 84.372) will augment that commitment by

supporting and accelerating the development of processes to produce meaningful data reports and build the capacity of stakeholders for utilizing data to inform decision-making that positively impacts student and workforce outcomes.

## **Background**

Much of Hawaii's \$1.4 million prior investment was funded by private grants, such as the National Governors Association STEM grant, a P-20 capacity building grant from the Hawaii-based Harold K.L. Castle Foundation, and by state agency staff providing in-kind support. This ongoing commitment has allowed the state to develop cross-agency ad hoc reporting, meet all 12 of the America COMPETES Act elements, five of ten Data Quality Campaign's "Actions to Ensure Effective Data Use", and establish the legal agreements and protocols for agency data sharing. Additionally, a 2009 U. S. Department of Education Statewide Longitudinal Data System (non-ARRA) grant provided critical support for a PK-12 data warehouse and data governance fundamentals.

The state has not yet secured federal funding towards this statewide, cross-agency data system. Hawaii, like many other states, faced staggering budget shortfalls during the last few budget cycles, and the state did not fund the informational technology structure for a P20W SLDS from general funds. However, lack of funding for the technology infrastructure has not prevented Hawaii from continuing the foundational work to establish a P20W SLDS, or aggressively pursuing longitudinal data reporting, albeit through ad hoc reports.

Hawaii is unique in that the Hawaii Department of Education (HIDOE) is one district; that is, HIDOE is both State Education Authority (SEA) and the Local Education Authority (LEA). Administratively, Hawaii is divided into 15 Complex Areas which are comprised of elementary, middle and high schools within a geographic area, and supervised by a Complex Area Superintendent. Hawaii has not had to expend as many resources developing interoperable solutions as other states as a result of this unique situation. Similarly, the University of Hawaii (UH) is Hawaii's only public postsecondary education system. All 10 campuses in the UH system utilize the same student information system and reporting tables where student information is stored. While data validation and cleansing are still needed, cross-walks of data elements/definitions and standardization from different information systems common to states with multiple LEAs, and postsecondary systems is not an operational issue for Hawaii. Hawaii has the potential to develop a P20W SLDS that provides near "real-time" data transfers and subsequent reporting, with the potential for more comprehensive data to add to a P20W SLDS.

While Hawaii does not yet have an operational P20W SLDS, state leaders have been working to pave the way towards this goal. Data infrastructures, such as the development and implementation of a PK-12 data warehouse funded largely by a US Department of Education Institute of Education Sciences 2009 non-ARRA longitudinal data system grant funds, have been improved to prepare for the time when the data systems will be linked. A high-level governance structure with agency leaders who meet regularly has been developed and operational since January 2009 as the P20W SLDS Executive Committee.

Cross-agency agreements that facilitate the exchange of data, while ensuring the protection of individual confidentiality have been developed and placed in force (see Appendix B).

In 2009, HDOE, UH and the Department of Labor and Industrial Relations (DLIR) executed a seminal three-party data sharing Memorandum of Understanding (MOU) through which agencies committed to the sharing of data to improve the educational and workforce outcomes of Hawaii's citizens. This data sharing MOU was expanded in 2011 to include the Department of Health and the Department of Human Services. Additional addenda to the 2009 MOU have been created that specify the process, specific data elements, transfer and security of records that are utilized for ad hoc cross-agency analyses. Additionally, in 2010, Hawaii placed into statute Act 41 which encourages data sharing across department/agency boundaries to improve educational and workforce outcomes (see Appendix B).

Hawaii has been preparing for a P20W SLDS and has focused its limited resources in an organized strategy to remove any potential obstacles for the transmission and protection of data to a P20W SLDS. With the ability to share data, albeit on a manual rather than automated basis, the agencies have been working to better understand the data elements required for reporting and findings from the data in order to understand the PK-12 to postsecondary and postsecondary to workforce transition, provide feedback to the high schools, and to meet federal reporting requirements. While significant funds have been expended by the agencies, the state needs funding to take the next steps towards the full development of the P20W SLDS, particularly to automate reporting and to ensure that the data are utilized to better inform state policy and foster improvements in the education to workforce process.

HDOE has earmarked \$3,000,000 to underwrite the building of the information technology infrastructure and the licensing of a business intelligence reporting tool for the P20W SLDS. In Spring 2012, the cross-agency partners, via the P20W SLDS Executive Committee (described in Section D), will issue a request for proposal and execute a contract for the P20W SLDS technology infrastructure. While funds have been identified for the technology infrastructure, the state lacks funding to plan for the development, automation and production of reports, and for the training of personnel in data use. The P20W SLDS stakeholders recognize that there is a gap in data being collected and used to inform practice and policy. This grant will enable the state to accelerate report development, presentation and access, as well as provide the training on data use for state agency personnel and other stakeholders. Without this grant, the state will build the technology infrastructure, but will continue to search for funding sources to enable the reporting functions and training of personnel to effectively use P20W SLDS data. While the infrastructure will be built, Hawaii will lack the ability to fully utilize the P20W SLDS as a state resource as plans for data reporting and use will be slowed.

## **Education in Hawaii**

Hawaii's public schools serve approximately 178,000 students annually in 288 schools (School Year 2010-2011), which accounts for 84% of the PK-12 student population. The

on-time graduation rate for HIDOE's public high schools was 80% in 2010. Data from the National Student Clearinghouse (NSC) report that 50% of public school graduates attend a postsecondary program. The clear majority of this population (70%) attends a UH two- or four-year campus. The University of Hawaii System serves approximately 58,000 students each year and in the 2010-2011 fiscal year produced 3,324 two-year degrees and certificates and 3,796 four-year credentials. The UH System includes 10 campuses with seven community colleges, two comprehensive and one Research 1 universities. With almost two-thirds of the college-going students entering UH, Hawaii's in-state college-going rate provides a more complete picture of student outcomes as they transition to postsecondary education than states with high out-of-state or private college-going rates.

Facilitated by the management and leadership of Hawaii P-20 Partnerships for Education (Hawaii P-20, see description in Section D. Project Administration), HIDOE and UH have collaborated extensively over the past four years to agree and work on college and career initiatives that align HIDOE and UH's expectations of a college and career ready high school graduate. The systems have partnered on initiatives such as the American Diploma Project, the passing of a single mandatory college and career ready rigorous high school diploma beginning with the Class of 2016, the production of the high school College and Career Readiness Indicators feedback report, and the agreement on math skills alignment through a series of PK-12 and postsecondary faculty-driven "math summits".

With 16% of Hawaii's school-aged children attending private PK-12 schools, and with 30% of our college-going public education graduates attending in-state private and out-of-state postsecondary institutions, Hawaii recognizes the need to incorporate more than public education data into the P20W SLDS<sup>1</sup>. While the immediate, primary focus is on the overall building and development of a functional P20W SLDS, discussions will continue with private PK-12 and postsecondary institutions to explore the potential of a true statewide cross-agency P20W SLDS.

## **Hawaii Data Needs**

Under the guidance of the P20W SLDS Executive Committee the state has worked towards developing significant cooperation in its understanding of the importance linking data across sectors.

A 2009 needs assessment by InfoSynthesis and Organization evaluated the capacity of Hawaii to commit to the development of a SLDS and found that "unlike in many other states... [there is] widespread support and interest from key stakeholder groups... and strong administrative commitment from each sector (pp. 6-7)<sup>2</sup>." The letters of support in Appendix B provide evidence of the high demand in Hawaii for the rich information

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<sup>1</sup> Hawaii Council of Private Schools (2010-2011). Private School Enrollment Report 2010-2011 (final). Retrieved on December 12, 2011, from [http://www.hais.org/about\\_stats\\_hcpsenrollrpt11.pdf](http://www.hais.org/about_stats_hcpsenrollrpt11.pdf).

<sup>2</sup> Smith, Nancy (2009). Establishing a P20 Data System in Hawaii. Report completed for Hawaii P-20 Partnerships for Education, University of Hawaii.

available from a data system that tracks individuals from early childhood program experiences through postsecondary and/or into the workforce, as well as producing timely, user-friendly and more sophisticated analyses of the data that inform critical policy questions addressing educational and workforce outcomes. More than 100 representatives from HIDOE, UH, DLIR, the Board of Education, U.S. Pacific Command (Armed Forces), legislature, Members of Congress, early childhood education and philanthropic organizations participated in a Forum on Longitudinal Data on June 30, 2009. Stakeholders including educators, researchers, institutional analysts, information technology specialists, and policymakers, discussed the value of using longitudinal student and workforce data for decision-making and among other priorities, identified two key data issues—data governance and the use of data, which are being addressed as priorities for this grant application.

Policy makers and agency leaders in Hawaii are engaged in the P20W discussion because of the understanding by stakeholders of the importance of data to inform the state's future direction in improving student and workforce outcomes. Policy makers need to understand more about the transition points and the alignment between PK-12 and postsecondary education, the impact of teacher education programs on student success, and how the current education pipeline is producing graduates that meet the needs of Hawaii's current and future workforce.

Hawaii's economy, which was once built largely on agriculture and tourism, is moving towards 21<sup>st</sup> century career options with job growth occurring in the sectors of education and health care (16%), professional and business services (7%), leisure and hospitality industries (4%). Economists predict that by 2018, 65% of Hawaii's jobs will require at least some postsecondary training or education. Hawaii's need for skilled and educated workers is the 10<sup>th</sup> highest in the nation. Opportunities and earning potential will be higher for those with more education. In Hawaii, jobs that require postsecondary training or education pay an average salary of at least twice that of those that do not require any additional training. For example, registered nurses earn about \$80,000/year, retail supervisors earn about \$40,000/year and food service workers earn about \$20,000/year<sup>3</sup>.

Hawaii's data also show that too few students are finishing high school academically prepared to succeed in the 21<sup>st</sup> century economy. On the 2011 Hawaii State Assessment tests, 66% of the students scored proficient or higher in reading, but just 54% did so in mathematics. On the 2010 SAT, Hawaii's students scored below the national average on math, critical reading and writing exams. Last year, Hawaii ranked last in the nation in the percentage of recent high school graduates who scored high enough on the military entrance exam to be permitted to enlist. Many of our students who have gone to college

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<sup>3</sup> Employment Projections for Industries and Occupations 2008-2018. State of Hawaii Department of Labor and Industrial Relations.

are also struggling. Of the 2010 high school graduates who enrolled in the UH system, 36% enrolled in remedial math compared to just 20% that enrolled in college-level math<sup>4</sup>.

Hawaii's P20W SLDS Steering Committee, a cross-agency group of agency leaders who are engaged in the active creation of P20W initiatives, have identified an initial set of critical policy and data questions to help stakeholders understand the types and use of information that will be accessible through the development of the P20W SLDS, reports and training in data use.

### **Critical Policy and Data Questions**

1. What content areas of high school coursework are more likely to transition a higher proportion of students from high school to college, ready for college level work?
2. Which schools are transitioning a greater proportion of their high school graduates to colleges and universities ready for college level work?
3. What is the impact of the various programs that promote college-going in terms of improving actual college-going rates?
4. To what degree are Hawaii's financial aid programs effectively increasing college access and success?
5. How do different teacher education programs vary in terms of the impact their graduates have on student learning by subject?
6. What are the retention and migration rates for teachers in Hawaii and what impact does this have on student success?
7. What proportion of Hawaii's high school and college graduates remain in the state to work?
8. What are the employment rates and earning levels of Hawaii's high school and college graduates in-state compared to drop-outs by credential level?
9. To what degree is the education pipeline aligned with Hawaii's current and future employment needs?

### **Current Status of Hawaii's P20W Statewide Longitudinal Data Systems**

Over the past several years Hawaii's agencies have been individually developing information infrastructures to improve educational outcomes, better inform policy and decision-making and improve administrative operations. All three primary agencies have extensive operational data systems that can provide a strong foundation for linking data together across agencies.

#### **Hawaii Department of Education**

HIDOE received funding from the 2009 U.S. Department of Education SLDS non-ARRA grant round to develop a PK-12 Longitudinal Data System (PK-12 LDS). Currently, it houses ten

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<sup>4</sup> University of Hawaii (2011). June 2010 Hawaii Public High School Graduates Enrolled in English and Mathematics Classes at the University of Hawaii in Fall 2010. Retrieved on December 12, 2011, from <http://www.hawaii.edu/cgi-bin/iro/maps?RDCCF10.pdf>.

years of student demographic, enrollment, program participation, assessment, and course transcript and grade data. Educator data, such as demographics, wages, credentials, and certifications are housed in a separate system. HIDOE has begun to incorporate selected human resource and Food Service information.

For more than 20 years, HIDOE has assigned students a unique identification number that follows them as they transfer from school to school and across school years. Student records are also linked to their teachers. Development of the PK-12 LDS has allowed Hawaii to realize five goals: 1) increase the quality of the data, the interoperability between HIDOE's different data systems (e.g., behavioral, Food Service, human resources) 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 through a variety of tools including a dashboard of key indicators for principals and teachers; 3) provide training and support for users of the system; 4) refine, standardize and implement data integrity, privacy and confidentiality policies and procedures across HIDOE; and 5) establish the use of longitudinal data within a balanced scorecard as part of the PK-12 school improvement process and project management oversight.

In addition to the development of the PK-12 LDS infrastructure, a number of other recent data governance efforts within HIDOE have been supported by state or Race To The Top (RTTT) funds. HIDOE has also created a Data Governance Office within the Office of the Superintendent to guide HIDOE through the process of developing a culture of quality data and ethical data use. Through RTTT, HIDOE is creating data teams statewide to encourage better use of data throughout PK-12. They have already hired 16 data coaches to lead these teams and work on targeted education issues. The P20W SLDS project will work extensively with the data coaches to ensure the data are accessible and appropriate for use within PK-12 and to meet their needs.

HIDOE's data governance efforts include:

1. Standardization of data issues escalation and resolution processes;
2. Providing data quality, ethics and Family Educational Rights and Privacy Act (FERPA) trainings for stakeholders;
3. Developing a Hawaii Partnership for Educational Research Consortium and convening annual research symposia;
4. Implementing a consolidated and aligned statewide improvement planning process, including a balanced scorecard tool which is part of RTTT; and
5. Operationalizing a Curriculum Development/Learning Management System from HIDOE's Office of Curriculum, Instruction and Student Support.

These PK-12 data governance projects have provided data use and analysis training and put tools in the hands of stakeholders that promote the appropriate and effective use of longitudinal data. For example, HIDOE leadership receives quarterly reports on metrics of student achievement, attendance, behavior and course marks. These quarterly reports are analyzed at the complex or geographic area level and inform discussions of the corresponding school level data with the school administrators and their data leads. Such discussions and interactions facilitate the identification of data quality, availability and

access issues triggering opportunities to enhance HIDEO's knowledge and implementation of best practices related to data collection, protection, and use as well as promoting data-driven decision making.

The Hawaii Partnership for Educational Research Consortium (HPERC) Project is a component of the HIDEO's Race to the Top plan for data and research utilization and dissemination. The work of HPERC itself will focus on managing and maximizing the HIDEO's opportunities for effective research. Its goal is to put HIDEO in a position to leverage the educational research conducted in its schools so that the resulting knowledge may be directed back into the Department and used to support teaching and learning throughout the school system. HIDEO also operates the Adult Education programs that administer the state's GED program. This program enrolls approximately 2,000 returning adults and awards approximately 1,200 GEDs annually. This is a data source of returning adults to education and systematic data collection is planned and will be included into the PK-12 LDS.

### **University of Hawaii System**

The UH campuses have used the Banner Student Information System, customized to link all 10 UH campuses, since 2002. While UH collects social security numbers for financial aid and other tax purposes, students within the UH system are assigned a unique student identification number that is utilized throughout the 10 campus system. The Banner Operational Data Store (ODS) is a data mart that includes copies of the data from the live or production Banner system. ODS provides snapshot data from fixed points which can be used for longitudinal and historical analyses. These official snapshots of frozen data began in Spring 2005, with six years of data currently available. The potential information available is extensive and includes student application data, demographics, enrollment, courses, majors, financial aid, grades, credential completion and a wide variety of day-to-day operational data. The UH System Institutional Research and Analysis Office (IRAIO) and the 10 UH campus' institutional research offices are staffed with quantitative researchers who access ODS through a variety of tools.

### **Hawaii Department of Labor and Industrial Relations**

DLIR maintains a number of operational data systems for administering a variety of programs including unemployment insurance (UI), Title I of the Workforce Investment Act (WIA) and the Wagner-Peyser Act, as well as a Mass Layoffs Statistics (MLS) program which is conducted in cooperation with the Bureau of Labor Statistics (BLS) for persons affected by mass lay off. The UI system collects employer level data as they change, and employers provide quarterly earnings data for their employees by Social Security Number and name.

The UI quarterly wage data includes information about the address or location of the employers, their size, and a standard code that identifies the employer's industry (North American Industry Classification System – NAICS). If individuals become unemployed and file a claim, additional demographics and identification information is collected including

birthdate, race, ethnicity, gender, occupation, education level, personal address, and other information.

The Management Information System (MIS), which also serves as the state job board, collects participant information for WIA and Wagner-Peyser participants. These participants include unemployed workers, people with disadvantages, at-risk youth and all other members of the population that utilize the system to look for employment or job training. The MIS collects participant data similar to UI, including types of training, support services, education levels and credentials, veteran status, etc. The MLS keeps demographic (gender, race, age) data on initial claimants and collects layoff information from employers, such as reasons and duration of layoffs, whether permanent or temporary.

## Cross-Agency Data Linkages

### Federal Reporting Requirements

Without a P20W SLDS that selectively consolidates HIDEOE, UH and DLIR workforce data and the development of automated reports, Hawaii continues to report on the requirements of the America COMPETES Act by prioritizing ad hoc reports. While the datasets can be linked together, it is difficult and time-consuming. Hawaii has been able to provide the resources to fulfill the minimum reporting requirements, but it is clear that a systemic P20W linked data system, once fully developed with reporting features will make the provision of data more timely and efficient.

### Hawaii's Current Status on the America COMPETES Act Elements

| 12 America COMPETES Act Elements  | Status  |
|---|---|
| A unique statewide student identifier that does not permit a student to be individually identified by users of the systems (except as allowed by Federal and State law) | PK-12 (including HIDEOE provided special education preschool) completed<br><br>UH completed<br><br>P20W SLDS: Expansion planned; not yet begun for P20W student identifier. |
| Student-level enrollment, demographic and program participation information   | PK-12 completed<br><br>P20W SLDS: expansion planned to include UH program participation and DLIR training programs.   |
| Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs                             | PK-12 completed<br><br>P20W LDS: Expansion planned to include public  |

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|   | postsecondary data. Data sharing currently exists for public postsecondary on a reporting/ad hoc basis, but seamless automation of data exchange has not yet begun  |
| The capacity to communicate with higher education systems   | In process. Data sharing currently exists with PK-12 and public postsecondary on an ad hoc annual basis, but seamless automation of transfer is planned within scope of this project.   |
| A state audit system assessing data quality, validity, and reliability.   | In process. Methods and procedures are in place for PK-12 and postsecondary, including standardization of processes, feedback to entry users, and scheduling of audits.   |
| <b><i>With respect to preschool through grade 12 education</i></b>  | <b>Status</b>   |
| Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act (ESEA) of 1965 | Completed by HIDOE.   |
| Information on students not tested, by grade and subject  | Completed by HIDOE.   |
| A teacher identifier system with the ability to match teachers to students  | Completed by HIDOE.   |
| Student-level transcript information, including information on courses completed and grades earned  | Completed by HIDOE.   |
| Student-level college readiness test scores   | Completed by HIDOE.<br><br>Student-level data from the CollegeBoard has been collected and loaded into the PK-12 LDS.<br><br>AP scores: 1998-2010<br>PSAT/NMSQT: 1998-2010<br>SAT: 1998-2010<br><br>Data is purchased annually by |

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|   | <p>HIDOE.</p> <p>State is considering a variety of other college and career ready assessment measures (e.g., Algebra II end of course exam scores) as part of its Race to the Top and ESEA waiver plans. These results would be included as assessments are administered.</p>  |
| <i>With respect to postsecondary education</i>  | <b>Status</b>  |
| 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 | <p>Report is manually produced by matching students via SQL script and visual matching for non-matches. HIDOE students are graduating class cohorts and unduplicated headcounts in college and remedial English and Math are verified by enrollments lists.</p> <p>2/3 of HIDOE graduates that attend postsecondary education attend the UH.</p> <p>National Student Clearinghouse data is also collected annually on each prior graduating class providing validation on UH enrollments and data on non-UH postsecondary enrollments.</p> |
| Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education   | <p>School-level College and Career Readiness Indicators reports are manually created, but the information is aggregated on an ad hoc basis and metrics are limited.</p> <p>Ongoing contracts with Cal-PASS/IEBC provide ad hoc</p>   |

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|--|---|
|  | <p>reports on secondary to postsecondary transitions and other student outcomes. However, to address PK-12 to postsecondary alignment issues with greater validity and reliability, Hawaii needs to link PK-12 and postsecondary data systems in order to fully address alignment issues.</p> |
|--|---|

**State Organization and Support for the P20W SLDS**

Since 2009, interest in the need and importance for linking data across the PK-12, postsecondary and employment sectors has continued to grow within the state. A P20W SLDS Executive Committee was established in 2009 and is composed of decision-making leaders from HIDOE, UH, DLIR, Early Childhood Education, and the Governor’s Office, and will include the recently added partners of the Departments of Health and of Human Services. The Executive Committee meets quarterly, and has been the foundation for expanding the agreements between agencies to create the processes through which data can be shared. This group has also been instrumental in the passage of state legislation (Act 41) to ensure that data can be linked across sectors within state law and under the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The Executive Committee continues to work on P20W SLDS issues including the identification of a funding source for the technology infrastructure. This group has worked together to prioritize ad hoc reporting needs, and to identify and commit resources for an interim longitudinal system to meet ARRA requirements and state reporting demands. The Executive Committee has also secured commitments from partner agencies to systemically support the ongoing maintenance of the fully built P20W SLDS including the \$3 million earmark from HIDOE for the technology infrastructure investment and for permanent personnel from UH which included establishing a cross-agency P20W SLDS Project Manager hired in Fall 2011. Over ten years, this commitment is projected to be \$12 million of in-kind or direct investment from partnering agencies to cover processes to share and analyze data, as well as technology maintenance and upgrades over time.

Furthermore, Hawaii has committed to a ten-year technology plan of government services to transform technology across the state. This includes providing statewide broadband which will increase the connectivity of every educational institution in Hawaii to one gigabit by 2014, enabling greater capacity for the use of online reporting tools at schools and university campuses. In 2011, the Governor established an Office of Information Technology Management and appointed a state Chief Information Officer (CIO). The state CIO completed a baseline assessment of technology needs in Fall 2011 and will complete a comprehensive, statewide information management and technology strategic plan in 2012. The state CIO participates in the P20W SLDS Executive Committee and has identified the

P20W SLDS as a flagship project for the technology transformation initiative because of the readiness for implementation, cross-agency cooperation and implications, and high impact of longitudinal data reporting for users.

### **Cross-Agency Collaborative Data Projects to Date**

In the absence of a P20W SLDS, HIDOE, UH and DLIR have collaborated in a number of initiatives that have been designed to bring datasets together to better inform the educational and workforce outcomes for our students.

Since 2006, HIDOE and UH have purchased and analyzed National Student Clearinghouse data to track the college-going rates of HIDOE high school graduates. Analyses of these data have provided unprecedented information for reporting and planning purposes. Prior to the use of the data, schools and parents relied on student self-reports and incomplete high school survey data of students' postsecondary plans. Clearinghouse data provide information about confirmed enrollments which has driven discussions on high school outcomes and responsibility for postsecondary enrollment.

While Clearinghouse data provide some information about where students have entered postsecondary, the data have raised questions about student preparedness for postsecondary and post-high school success. Now, Hawaii stakeholders need to know more about student outcomes; academic success, alignment on PK-12 and postsecondary and ultimately how both education sectors are preparing individuals for the workforce. The following list illustrates some of the examples of collaborative reporting and planned projects across the agencies.

#### **1) Remedial and Developmental Report**

Since 2008, UH has produced and published a report of HIDOE graduates' enrollment into remedial coursework at the University of Hawaii. Data are reported by high school and by UH campus. Results are available to HIDOE administrators and counselors as well as college access programs to target schools and services. This report requires the joining of datasets to match the public high school students that enter the UH system as freshman. This includes the visual validation of records that are not perfect matches. This manual process is completed annually to produce this report.

#### **2) Race to the Top Metric: Students Completing One Year of College Credit Within Two Years of Graduation from High School**

This report is also developed using a manual records matching process. Once the HIDOE cohort of students is identified, they are manually tracked each semester for credit counts. College enrollment data are pulled from the UH Operational Data Store and then programming is created to manually join the demographic and program data source files to disaggregate by sub-populations: ethnicity, English language learners, special education, and income disadvantaged. Due to time and human resource constraints the data are reported at the state level only, but would ideally be disaggregated by high school and UH campus. This

report is targeted for automation once the P20W SLDS is operational for reporting.

**3) Race to the Top Metric: College Access**

This report is created by manually linking demographic and program data source files to data from the National Student Clearinghouse on college access in order to disaggregate by sub-populations: ethnicity, English language learners, special education, and income disadvantaged. Due to time and human resource constraints the data are reported at the state level only, but ideally would be disaggregated by high school.

**4) College and Career Readiness Indicators Report**

Hawaii P-20 and HIDOE co-produce this as a high-school level feedback report. Staff manually input the 17 data elements/sources for each public and charter high school, as well as calculations into a file for those elements required for statewide data. Data are not student-level and are compiled from aggregate sources. Producing this report also includes joining a data file from UH incoming student cohorts to identify enrollment in college/remedial English and Math and a separate dataset for Running Start (dual credit or enrollment) headcount numbers by high school. The reports are manually formatted and reproduced into a publishing program for report presentation due to lack of a sophisticated reporting tool. They are manually distributed to Complex Area Superintendents and principals for review and comments because there is no secure mechanism for providing reports in an environment that is limited to authorized users. The final reports are uploaded to the Hawaii P-20 website for public view and the local media report on these data annually. (See Appendix A)

As Hawaii develops its P20W technology infrastructure and its reporting tools, the P20W SLDS Executive Committee has authorized a new reporting contract with the Institute for Evidence-Based Change (IEBC), the firm that developed the CalPASS system used in California, extending the long relationship with IEBC for longitudinal data reporting. Since 2007, IEBC has worked with Hawaii P-20, HIDOE and UH to develop "HI-PASS" as a proof of concept to explore the linking of HIDOE and UH records without a common identifier like social security number (SSN). HI-PASS will continue to be the interim reporting system and will provide reports to meet federal compliance reporting for the America COMPETES Act and Race to the Top. IEBC is contracted to provide PK-12, postsecondary and workforce transition reports and an interactive data portal. While providing valuable data and the ability to link data across agencies, the HI-PASS model provides Hawaii with limited flexibility to add or extend to the data infrastructure and provision of reporting in a timely way.

## **B. Project Deliverables Related to System Requirements and Implementation**

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Hawaii will be working on two separate, but parallel projects to fully build and deploy an operational and functional P20W SLDS: Phase 1 - Building the P20W SLDS infrastructure (i.e., data warehouse and reporting tool); and Phase 2 - Reporting Functionality and Data Literacy. Phase 1 is being developed with identified funds from within the State and will be coordinated through the Hawaii P-20 Executive Committee. Funds for Phase 2 activities and deliverables are being requested under this grant proposal. The goal for the parallel buildout is to create a fully operational P20W SLDS with appropriate data elements and data transfer protocols; a reporting tool that serves the stakeholders' needs for data and reporting; and trained stakeholders who value and use the data to inform educational and workforce outcomes.

Phase 2 activities have three objectives: 1) formalizing collaboration and sustainability agreements; 2) automating current cross-agency reports, planning and development of new reports to inform policy through feedback, pipeline analyses and ad hoc reports to address stakeholder needs, and 3) increasing Hawaii's capacity to effectively utilize P20W longitudinal data to improve educational and workforce outcomes.

### **Objective 1: Formalizing Collaboration and Sustainability Agreements**

The Collaboration and Sustainability Agreements objective formalizes the project mission, the roles and responsibilities of the participating agencies, as well as a sustainability plan. Hawaii recognizes that formalizing these understandings and agreements are crucial to successful cross-agency collaboration.

#### **Deliverable 1.** *Comprehensive project plan document that will guide the work of the P20W LDS project.*

SLDS Project Manager will coordinate development of this plan in consultation with the UH, HIDOE and DLIR project leads for approval by the P20W Statewide Longitudinal Data System (P20W SLDS) Executive Committee. As a project plan, this will be a living document that will continue to be updated and re-evaluated for changes throughout the life of the project. The document will include at a minimum the following components:

- a. **Stakeholder input report:** Report including a summary analysis and findings of stakeholder needs and concerns from interviews of the critical stakeholders and focus groups. This study will inform the P20W SLDS project development and to later inform the creation of the sustainability process and processes designed to educate policy makers and other stakeholders about how to use the data from the system to improve decision-making processes.
- b. **Project mission statement:** Mission statement clearly describing the primary short- and long-term goals of the project and how success or completion will be measured for each.

- c. **Project teams:** Project teams that will participate in the development of the project and establish a process to identify new project teams to fulfill needs that are not currently filled with the existing governance model.
- d. **Roles and responsibilities document:** Definitions of roles and responsibilities for the project teams, team members, and staff members assigned to the project.
- e. **Project plan document:** List of anticipated activities which are to be completed as part of this project, who is responsible for each, the level of approval needed, dependencies for activities reliant upon the completion of another task, and expected timelines and completion dates for each.

**Deliverable 2. Sustainability Plan.**

Understanding that the long-term viability of the project is closely tied to a variety of fiscal, technical, and political issues, Hawaii believes that sustainability begins at the beginning of the project and is an ongoing process to build support and define ongoing needs. Under the direction of the Project Manager and in conjunction with the P20W SLDS Steering Committee, the sustainability plan will be a living document designed to evolve and change over time. The plan will include the following documents, which will also evolve over time:

- a. **Stakeholder analysis:** List of critical stakeholders who can directly and indirectly benefit from the P20W SLDS project.
- b. **Communications plan:** Processes for ensuring adequate communication throughout the project cycle with appropriate information, messages, and mediums defined for each of the stakeholder groups.
- c. **Fiscal continuation plan:** Potential funding sources over time to maintain the core system functions and staff.
- d. **P20W SLDS expansion plan:** Evaluation of additional opportunities to expand the capabilities of the system in the future by including additional data sources.

**Objective 2: Report Development**

This objective addresses the automation of current cross-agency reports, and the planning and development of new reports to inform policy through feedback, pipeline analyses and ad hoc reports that address stakeholder needs. The Report Development objective will be used to inform the data warehouse buildout in terms of defining: 1) critical policy and data questions that address the education to workforce pipeline; 2) stakeholder reporting needs to identify potential new data sources and drive ongoing report development and presentation; and 3) data elements and reporting functions required to inform these questions and needs. This objective will be coordinated by the Project Manager and the Project Coordinator.

The P20W SLDS build will be informed by the state's critical policy and data questions. A initial list has been developed and is presented on page six. Stakeholder groups will be convened for feedback and input in order to establish a statewide critical policy and data question list. This list is a living document and will inform the data elements and collection as well as to establish a priority research agenda for the P20W SLDS.

**Deliverable 3. *Critical Policy and Data Questions and Research Agenda***

- a. **Stakeholder input on critical policy and data questions:** The Project Manager and Project Coordinator will conduct interviews and convene focus groups to collect input and feedback on questions and create an expanded list of potential critical policy questions.
- b. **Review and approval:** List to be reviewed by state policy makers and agency leadership with final approval by the P20W SLDS Executive Committee.
- c. **Research agenda:** The P20W SLDS Cross-agency Research Committee, in conjunction with the Hawaii Partnership for Educational Research Consortium (HPERC) will develop and implement a research agenda based on the policy questions. This will be coordinated with HIDOE and UH's internal research agendas.
- d. **Process for maintaining critical policy and data questions:** Establish a process for ongoing review, revision, and approval of the critical policy questions list.

**Deliverable 4. *Report Development informed by Stakeholder Needs***

- a. **P20W SLDS staff:** Hire P20W SLDS Report Developer and Data Literacy Trainers.
- b. **Initial stakeholder input:** Identify and convene stakeholder focus groups to review and evaluate the effectiveness of current cross-agency reports on the transition of students through the education and workforce pipeline (e.g., College and Career Readiness Indicators report). Stakeholder input will be utilized for report layout and presentation, identification of new metrics and data elements for reporting. This also includes identifying reporting requirements for ongoing performance reporting including Career and Technical Education Perkins funds, ARRA State Fiscal Stabilization funds, and legislatively mandated reports.
- c. **Protocols for ongoing stakeholder input:** Establish an ongoing process for stakeholders groups to identify new cross-agency actionable reports, develop report layouts and presentation.

**Deliverable 5. *Report Automation***

- a. **Data specifications:** The Report Developer and the Analyst will establish the data specifications for:
  - i. Expanded feedback reports to high schools through automated reports that extend beyond the current College and Career Readiness Indicators report process;
  - ii. Postsecondary feedback reports on employment and earnings;
  - iii. Teacher preparation program feedback reports identifying where graduates go to teach from various programs and linking academic and teacher performance at those schools to where the teachers were trained;
  - iv. Employment placement and outcomes reports to show employment trends of recent completers including job placement rates and earnings;

- v. Pipeline analysis reports that link current data on PK-12 progression, college readiness, college-going, and employment and allow “what-if” analyses through an interactive tool; and
  - vi. Other reports as defined through the stakeholder process to fulfill data needs identified from critical stakeholders to maximize project effectiveness.
- b. **Operationalize reports:** The Report Developer will operationalize reports for role-based stakeholder users groups as required within the P20W SLDS website.

### **Objective 3: Creating a Culture of Data Literacy**

This project objective is to increase Hawaii’s capacity to effectively utilize P20W longitudinal data to improve educational and workforce outcomes. The P20W SLDS grant will support the creation of training and professional development materials, a variety of live and interactive educational sessions with various stakeholders, and incorporate P20W cross-agency data – specifically data from the P20W SLDS – into data literacy for: 1) State policy makers and other stakeholder groups such as parents, the Governor’s Office policy advisors, legislators, Board of Education members, media, and community advocates; 2) cross-agency users including postsecondary institutional researchers, enrollment management staff, academic and career advisors, and academic researchers; employment counselors and workforce administrators and case managers; and 3) PK-12 educators, administrators, and guidance counselors through educator preparation programs and professional development.

The scheduled development of the training objective intentionally overlaps with the separate state funded building of the database and reporting tool. Scheduling in this manner leverages the stakeholder input during the technical development and reduces any deficiencies between the technical build and user readiness to utilize the reports.

The purpose of the training and development activities is to inform the various audiences about the data which are available through the system, to improve their understanding of how to access and use the data, and to encourage the use of these data to better inform the education and workforce process at all levels. In order to transition stakeholders into a culture of data literacy, the training deliverables are designed to be consistent and pervasive statewide.

#### **Deliverable 6. *Create and Deliver General Data Literacy Trainings for State Policy Makers and Other Public Stakeholders***

- a. **Data Literacy Training vendor:** Contract for consultant to guide the development of data literacy trainings and to mentor the permanent data training staff.
- b. **Target audiences:** List of stakeholder data user groups (e.g., Board of Education, Legislature, Governor's Office, state agencies, media, community advocates, realtors, parents, students, etc.).
- c. **Web-based training modules:** Publication of web-based role specific training modules, including but not limited to:

- i. Regulations regarding the use of educational and workforce data
- ii. Understanding the limitations of educational and workforce data
- iii. Using educational and workforce data ethically
- iv. Data Access: public sources, information, and research using local educational and workforce data
- v. Interpreting and utilizing results to improve student, instruction or workforce outcomes
- d. **Training support:** Interactive forums, on-site training sessions to supplement web-based on-demand training sessions.
- e. **Role-based trainings:** Role-based user training sessions for stakeholders such as legislators, parents, reports, analysts, and counselors.
- f. **Improvement process:** Process for evaluating and revising the delivery formats and schedules to increase success and receptivity of the trainings.

**Deliverable 7.** *Create and Deliver In-Depth Cross-Agency Trainings for Agencies Committed to Participating in the P20W SLDS*

The focus of these trainings would be to create a functional understanding of the data that will be available through the P20W SLDS. Data owners (e.g., department leaders), stewards, and users from the various agencies are keenly aware of the limitations and restrictions placed on their data, but may not be familiar with those placed on another agency's data. In order to promote active use of the combined records, the contributors need to have a common understanding of the overall landscape (e.g., dependencies, interactions, conflicts, etc.) allowing them to leverage what is possible and avoid conflicts manifested by regulatory, structural, or definitional barriers. The target group for these trainings would be inter-agency staff.

- a. **Key issues:** List of key issues (e.g., data limitations and restrictions) that might affect the interpretation of P20W SLDS data and results.
- b. **Key personnel:** List of key personnel (e.g., members of the Data Quality and Assurance subcommittee) in each agency responsible for defining, interpreting, managing, protecting, and reporting agency data.
- c. **Training plan:** Training schedule and delivery format plan.
- d. **Role-based training:** Cross-agency trainings for role-based users.

**Deliverable 8.** *Create Educator Data Literacy Competencies and Collaborate with the Local Teacher Preparation Programs to Embed Data Literacy Trainings and Data Literacy Competency Expectations within Their Credential and Graduate Program Requirements*

- a. **Content expert focus groups:** Focus groups including institutions of higher education (IHE) and regional lab content experts to identify data literacy competencies for educators (e.g., teachers, school administrators, counselors, lecturers, etc.).
- b. **Data Literacy Competencies:** Publication of Hawaii's Educator Data Literacy Competencies.
- c. **Competencies assessment:** Publication of a voluntary web-based assessment of Hawaii's Educator Data Literacy Competencies.

- d. **Data Literacy Competencies training:** Training program on Hawaii's Educator Data Literacy Competencies (e.g., workshops, presentations, course development, etc.) via alternative modalities (e.g., web-based, in-person, etc.) customized to address the needs of different role-based users, presented in conjunction with postsecondary education faculty.
- e. **Policy presentation:** Presentation to policymaking groups about including Hawaii's Educator Data Literacy Competencies in policy. Policy options include Hawaii Teacher Standards Board licensing requirements and HIDOE's recruitment or evaluation requirements.

**Deliverable 9.** *Create a P20W SLDS Reports and Data Tools Training and Technical Assistance Program for P20W SLDS Users*

- a. **Resource website:** P20W SLDS website to serve as a single resource site for information, reports, user guides, and training schedules for P20W SLDS activities.
- b. **User guides:** Publication of P20W SLDS report user guides.
- c. **Training support:** User level face-to-face software training with the reporting platform customized with examples from the actual P20W SLDS for data use support staff, such as data coaches, from participating agencies.
- d. **Web-based training:** Interactive web-based training materials for each of the primary information products on the portal and a web-based overview of the data available through the portal. Depending on their content, the training materials may be hosted within the agencies' individual secure web-based professional development delivery systems or they might be posted on a common P20W SLDS website.
- e. **Training assessment:** Training for agencies' data use support staff in item (a) above assess the effectiveness of the training materials and program and provide feedback to improve the effectiveness of the delivery.

**Deliverable 10.** *Create and Implement an Evaluation Plan to Assess the Efficacy of Each Role-based Training Program.*

- a. **External evaluator:** Contract for an evaluator to develop and administer mechanisms to measure and evaluate the efficiency and effectiveness of the training program components.
- b. **Baseline data:** Entry assessments and establish baseline data of data literacy knowledge by role-based group (e.g., pre-service and active teachers, administrators, counselors, etc.).
- c. **Training activities:** Evaluation of trainings described in deliverables 6-9.
- d. **Monitoring mechanisms and final report:** Evaluation of data literacy and use by monitoring changes through stakeholder surveys, access to web-based reports and user guides, and utilization of P20W SLDS data in school or complex area reports.

## C. Timeline

The project will begin immediately upon receipt of the grant funds. We are anticipating that grant funds will be available as early as May 2012. The three primary objectives of the project are broken across the three years of the grant. Some of the activities occur throughout the entire span of the grant. The following table provides details for the beginning and ending month of the expected activities broken by Objective and Deliverable. See Appendix A for the Gantt Chart.

| Task Name  | Start              | End                 |
|--|--------------------|---------------------|
| <b><i>Objective 1: Formalizing Collaboration and Sustainability Agreement</i></b>  |                    |                     |
| <b>Deliverable 1: Comprehensive Project Plan Document</b>  | <b>May 2012</b>    | <b>July 2012</b>    |
| 1.a. Develop stakeholder input report  | May 2012           | June 2012           |
| 1.b. Complete project mission statement  | May 2012           | June 2012           |
| 1.c. Establish project teams   | May 2012           | June 2012           |
| 1.d. Complete roles and responsibilities document  | June 2012          | July 2012           |
| 1.e. Complete project plan document  | May 2012           | July 2012           |
| <b>Deliverable 2: Sustainability Plan</b>  | <b>June 2012</b>   | <b>October 2012</b> |
| 2.a. Complete stakeholder analysis   | June 2012          | July 2012           |
| 2.b. Develop communications plan   | June 2012          | July 2012           |
| 2.c. Develop fiscal continuation plan  | July 2012          | October 2012        |
| 2.d. Develop P20W SLDS expansion plan  | August 2012        | October 2012        |
| <b><i>Objective 2: Report Development</i></b>  |                    |                     |
| <b>Deliverable 3: Critical Policy Questions and Research Agenda</b>  | <b>May 2012</b>    | <b>October 2012</b> |
| 3.a Stakeholder input on critical policy & data questions  | May 2012           | July 2012           |
| 3.b Review and approval  | July 2012          | August 2012         |
| 3.c Establish research agenda  | July 2012          | October 2012        |
| 3.d Develop process for maintaining critical policy & data questions   | September 2012     | October 2012        |
| <b>Deliverable 4: Report Development Informed by Stakeholder Needs</b>   | <b>May 2012</b>    | <b>October 2013</b> |
| 4.a Hire P20W SLDS staff   | May 2012           | August 2012         |
| 4.b Document initial stakeholder input   | July 2012          | August 2013         |
| 4.c Develop protocols for ongoing stakeholder input  | July 2013          | October 2013        |
| <b>Deliverable 5: Report Automation</b>  | <b>August 2013</b> | <b>October 2014</b> |
| 5.a Develop data specifications  | August 2013        | April 2014          |
| 5.b Operationalize reports   | December 2013      | October 2014        |
| <b><i>Objective 3: Creating a Culture of Data Literacy</i></b>   |                    |                     |
| <b>Deliverable 6: Create And Deliver General Data Literacy Trainings For State Policy Makers And Other Public Stakeholders</b> | <b>May 2012</b>    | <b>April 2015</b>   |
| 6.a Contract data literacy training vendor   | May 2012           | September 2012      |
| 6.b Identify target audiences  | May 2012           | September 2012      |

|   |                  |                   |
|---|------------------|-------------------|
| 6.c Publish web-based training modules  | August 2012      | October 2013      |
| 6.d Establish training support  | October 2012     | April 2015        |
| 6.e Role-based training sessions  | November 2012    | April 2015        |
| 6.f Improvement process evaluation  | October 2013     | April 2015        |
| <b>Deliverable 7: Create and Deliver In-Depth Cross-Agency Trainings for Agencies Committed to Participating in the P20W SLDS</b>   | <b>July 2012</b> | <b>April 2015</b> |
| 7.a Develop list of key issues  | July 2012        | October 2013      |
| 7.b Identify key personnel  | July 2012        | October 2012      |
| 7.c Create training plan/schedule   | February 2013    | August 2013       |
| 7.d Implement role-based training   | October 2013     | April 2015        |
| <b>Deliverable 8: Create Educator Data Literacy Competencies and Collaborate with the Local Teacher Preparation Programs to Embed Data Literacy Trainings and Data Literacy Competency Expectations Within Their Program Requirements</b> | <b>May 2012</b>  | <b>April 2015</b> |
| 8.a Initiate content expert focus groups  | May 2012         | April 2013        |
| 8.b Publish Data Literacy Competencies  | February 2013    | June 2013         |
| 8.c Publish Competencies assessment   | February 2013    | August 2013       |
| 8.d Implement Data Literacy Competencies training   | June 2013        | April 2015        |
| 8.e Policy presentations to policy-makers   | December 2014    | April 2015        |
| <b>Deliverable 9: Create a P20W SLDS Reports and Data Tools Training and Technical Assistance Program for P20W SLDS Users</b>   | <b>May 2012</b>  | <b>April 2015</b> |
| 9.a Develop and implement resource website  | May 2012         | April 2013        |
| 9.b Publish user guides   | February 2013    | April 2015        |
| 9.c Implement training support  | October 2013     | April 2015        |
| 9.d Implement web-based training  | August 2013      | April 2015        |
| 9.e Implement training assessment   | April 2014       | April 2015        |
| <b>Deliverable 10: Create and implement an evaluation plan to assess the efficacy of each role-based training program</b>   | <b>May 2012</b>  | <b>April 2015</b> |
| 10.a Contract external evaluator  | May 2012         | September 2012    |
| 10.b Establish baseline data  | July 2012        | October 2012      |
| 10.c Evaluate training activities   | August 2012      | February 2015     |
| 10.d Monitoring mechanisms and final report   | August 2012      | April 2015        |

## **D. Project Management and Governance Plan**

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### **Principal Investigators**

The State Education Agency, HIDOE, is the applicant for the proposed project. There are two Principal Investigators (PI) for this project. Kathryn Matayoshi, HIDOE Superintendent, is the lead Principal Investigator for the P20W SLDS, and will be responsible for subcontracting the project's administration and coordination of activities to Hawaii P-20 Partnerships for Education (Hawaii P-20), an administrative unit of the UH Office of the Executive Vice President for Academic Affairs/Provost. Linda Johnsrud, Executive Vice

President Academic Affairs/Provost is the co-Principal Investigator for the P20W SLDS. The commitment of key leaders from the PK-12 and postsecondary to the P20W SLDS is evidence of the importance of the P20W SLDS to the institutions and their partnership. Matayoshi and Johnsrud are also key leaders for other cross-agency projects led by Hawaii P-20.

## **Project Administration**

Hawaii P-20, an administrative unit of UH and overseen by co-PI Johnsrud will be responsible for administering and providing project coordination to meet all timeline and benchmarks for activities described by this proposal. Hawaii P-20 consists of the Early Learning Council Co-Chairs, Robert Peters and Dee Jay Mailer, Superintendent of Education Matayoshi, and UH President M.R.C. Greenwood. Executive Director Karen Lee, leads Hawaii P-20 and is supervised by Johnsrud. Co-PI Johnsrud serves as the PI for all Hawaii P-20 grants and contracts including the state's GEAR UP grant, P-3 from the W.K. Kellogg Foundation, and the state's federal College Access Challenge Grants. A Hawaii P-20 Council of 35 state leaders advise Hawaii P-20 leadership and includes educational stakeholders, such as labor unions, educational governing boards, chairs of the education legislative committees, independent schools, and business organizations. Through memoranda of understanding, joint committees, and the involvement of key leaders, Hawaii P-20 has been successful in executing complex projects. HIDOE has contracted and collaborated regularly with Hawaii P-20 since the partnership's inception in 2002.

Hawaii P-20 has been the catalyst for cross-agency collaboration on policy as well as longitudinal data reporting. Hawaii P-20 has conducted proof-of-concept projects for cross-agency data reporting including HI-PASS and the College and Career Readiness Indicators Report; created the P20W SLDS Executive Committee, convenes the group quarterly and led development of data sharing Memoranda of Understanding and its associated Addenda that delineate the processes of data sharing and the protection of records. Hawaii P-20 has also been the state's lead in the Western Interstate Commission for Higher Education's (WICHE) regional Multi-state Data Exchange project.

## **Governance**

The P20W SLDS Executive Committee has developed a data governance plan that includes a multi-agency collaborative governance structure. This plan is informed by a Fall 2010 review of educational and workforce data governance by consultants from WICHE and the National Center for Higher Education Management Systems (NCHEMS). Commissioned by Hawaii P-20 on behalf of the P20W SLDS Executive Committee, the review included meetings with nearly 140 representatives from UH, HIDOE, DLIR, Early Childhood Education, Hawaii Teachers Standards Board and other stakeholders interested in data sharing across agencies. The resulting report documented the issues and status of data governance with recommendations for change and implementation.

This project falls under the governance for the P20W SLDS Executive Committee; with the general management and coordination of the project provided by the P20W SLDS Steering

Committee. The P20W SLDS Steering Committee approved the data governance framework and structure in June 2010 and submitted documentation to former Governor Linda Lingle as a deliverable related to a Memorandum of Agreement for distribution of ARRA State Fiscal Stabilization Funds. Current membership for each committee is included in Appendix A.

**a. P20W Statewide Longitudinal Data System Executive Committee**

This executive body is composed of top level decision-making leadership from the Hawaii P-20 Partnerships for Education (Hawaii P-20), the Hawaii Department of Education (HIDOE), the University of Hawaii (UH), the Governor's Office, the Workforce Development Council (WDC), the Department of Labor and Industrial Relations (DLIR), and Early Childhood Education. The role of the P20W SLDS Executive Committee is to "provide executive leadership, decision-making and resource allocation on key issues that promote the development, implementation and maintenance of the P20W SLDS." The Executive Committee provides oversight and governance to the Steering Committee and confirms permanent members to this group.

**b. P20W Statewide Longitudinal Data System Steering Committee**

The Steering Committee is a sub-committee of the P20W SLDS Executive Committee and is composed of members representing HIDOE, UH, Hawaii P-20, the Governor's Office, DLIR and the WDC. Additional members may be added over time by the P20W SLDS Executive Committee as appropriate. Acting on behalf of the Executive Committee, the Steering Committee can act more nimbly to address operational matters. The Steering Committee is responsible for operational decisions and providing support and recommendations to the Executive Committee for plans and activities that require highest level approval on issues such as resource allocation, barriers and issues that affect the development, implementation and the ongoing maintenance and sustainability of the P20W SLDS. The Steering Committee coordinates three Data Governance Sub-committees with members representing participating agencies as well as other stakeholder groups: the Cross-agency Research Committee; Data Quality, Assurance and Validation; and Data Security and Access. Each sub-committee appoints a chair and will be staffed by the SLDS Project Manager or Project Coordinator.

**c. Data Governance Sub-Committees**

**1. Cross-agency Research**

This group will involve representatives from partner agencies who will work with the Data Literacy Trainers, to prioritize through stakeholder input, critical policy questions to drive the development and use of the P20W SLDS. The Cross-agency Research group will work closely with HPERC to integrate research requests, and coordinate research priorities and agenda in order to maximize research resources and minimize duplicative efforts across the state. This sub-committee will provide quarterly reports to the Steering or Executive Committee as warranted, on the research being implemented and

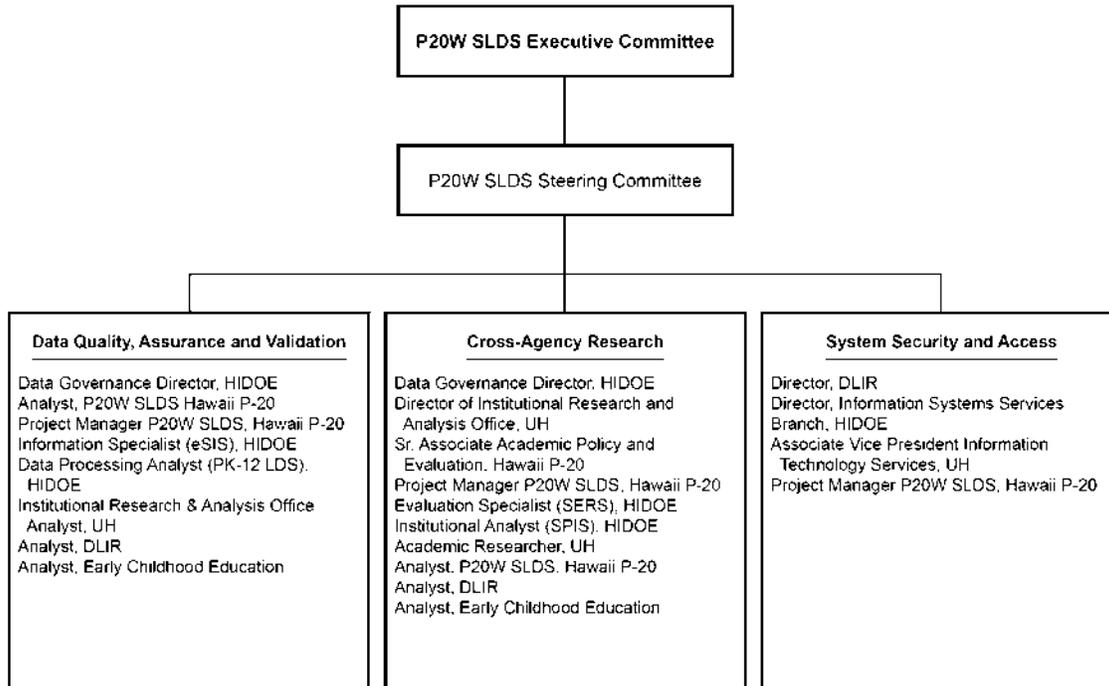
proposed and its continual coordination and representation on HPERC. This sub-committee will address issues of quality assurance processes for reports based on P20W SLDS data and will help to review and monitor the evaluation of data literacy and use. The Cross-agency Research group will be co-chaired by HIDOE's Data Governance Director (coordinator of HPERC) and Hawaii P-20's Senior Associate for Academic Policy and Evaluation.

2. Data Quality, Assurance and Validation

This committee will involve representatives from partner agencies to ensure interoperability by adopting and documenting common data standards, definitions and language to facilitate the exchange and transfer of data from each agency. This sub-committee will: 1) ensure that agency data elements are clearly and unambiguously defined, including the documentation of business rules or interpretations concerning data entry or reporting of the data by agencies; 2) identify and facilitate cross-agency best practices and business practice gaps in data entry, collection, validation and reporting formats; 3) establish and monitor data quality, validation and accuracy from each partner agency (e.g., collection standardization and definitions); and 4) provide quarterly progress reports of the sub-committee activities to the Steering and/or Executive Committee as necessary. This sub-committee will be chaired by the P20W SLDS Project Coordinator to ensure the parallel coordination between the technology infrastructure development and its alignment to data use and best practices.

3. Data Security and Access

This committee will involve representatives from partner agencies to ensure the protection of personally identifiable information through governance policies and practices that promote the privacy and security of the information while allowing appropriate role-based data access and sharing. This committee will: 1) maintain and monitor adherence to state and federal governing laws/regulations and crosswalk related guidelines, restrictions and limitations to identify compatibility and conflicts; 2) ensure interoperability by adopting common data standards, definitions and language to facilitate the exchange and transfer of data from each partner agency; 3) detail the protocols of role-based access to confidential information; 4) provide recommendations on the technology infrastructure and reporting tool; 5) work with the Cross-agency Research sub-committee to identify and facilitate agency user role-based access to standard and ad hoc reports; and 6) detail and implement the use of industry standards to monitor user access and storage of confidential data. This sub-committee will provide quarterly progress reports of the sub-committee activities to the Steering and/or Executive Committee as necessary. This sub-committee will be co-chaired by HIDOE and UH information technology leads.



## Project Management

HIDOE is the grantee and will sub-contract the management and administration of the P20W SLDS to Hawaii P-20 at UH. The HIDOE project sponsor will be Superintendent Matayoshi, co-PI for the grant. The HIDOE project manager, Arthur Buto is responsible for sub-contract development and monitoring.

This project will be managed by P20W SLDS Project Manager Todd Ikenaga who is located within the Hawaii P-20 offices for administrative purposes. Ikenaga reports to the Executive Director of Hawaii P-20 and is responsible for coordinating all aspects of the P20W SLDS project. Ikenaga will work with the P20W SLDS Executive Committee and all sub-committees in order to coordinate across committees and make project decisions. Ikenaga will also monitor and track milestones for the Phase 1 infrastructure build (state funded project) in order to ensure that Phase 1 and 2 interdependencies are met in order to maintain progress towards the Objectives and sub-tasks for this grant. Ikenaga will be responsible for oversight of P20W SLDS staffing, and vendor/consultant sub-contracts. He will be responsible for ongoing communication with each project lead to ensure milestones and budgets are met. Ikenaga will provide quarterly progress reports to the P20W SLDS Executive Committee. This project will be managed according to nationally accepted standards for project management including the use of the following tools:

- a. Project Plan that includes each activity and deliverable with expected start and stop dates, resource allocation and dependencies noted, budget, and identification of responsible parties and processes to keep the project on time and within budget.
- b. Change logs for notations of significant changes to the project plan.
- c. Issue logs to track items which may impede project development and progress.
- d. Budget documents including a quarterly review with the UH Fiscal Office or designee, and the HIDOE Fiscal Agent to review expenditures and track the project budget to ensure the project is completed within budget.
- e. Monthly meetings with the P20W SLDS Steering Committee to review project progress, changes to the project plan, and other decisions which should be made by the group.
- f. Quarterly meetings with the P20W SLDS Executive Committee to review information about project progress, discuss issues related to resource allocation, and decisions which cannot otherwise be made or addressed by the P20W SLDS Steering Committee.

## **E. Staffing**

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As described in Section D. Project Management and Governance Plan, Hawaii P-20 Partnerships for Education will provide the overall administration for the development and implementation of the objectives for Phase 2. This section outlines the key personnel and staffing for the P20W SLDS (see Appendix A). Key personnel represent top leadership for cross-agency data efforts; they are highly qualified for their roles for the P20W SLDS project. Resumes describing qualifications of key personnel are included in Appendix B.

### **Key Personnel**

**Kathryn Matayoshi, HIDOE Superintendent, Principal Investigator (3% FTE; in-kind funding):** Matayoshi oversees all of HIDOE's curricular, administrative and business functions. Matayoshi will ensure alignment of P20W SLDS development with HIDOE objectives, secure allocation of HIDOE resources needed to support development and implementation of all aspects of the P20W SLDS, and authorize the sub-contract with Hawai'i P-20/UH for Phase 2 of Hawaii's P20W SLDS development, and advise on policy decisions regarding P20W SLDS issues. Matayoshi has worked with the P20W SLDS Executive Committee since 2009 and has significant experience in directing and overseeing complex and statewide initiatives, as the former Deputy Director of HIDOE, the Director of the Hawaii Department of Commerce and Consumer Affairs and Executive Director of the Hawaii Business Roundtable.

**Linda K. Johnsrud, UH Executive Vice President for Academic Affairs/Provost, co-Principal Investigator (5% FTE; in-kind funding):** Johnsrud oversees academic planning and policy including strategic planning and institutional research for UH's ten campuses. Johnsrud also supervises Hawaii P-20's operations and serves as principal investigator for Hawaii P-20 grants and contracts. Johnsrud will provide oversight of Hawaii P-20's management of the Phase 2 of the P20W SLDS, ensure alignment of P20W SLDS

development with UH objectives, facilitate allocation of UH resources needed to support development and implementation of P20W SLDS, and advise on policy decisions. Johnsrud has been a member of the P20W SLDS Executive Committee since 2009. Johnsrud has an extensive record of administrative, scholarly and professional work, including a term as President of the Association for the Study of Higher Education (2005-07) and serving currently in leadership roles at the Western Interstate Consortium for Higher Education (WICHE) and Western Association of Schools and Colleges (WASC).

**Todd Ikenaga, Project Manager (Hawaii P-20, 100% FTE; in-kind funding)**

As the P20W SLDS Project Manager Ikenaga is responsible for managing all aspects of the grant deliverables and staff assigned directly to the project to ensure the project and all associated deliverables are completed while adhering to identified requirements. He is responsible for mitigating risk and working with leadership to resolve changes to the project plan or issues. Ikenaga will work with staff on all activities related to reporting project progress as well as coordinating Phase 1 activities (P20W data warehouse build) with Phase 2 activities to ensure integration. Ikenaga is also responsible for the ongoing implementation of the P20W SLDS data governance sub-committees; will work with stakeholders to understand the structure, policies, and operations of the P20W SLDS project; support the development of training and implementation materials; and participate in the implementation of data literacy training. This is a permanent position within Hawaii P-20 and UH and will continue after grant expires to continue to manage the P20W SLDS projects.

**David Wu, HIDOE Assistant Superintendent for the Office of Information Technology Services (5% FTE; in-kind funding):**

Wu will provide oversight of the development process by facilitating allocation of HIDOE resources aligning HIDOE IT strategic planning with the P20W SLDS, supporting the implementation of the P20W SLDS data warehouse, and advising on policy decisions guiding the development of the P20W SLDS. Wu will guide policy and technical decisions regarding the interoperability of data between the HIDOE systems and the P20W SLDS. Wu is a member of the P20W SLDS Executive Committee. Wu has over 20 years of experience in technology leadership at HIDOE, Hawaiian Airlines and IBM.

**Steven Smith, UH Associate Vice President/Deputy Chief Information Officer for Information Technology Services (5% FTE; in-kind funding):**

Smith will provide leadership required to facilitate the integration of the new P20W SLDS data warehouse to the UH system's operating platforms, hardware and software, as well as provide support to end users. Smith will advise on policy decisions guiding the development of the P20W SLDS and will ensure execution of Information Technology resources necessary for the P20W SLDS. Smith is a member of the P20W SLDS Executive Committee.

**Christina Tydeman, HIDOE Data Governance Director- (10% FTE; in-kind funding):**

Tydeman's primary role would be to oversee HIDOE coordination of the activities for Phase 2 of this grant for HIDOE. Tydeman will also ensure HIDOE alignment to project objectives in order to avoid duplication or redundancy of effort. In addition, she will guide the development of data governance processes between the partner agencies related to the

P20W SLDS. Tydeman provides leadership for data governance, the PK-12 LDS, and HPERC at HIDOE; she has experience as a teacher, professional development specialist, county administrator, and institutional and evaluation analyst. Tydeman is a member of the P20W SLDS Executive Committee and Steering Committee.

**Karen Lee, Hawai'i P-20 Executive Director (10% FTE; in-kind funding):** Lee is responsible for management of Hawaii P-20 projects and staff which includes the development of the P20W SLDS. Lee will supervise the P20W SLDS Project Manager, approving staffing workplans, timelines and budgets prepared by the P20W SLDS Project Manager and overseeing status of the P20W SLDS Project. Lee will ensure alignment of Hawaii P-20 objectives and resources, such as administrative and communications, to support development and implementation of P20W SLDS. Lee convenes the P20W SLDS Executive Committee.

**Pearl Imada Iboshi, UH Institutional Research and Analysis Office (10% FTE; in-kind funding):** Iboshi is the Director of the Institutional Research and Analysis Office (IRAO) for the UH System. IRAO oversees and manages the student data for UH. Imada Iboshi serves on the P20W SLDS Executive Committee and the Steering Committee and will work with cross-agency representatives on cross-agency reporting, as well as data quality and assurance. Imada Iboshi has participated in the P20W SLDS Executive Committee since 2009, and has also held the position of State Economist.

**Gary Sanehira, HIDOE Technical Lead – (15% FTE; in-kind funding):** As the developer and manager of the HIDOE PK-12 LDS data warehouse, Sanehira has extensive knowledge of the HIDOE data systems. His primary role will be to provide technical guidance to the P20W SLDS technical team facilitating the smooth transition of data from source systems within the current and proposed architecture. Sanehira will work with Smith and other project personnel to facilitate the requirements capture, data extracts and upload from the HIDOE data systems to the P20W SLDS. Sanehira reports to Assistant Superintendent for the Office of Information Technology Services, David Wu. Sanehira has more than 20 years of experience in information technology for the State of Hawaii including as a systems analyst for the Unemployment Insurance Tax Office, and as project manager for the Public Employees Health Fund.

**Justin Katahira, HIDOE 2009 non-ARRA SLDS Grant Project Director (15% FTE; in-kind funding):** Katahira coordinates the PK-12 longitudinal data warehouse (PK-12 LDS) project activities funded by the 2009 SLDS non-ARRA grant under the supervision of the Data Governance Director. He will provide essential guidance for the interoperability development of linking the PK-12 LDS to the P20W SLDS. Katahira will be the HIDOE and lead and point of contact on the PK-12 LDS reporting functions to minimize any duplication of reporting.

**Arthur Buto, HIDOE Institutional Analyst, Race to the Top (15% FTE; in-kind funding):** Buto serves as a Race to the Top (RTTT) Portfolio Manager for all technology projects. Buto will provide coordination on the P20W SLDS integration with existing RTTT initiatives. Buto will facilitate the projects to ensure seamless transition, avoid duplication

of effort, and promote the reduction of burden during the implementation of the P20W SLDS. Buto has over 20 years of experience with state and federal project management.

**Jean Osumi, Hawaii P-20 (25% FTE; in-kind funding):** Osumi is Hawaii P-20's Senior Associate for Academic Policy and Evaluation. Working with partner agencies and Attorney General and General Counsel offices, Osumi has authored and implemented foundational data sharing Memoranda of Understanding and associated addenda. She has coordinated the state's strategic efforts to continue to build a P20W SLDS. Osumi has also developed cross-agency reports such as the RTTT metric reports, the College and Career Readiness Indicators report, and conducts analyses on HIDOE, UH and Labor cross-agency data. Osumi has extensive management experience; has project managed the HI-PASS longitudinal data project in analyses and report development; and supervised the transition of one UH campus legacy VAX system to the Banner Student Information System. Osumi is a member of the P20W SLDS Executive and Steering Committees.

### **P20W SLDS Project Staff**

In addition to the in-kind staff time provided by the Key Personnel, the P20W SLDS project will include nine staff positions for a total of eight and a half FTE. This includes three permanently funded positions located within the University of Hawaii (Project Manager, Analyst and Application Database Administrator). These positions will be funded as in-kind contributions during this grant, and will be retained as permanent staff for the P20W SLDS once the grant expires.

The Project Coordinator, Data Literacy Trainers, Report Developer, Administrative Support Specialist, Communications Specialist, and Webmaster will be funded through this grant. The Report Developer and Data Literacy Trainer positions are targeted to be sustained once grant funding expires.

**Todd Ikenaga, Project Manager (Hawaii P-20, 100% FTE; in-kind funding, permanent position):** As the P20W SLDS Project Manager Ikenaga is responsible for managing all aspects of the grant deliverables and staff assigned directly to the project to ensure the project and all associated deliverables are completed while adhering to identified requirements. He is responsible for mitigating risk and working with leadership to resolve changes to the project plan or issues. Ikenaga will work with staff on all activities related to reporting project progress as well as coordinating Phase 1 activities (P20W data warehouse build) with Phase 2 activities to ensure integration. Ikenaga is also responsible for the ongoing implementation of the P20W SLDS data governance sub-committees; will work with stakeholders to understand the structure, policies, and operations of the P20W SLDS project; support the development of training and implementation materials; and participate in the implementation of data literacy training. This is a permanent position within Hawaii P-20 and UH and will continue after grant expires to continue to manage the P20W SLDS projects.

### **Analyst (Hawaii P-20, 100% FTE; non-grant funded)**

The Analyst will function as a resource to stakeholders to determine data reporting needs,

produce data specifications for the development of automated reports, function as the liaison among stakeholders to troubleshoot issues related to data quality, standardization, and definitions. This position will maintain changes to the metadata dictionary; and in conjunction with the Report Developer, will participate in the planning of ad hoc reports, report formats and layouts, data elements and presentation. The Analyst will also participate in the planning and implementation of data literacy training. This is a permanent position, recently established within Hawaii P-20 at UH and will continue after grant expires.

**Application Database Administrator (UH Information Technology Services, 100% FTE; non-grant-funded)**

The Application Database Administrator will design code and test extract, transform and load (ETL) components; schedule ETL and reporting job including evaluation and tuning as needed; work with subject matter experts to understand source data structures and definitions, translating business rules into physical data model; and define, plan backup and recovery requirements. This position will serve as a technical resource to non-technical administrators, staff and other information technology professionals.

**Data Literacy Trainers (Hawaii P-20; 200% FTE, grant-funded positions are targeted to be sustained after grant expires)**

These positions will be full time and will support the development and implementation of Objective 2. Key responsibilities include: development and implementation of training and certification materials incorporating a focus on data quality via standards of data formats, definitions and standards; data literacy training focused on the use P20W SLDS output relative to school-, research-, and institution-based needs and; training in the use of P20W SLDS reporting tools and reports; deployment of training materials online; work with Communication Specialist to develop a communication strategies to develop a culture of data literacy.

**Report Developer (Hawaii P-20; 100% FTE, grant-funded position is targeted to be sustained after grant expires)**

The Report Developer will have primary responsibility for the design, programming and updating of data reports based on specifications provided by source system subject matter experts. This position will work closely with the Analyst, the Data Literacy Trainers, and appropriate stakeholder representatives to determine reporting needs and to ensure that the data specifications for each cross-agency report are accurate and that datasets are validated appropriately.

**Project Coordinator (Hawaii P-20, 100% FTE; grant funded)**

The Project Coordinator will maintain documentation about the project including the project plan, budget documents, and other artifacts including issue and change logs and resolutions and develop required reporting documentation to provide updates to stakeholders about project progress. The Project Coordinator's role is to assist the Project Manager in terms of understanding the workflow, project progress, and any issues that may impact successful completion of deliverables. This position will also provide the

support to the Project Manager for all deliverables and associated sub-tasks. This position will be funded through the grant and will end at the end of the grant project.

**Webmaster (UH, 50% FTE; grant-funded)**

The webmaster will be responsible for developing the “one-stop” P20W SLDS website to facilitate project administration (e.g., the secured and public posting of project updates, access to P20 metadata dictionary; dissemination of P20W SLDS output to stakeholders (e.g., posting of dashboards, publications); and the posting of Data Literacy Training materials and training schedule. These on-line communications efforts will be coordinated with HIDOE communications as well as agencies’ communications staff. Responsibility for the maintenance and update of the website once the grant expires will be moved to the Office of the Executive Vice President of Academic Affairs/Provost.

**Communications Specialist (Hawaii P-20, 50% FTE; grant-funded)**

The Communications Specialist will develop and implement strategies to provide a continual flow of information related to P20W SLDS activities. This position will disseminate information on briefings, summaries of research and will publicize P20W SLDS events such as the Statewide Annual Data Literacy Conference and role-based training sessions appropriate to target stakeholder groups. This position will be responsible for producing user-friendly publications, conducting media relations (e.g., educating the public such as parents and the media on the value of P20W SLDS output and providing data to inform media), and organizing appropriate forums (e.g., briefings) that contribute to establishing a culture of data literacy among stakeholder groups. Communication strategies will be coordinated with HIDOE communications as well as agencies’ communications staff. The Communication Specialist will work closely with the Webmaster to ensure accurate and timely information is provided on the P20W SLDS website.

**Administrative Support (Hawaii P-20, 50% FTE; grant-funded)**

This position will support the fiscal, personnel and other administrative functions for all administrative aspects of this grant. Key responsibilities include: processing of procurement, contracts, human resources, purchasing, travel, and reconciliation of budgets in compliance with federal, state, HIDOE and university requirements.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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

## Appendix A – Optional Attachments

- A1 College and Career Readiness Indicators
- A2 Gantt Chart
- A4 P20W SLDS Executive and Steering Committee Members

# College and Career Readiness Indicators Class of 2010

## 'Aiea High School

| June 2010 Graduates  |                 |                 |
|--|-----------------|-----------------|
|  | School          | Statewide       |
| High School Completers   | 252             | 10,787          |
| <b>Exceeding College and Career Readiness</b>  |                 |                 |
| College enrollment nationwide, Fall 2010   | 51%             | 50%             |
| 2-year college   | 30%             | 26%             |
| 4-year college   | 21%             | 24%             |
| University of Hawai'i System enrollment in 2 & 4 year campuses, Fall 2010  | 102 (40%)       | 4,232 (39%)     |
| Advanced Placement (AP), 2009–2010: Number of students taking AP exams   | 106             | 3445            |
| Number of exams taken / Exams scored 3 of 5 or better  | 150 / 60        | 4,935 / 2,085   |
| Running Start participants, Class of 2010, Summer 2009–Spring 2010   | 1               | 479             |
| <b>Meeting College and Career Readiness</b>  |                 |                 |
| College Board SAT, number of graduating seniors Class of 2010 taking the SAT   | 96              | 4,733           |
| Critical Reading / Mathematics / Writing (average scores)  | 465 / 495 / 447 | 460 / 479 / 442 |
| BOE Recognition Diplomas awarded, 2010   | 34 (13%)        | 1,991 (18%)     |
| On-time graduation rate (2010 graduates)   | 86%             | 79%             |
| College-level mathematics and English, University of Hawai'i System, Fall 2010   |                 |                 |
| Number of students enrolled in college-level mathematics<br>(percent of 2010 graduates enrolled in the University of Hawai'i System)             | 16 (16%)        | 856 (20%)       |
| Number of students enrolled in college-level English<br>(percent of 2010 graduates enrolled in the University of Hawai'i System)                 | 31 (30%)        | 1,509 (36%)     |
| <b>Approaching College and Career Readiness</b>  |                 |                 |
| Hawai'i State Assessment, 2008 – percent proficient<br>Reading (10th gr) / Mathematics (10th gr) / Science (11th gr)                             | 78% / 42% / 26% | 62% / 43% / 24% |
| High school diplomas awarded, June 2010  | 247             | 10,549          |
| Remedial/Developmental mathematics and English, University of Hawai'i System, Fall 2010  |                 |                 |
| Number of students enrolled in remedial or developmental mathematics<br>(percent of 2010 graduates enrolled in the University of Hawai'i System) | 26 (25%)        | 1,516 (36%)     |
| Number of students enrolled in remedial or developmental English<br>(percent of 2010 graduates enrolled in the University of Hawai'i System)     | 36 (35%)        | 1,376 (33%)     |
| * Data not available † Data not reported due to small cell size  |                 |                 |

### School Reported College and Career Indicators

No additional college/career readiness information provided by the school.

| Deliverable   | Grant Year 1 |     |     |     |     |     |     |     |     |     |     |     | Grant Year 2 |     |     |     |     |     |     |     |     |     |     |     | Grant Year 3 |     |     |     |     |     |     |     |     |     |     |     |
|---|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|   | May          | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May          | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May          | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr |
| <b>1. Comprehensive Project Plan Document</b>   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 1.a Develop stakeholder input report  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 1.b Complete project mission statement  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 1.c Establish project teams   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 1.d Complete roles and responsibilities document  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 1.e Complete project plan document  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| <b>2. Sustainability Plan</b>   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 2.a Complete stakeholder analysis   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 2.b Develop communications plan   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 2.c Develop fiscal continuation plan  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 2.d Develop P20W SLDS expansion plan  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| <b>3. Critical Policy Questions and Research Agenda</b>   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 3.a Stakeholder input on critical policy & data questions   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 3.b Review and approval   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 3.c Establish research agenda   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 3.d Develop process for maintaining critical policy and data questions  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| <b>4. Report Development Informed by Stakeholder Needs</b>  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 4.a Hire P20W SLDS staff  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 4.b Document initial stakeholder input  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 4.c Develop protocols for ongoing stakeholder input   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| <b>5. Report Automation</b>   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 5.a Develop data specifications   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 5.b Operationalize reports  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| <b>6. Create And Deliver General Data Literacy Trainings For State Policy Makers And Other Public Stakeholders</b>  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 6.a Contract Data Literacy Training vendor  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 6.b Identify target audiences   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 6.c Publish Web-based training modules  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 6.d Establish Training support  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 6.e Role-based training sessions  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 6.f Improvement process: evaluation   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| <b>7. Create and Deliver In-Depth Cross-Agency Trainings for Agencies Committed to Participating in the P20W SLDS</b>   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 7.a Develop List of Key Issues  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 7.b Identify Key personnel  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 7.c Create Training plan/Schedule   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 7.d Implement Role-based training   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| <b>8. Create Educator Data Literacy Competencies and Collaborate with the Local Teacher Preparation Programs to Embed Data Literacy Trainings and Data Literacy Competency Expectations Within Their Program Requirements</b> | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 8.a Initiate Content expert focus groups  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 8.b Publish Data Literacy Competencies  | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 8.c Publish Competencies assessment   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 8.d Implement Data Literacy Competencies training   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 8.e Policy presentations to policy-makers   | [Shaded]     |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |

| Deliverable   | Grant Year 1 |     |     |     |     |     |     |     |     |     |     |     | Grant Year 2 |     |     |     |     |     |     |     |     |     |     |     | Grant Year 3 |     |     |     |     |     |     |     |     |     |     |     |
|---|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|   | May          | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May          | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May          | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr |
| <b>Tools Training and Technical Assistance</b>  |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 9.a Develop and Implement Resource website  |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 9.b Publish User guides   |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 9.c Implement Training support  |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 9.d Implement Web-based training  |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 9.e Implement Training assessment   |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| <b>10. Create and implement an evaluation plan to assess the efficacy of each role-based training program</b> |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 10.a Contract External evaluator  |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 10.b Establish Baseline data  |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 10.c Evaluate Training activities   |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |
| 10.d Monitoring mechanisms and final report   |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |              |     |     |     |     |     |     |     |     |     |     |     |

| <b>P20W SLDS Executive Committee and Steering Committee Members</b> |  |   |   |
|---|--|---|---|
| <b>Name</b>   | <b>Organization</b>                          | <b>Title</b>  | <b>Committee</b>                          |
| Kathryn Matayoshi   | Hawaii Department of Education               | Superintendent  | Executive Committee                       |
| David Wu  | Hawaii Department of Education               | Office of Information Technology Services             | Executive Committee<br>Steering Committee |
| Cara Tanimura   | Hawaii Department of Education               | Director, Systems Accountability Office               | Executive Committee                       |
| Christina Tydeman   | Hawaii Department of Education               | Data Governance Director                              | Executive Committee<br>Steering Committee |
| Linda Johnsrud  | University of Hawaii                         | Executive Vice President for Academic Affairs/Provost | Executive Committee                       |
| John Morton   | University of Hawaii                         | Vice President for the Community Colleges             | Executive Committee                       |
| David Lassner   | University of Hawaii                         | Information Technology/Chief                          | Executive Committee                       |
| Steven Smith  | University of Hawaii                         | Information Technology Services                       | Steering Committee                        |
| Karen Lee   | for Education<br>University of Hawaii        | Executive Director                                    | Executive Committee<br>Steering Committee |
| Todd Ikenaga  | for Education<br>University of Hawaii        | P20W SLDS, Project Manager                            | Executive Committee<br>Steering Committee |
| Pearl Imada Iboshi  | University of Hawaii                         | Director, Institutional Research and Analysis Office  | Executive Committee<br>Steering Committee |
| Jean Osumi  | for Education<br>University of Hawaii        | Senior Associate Academic Policy and Evaluation       | Executive Committee<br>Steering Committee |
| Dwight Takamine   | Department of Labor and Industrial Relations | Director  | Executive Committee                       |
| James Hardway   | Workforce Development Council                | Executive Director                                    | Executive Committee<br>Steering Committee |
| Francisco Corpuz  | Department of Labor and Industrial Relations | Director, Research and Statistics                     | Executive Committee                       |
| Tammi Chun  | Governor's Office                            | Policy Analyst  | Executive Committee<br>Steering Committee |
| Terry Locke   | Governor's Office                            | Early Learning Coordinator                            | Executive Committee                       |

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

## Appendix D – Acronym List

ARRA – The American Recovery and Reinvestment Act of 2009  
BLS – Bureau of Labor Statistics  
CalPASS – California Partnership for Achieving Student Success  
CFDA – Catalog of Federal Domestic Assistance  
CIO – Chief Information Officer  
DLIR – Hawai'i Department of Labor and Industrial Relations  
FERPA – Family Educational Rights and Privacy Act  
GED – General Educational Development  
HIDOE – Hawai'i State Department of Education  
HI-PASS – Hawaii Partnership for Achieving Student Success  
HPERC – Hawaii Partnership for Educational Research Consortium  
IEBC – Institute for Evidence-Based Change  
IHE – Institutions of Higher Education  
IRAO – Institutional Research and Analysis Office, UH  
LEA – Local Education Authority  
MIS – Management Information System  
MLS – Mass Layoffs Statistics  
MOU – Memorandum of Understanding  
NAICS – North American Industry Classification System  
NCHEMS – National Center for Higher Education Management Systems  
NSC – National Student Clearinghouse  
ODS – Operational Data Store  
P20W – Early Learning to Work  
PI – Principal Investigators  
PK-12 – Pre-Kindergarten to Twelfth Grade  
RTTT – Race To The Top  
SEA – State Education Authority  
SLDS – Statewide Longitudinal Data System  
SSN – Social Security Number  
STEM – Science, Technology, Engineering and Math  
UH – University of Hawai'i System  
UH IT Lead – University of Hawaii Information Technology Lead  
UI – Unemployment Insurance  
WDC – Workforce Development Council  
WIA – Workforce Investment Act  
WICHE – Western Interstate Consortium for Higher Education

## Appendix C – Resumes of Key Personnel

- C1 Kathryn Matayoshi, HIDOE Superintendent, Principal Investigator
- C4 Linda K. Johnsrud, UH Executive Vice President for Academic Affairs/Provost, co-Principal Investigator
- C7 Todd Ikenaga, Project Manager
- C9 David Wu, HIDOE Assistant Superintendent for the Office of Information Technology Services
- C12 Steven Smith, UH Associate Vice President/Deputy Chief Information Officer for Information Technology Services
- C15 Christina Tydeman, HIDOE Data Governance Director
- C18 Karen Lee, Hawai'i P-20 Executive Director
- C20 Pearl Imada Iboshi, UH Institutional Research and Analysis Office
- C23 Gary Sanehira, HIDOE Technical Lead
- C26 Justin Katahira, HIDOE 2009 non-ARRA SLDS Grant Project Director
- C27 Arthur Buto, HIDOE Institutional Analyst, Race to the Top
- C30 Jean Osumi, Hawaii P-20

**KATHRYN S. MATAYOSHI**

(b)(6)

**WORK EXPERIENCE:**

- **Department of Education**, Superintendent, 2010 – present; Deputy Superintendent May 2009 – 2010.  
Appointed by the Board of Education to lead the Hawaii Department of Education. As the single state and local education agency, the DOE system encompasses 259 schools and over 178,000 students across all islands of the State, with an annual budget of approximately \$1.4 billion. As Deputy, was the lead for ARRA planning and related activities, including the successful proposal for the Race to the Top.
- **Hawaii Business Roundtable**: Executive Director, June 2007 – 2009.  
Direct policy agenda and strategies for the Roundtable, including positions on public policy in public education, rail transit, healthcare, Constitutional Convention, and economic development. Facilitated strategic planning for the Superintendent of Education, the Economic Development Alliance of Hawaii, and the Hawaii P20 Initiative.
- **Community Links Hawaii**: President and Chief Executive Officer, May 2006 – June 2007. Provides executive leadership for CLH, a management support organization (MSO) formed to help nonprofit organizations more efficiently and effectively manage their back office administration (i.e., day-to-day financial, human resources, and contract and grant compliance and procurement functions). Also provided nonprofits with technical assistance (leadership coaching, fundraising/fund development planning, strategy formation, organizational development, and systems development) to build their capacity for providing their programs and services.
- **Consultant**, 2005 – 2007  
Strategic planning and performance measurement development and implementation, including process and program re-engineering and restructuring for the Hawaii Department of Education. Assistance to Rep. Robert Herkes, chair of the Consumer Protection and Commerce Committee, State House of Representatives.
- **Board of Water Supply**, City and County of Honolulu Chief of Staff, December 2002 – 2005. Reported directly to the Manager and Chief Engineer, with responsibility and authority for strategic planning (including integration of performance measures, strategic objectives, budgets and incentives); implementation of experimental modernization projects under Civil Service Reform law, and overall administration, including leadership training and development.

- **Department of Commerce and Consumer Affairs, State of Hawaii**  
Director, January 1995 – December 2002. Served as member of Governor Benjamin Cayetano’s cabinet. The department regulates financial industries and businesses, professional and vocational licenses, and cable television, enforces consumer protection laws and advocates consumers’ positions on utility matters. Converted the department to “self-sufficient” fee-based funding; directed renovation of King Kalakaua Building as new department location. Led the Executive Branch Internet strategy and developed the State’s Internet portal (in 2 years, Hawaii moved from 49<sup>th</sup> to 3<sup>rd</sup> in E Commerce and Business in the Digital States Survey). Implemented a wireless office strategy (department-wide, fiber connected information system and end-to-end electronic filing system). Significantly decreased processing time for business registrations (from 20 days to 1 day). Created a consolidated business information center (employees won the 1999 State Team of the Year Award). Implemented the first State incentive bonus program.
- **Hawaiian Electric Company, Inc. (1988 – 1995)**  
Manager, Legal Department (1993-1995); Staff Attorney (1988 – 1993)  
Provided legal service to the electric utilities, the holding company and other affiliated companies. Coordinated and managed outside counsel. Involved in acquisitions and sales of business units. Part of the team leading strategic planning efforts at HEI and HECO. Reengineered multiple corporate policies and procedures. Developed electronic network with outside counsel.
- **Goodsill Anderson Quinn & Stifel (1983-1988)**  
Attorney: General business and corporate practice, including bankruptcy, project financing, construction financing, mortgages, equipment leasing, commercial leases and personal injury and commercial litigation.
- **Honorable Samuel P. King, Chief Judge, US District Court, District of Hawaii**  
Law Clerk (1982-1983)

**EDUCATION:**

- University of California, Hastings College of Law  
J.D. 1982; Constitutional Law Quarterly, Notes Editor
- Carleton College, Northfield, Minnesota  
B.A. English Literature 1979; Phi Beta Kappa, Magna Cum Laude  
Associated Kyoto Program (1977-78); Kyoto Japan

## **PROFESSIONAL:**

- HMSA Board of Directors (2010 – present)
- Employer-Union Health Benefit Trust Fund (State of Hawaii), *Trustee (2002-2003)*
- Toll Fellow (2002) (Among 40 fellows selected nation-wide as emerging State leaders)
- Governor’s Nominee for the National Governor’s Association’s Distinguished Service to State Government Award (2002)
- Editor, “It’s the Law: What Non-profits Need to Know” (1989)
- Admitted to the Hawaii State Bar (1982, *currently inactive*)  
Corporate Counsel Section (*Chair, 1989*)

## **COMMUNITY:**

- Pacific Resources for Education and Learning, Board of Directors (2008 – *present*)
- Aloha United Way, Vice Chair (2009), Board of Directors (2008 – 2011)
- Joint Venture Education Forum (2007 – 2009)
- Economic Development Alliance of Hawaii (2007 – 2009)
- Hawaii P-20 Initiative, *Charter member of Council and member*
- University of Hawaii College of Education Advisory Council
- Hawaii Standards Streamlining Advisory Group
- Center for Alternative Dispute Resolution; Advisory Board, Hawaii State Judiciary; (2001 - *present*)
- Japanese Chamber of Commerce (*Government Committee; 2007 - 2010*)
- Japanese Cultural Center (*Board of Governors, 2007 - 2010*)
- Good Beginnings Alliance, Board of Directors (*President 2002 – 2004*)
- YWCA of O’ahu; Board of Directors (1995 - 2002; *Chairman of the Board 2002*)

## LINDA K. JOHNSRUD

(b)(6)

### PROFESSIONAL EXPERIENCE AND ACCOMPLISHMENTS

#### University of Hawai'i System, 2003 to present.

##### Executive Vice-President for Academic Affairs & Provost, promoted January 2011.

Vice-President for Academic Planning and Policy, 2006-2011.

Interim VP and Associate VP, 2003-2005.

**Provide academic leadership for ten campus system; advise the President on academic plans and policy; review academic programs for quality, efficiency, alignment with campus mission and state needs; revamped articulation and transfer policies; facilitate international engagement. Responsible for system wide human resources, collective bargaining, and labor relations.**

**Developed new tuition schedule for the UH system in the context of future funding needs; provided research on tuition setting, including models on tuition revenues and cost share; conducted 12 public briefings; presented five year schedule (2012-2017) to the Board of Regents, one year in advance of implementation; approved unanimously.**

**Revised BOR and Executive policy on tuition assistance and financial aid; revamped policies to significantly increase financial aid for low income students through use of tuition revenues; converted tuition waivers to scholarships and grants; conducted public hearings to revise Hawai'i Administrative rules on residency for tuition purposes.**

**Projected future higher education needs for the state via the Second Decade Project; focused on differentiated mission, growth projections, workforce development, curricular expansion, and delivery modes; examined need for expanded services by region of the state to inform long range strategic and academic planning;**

**Crafted a statewide public agenda for higher education in conjunction with key stakeholders in the community; worked with VP & CFO Howard Todo to align the planning and budget functions, to produce our biennium budget policy paper, and to establish the public agenda as the basis for planning and budget development; co-chaired the Biennium Budget Committee and promoted the public agenda for priority setting in both the operating and CIP budget proposals;**

**Reviewed and up-dated the 2002-2010 UH Strategic Plan; involved campus and community members in working sessions; drafted strategic outcomes to focus the goals of the plan for 2008-2015 in light of state needs and Second Decade project; drafted system-wide indicators to measure effectiveness; worked with campus leaders to implement the plan in the budgeting process.**

**Launched the President's Emerging Leaders Program; worked with the campus Chancellors and the Commission on the Status of Women to design a leadership development program for UH system personnel; convened advisory council to select inaugural cohort of 32 from 125 applicants; facilitated the year long program; evaluated and revised it for the second year.**

**Promoted P-20 agenda to increase educational attainment in the state;** led the proposal development for \$10m W.L. Kellogg Grant to support Hawaii's P-3 Initiative; serve on the P-20 Council, the P-3 Advisory Council, American Diploma Project (ADP) state leadership team, the state policy team for Achieving the Dream, and the Access to Success task group; serve as co-PI on the \$10.5m GEAR UP grant; lead the Complete College America: Alliance of States effort.

**Secured legislative appropriation for University Centers** to leverage their productivity to better meet state needs for increasing access; \$80k to UHWO for Health Care Administration Certificate on-line, 2008; \$84k to UHM TIM school for BS in Travel Industry Management on-line; \$30k for statewide marketing effort, 2009; \$75k for UHM/CC pre-engineering and calculus on-line; \$20k for equipment for UHH MA in teacher education, 2010-11.

**Hosted Asia Pacific Economic Cooperation (APEC) meeting on Quality in Higher Education,** attended by representatives from 21 economies, in partnership with the East West Center, Honolulu, HI, August 2011. Presented keynote address on "Quality Assurance in Europe and the US."

**Served as Interim UH-West Oahu Chancellor (concurrent assignment 2004-2005);** revamped the UHWO academic plan to respond to WASC concerns and regional needs; promoted new initiatives to the faculty senate; presented the academic development plan for UHWO at BOR workshop; coordinated report for the WASC visit; Notice of Concern was lifted and the campus received full accreditation for seven years; chaired search committee for permanent Chancellor; Gene Awakuni, appointed March 1, 2005.

**Served as interim UHM Vice Chancellor for Academic Affairs (concurrent assignment 2007-2008);** provided leadership to ensure successful WASC special visit, to advance campus assessment efforts, and revise program review; facilitated establishment of the new School of Hawaiian Knowledge and co-chaired the search for an inaugural Dean; involved in all aspects of academic affairs, including budgeting, staffing, personnel evaluation, and grievances.

### **University of Hawai'i at Mānoa, 1988-2003**

**Professor, Educational Administration,** promoted 1996.

**Associate Professor,** tenured and promoted 1993.

**Assistant Professor,** appointed 1988; appointed to the Graduate Faculty, 1990.

**Coordinated the Higher Education Program (master's and doctoral);** promoted the master's program statewide by initiating delivery on HITS (Hawaii's interactive television system); advised the college-wide doctoral student organization.

**Maintained active research agenda, over 100 national refereed presentations and publications,** including scholarly articles in the top three journals in the field: *Journal of Higher Education*, *Research in Higher Education*, and *Review of Higher Education*.

**Appointed to scholarly posts:** Consulting Editor, *Research in Higher Education*, appointed 2000 (three year term); Member, *Review of Higher Education*, Editorial Board, 1999; Member, Panel of Scholars, Minority Faculty Development Project, Midwestern Higher Education Commission, 1993-1994; Member, Review Panel, *Thought and Action*, journal of the National Education Association, 1990-1993.

**Associate Dean for Academic Affairs,** College of Education, July 1999 to August 2002; led successful initial application for national accreditation from the National Council for the Accreditation of Teacher Education (NCATE).

## Other professional experience in education

**Director of Career Services and Affirmative Action Officer**, Grinnell College, Iowa, 1981-1985;  
**Program Development Specialist**, Northwest Regional Education Laboratory, Oregon, 1980-1981;  
**Director of Career Development and Cooperative Education**, Linfield College, Oregon, 1976-1980;  
**Director of Student Activities and Head Resident**, Knox College, Illinois, 1973-1976;  
**Senior High School English Teacher**, Galesburg, Illinois, and Albany, Wisconsin, 1971-1974.

## PROFESSIONAL/COMMUNITY SERVICE AND HONORS

Chair, Western Association of Schools and Colleges (WASC), Accrediting Commission for Senior Colleges and Universities, elected 2010, term 2010-2013.

Selected Pacific Business Woman of the Year. For leadership and community service by the Pacific Business News, 2009.

Member, Western Academic Leadership Executive Council, Western Interstate Consortium for Higher Education (WICHE), appointed 2009.

Board member, Aloha United Way (AUW), elected March, 2009.

Board member, Enterprise Honolulu, appointed 2009.

Council member, Early Learning Council, UH President's designee, 2008.

Board member, Women Leaders in Higher Education. American Council on Education, Hawai'i State Network, 2007-2009.

President, Association for the Study of Higher Education, elected national office, 2005-2007. Presidential Keynote Address, Faculty Work: Making Our Research Matter – More. Kentucky, November, 2007. Published in *Review of Higher Education*, Summer 2008, 31 (4), 489-504.

Vice-President. Division J-Post-secondary Education (highest elected office in the division), American Educational Research Association, national office, term 2000-2002.

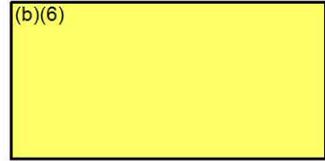
Member, University of Hawai'i Professional Assembly Board of Directors, appointed February 1994, re-appointed December 1994. Panel Member, Gubernatorial Candidate Debate, April 1994.

Chair, UH Mānoa Faculty Senate, elected July 1993-June 1994. Co-convener for the All Campus Council of Faculty Senate Chairs (ACCFSC).

Fellow, American Council on Education (ACE), Class of 1998-99. Selected in national competition. Served in the Office of the Executive Vice-President, University of Minnesota, Fall 1998; served in the Office of the Vice-President for Planning and Policy, University of Hawai'i, Spring 1999.

Kathryn G. Hansen Publication Award, College & University Personnel Association, for Maintaining Morale, as a significant contribution to the field of human resource management, 1997.

Presidential Citation for Meritorious Teaching, University of Hawai'i, May 1990.



# Todd Ikenaga

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**Education** 1984 – 1988 University of Hawaii at Manoa Honolulu, HI  
**Bachelor of Science Degree**

- Graduated with Information and Computer Science

1982 – 1984 Seattle University Seattle, WA

**Professional experience** Dec 2011 – present University of Hawaii Honolulu, HI  
**Statewide Longitudinal Data System Program Manager**

SLDS Program manager will be responsible for planning, coordinating, and implementing the development of an interagency statewide longitudinal data system (Hawai'i P-20 SLDS) that links data between education, employment & early childhood education-related agencies to meet federally mandated requirements and state plans for tracking students from P-20 through the workforce and informing decision making and serve as a technical resource and subject matter expert relating to the Hawai'i P-20 SLDS.

Jun 2007 – Dec 2011 Hawaiian Airlines Honolulu, HI  
**IT Director / Senior Manager (Jan 2011) Data Applications**

Basically, the same responsibilities as Director Systems Development (below) with focus on database applications, initiatives and business intelligence solutions. In charge of off-shore application and DBA transition to consultants in India resulting downsizing of staff. I also served as IT Change Control Manager who manages user access and change management processes and yearly audit.

HawaiianMiles application support includes enhancements, upgrades, database and code management.  
Database and application management includes upgrades, rewrites and decommissioning.  
Developed and maintained enterprise change control process and procedures.

Nov 2002 – Jun 2007 Hawaiian Airlines Honolulu, HI  
**IT Director Systems Development**

Plans and supervises application development life cycles with using departments. Reviews project specifications and assigns managers, analysts and programmers workload. Tracks and monitors systems development projects. Establishes general schedules and priorities for systems development support services. Responsible for the evaluation of new computer hardware and software systems. Evaluates systems equipment requirements against available equipment capacity.  
Develops and maintains systems development standards.  
Develops and maintains systems development project budgets.  
Responsible for staffing and training of the systems development staff.  
Responsible for professional development of staff.  
Developed and implemented a Flight Profitability system.  
Implemented User Access Management for IT systems.

PR/Award # R372A120004

Jun 1999 – Oct 2002 Hawaiian Airlines Honolulu, HI

**IT Manager Systems Development**

Responsible for Revenue Accounting team which includes RevTrack and PeopleSoft Financials. Managed the Revtrack development team for Release 4, 5 and 6. Also, prototyped a Flight Profitability System for Finance and leave database for HR. Introduced data warehousing concepts and systems to company.

Jul 1998 – May 1999 Hawaiian Airlines Honolulu, HI

**IT Senior Systems Analyst**

Responsible for Flight Ops/HR Team and the Maintenance/Engineering Team. Developed and implemented Flight Attendants Line Bidding System. Developed and implemented Flight Statistic System for interisland fleet for the introduction of first class seating. Helped implement Preferential Bidding System (PBS) on Citrix for the pilot group.

Sep 1990 – Jul 1998 Aloha Airlines Honolulu, HI

**Computer Services Analyst/Programmer**

- Responsible for developing, maintaining, and documenting computer systems.
- Worked on various systems (Financials, Supply/Inventory, AlohaPass)

Apr 1989 – Aug 1990 Hawaiian Airlines Honolulu, HI

**MIS System Analyst**

- Responsible for developing, maintaining, and documenting computer systems.
- Worked on various systems (Crew Scheduling, Crew Management, CHAMP, Flight Management and Traffic)

1987 – 1988 State of HI Department of Budget and Finance

**Budget & Finance Student Intern I and II**

- Maintain and document existing systems in the Tax and Labor Departments.

**Skills**

Assisted in development of Data Warehousing road map. Served as project lead for first 2 data mart implementations. Also, assisted in formulating data governance process/procedures and ETL/Data Quality and Glossary tool selection.

Implemented change control procedures and tools for Systems Development. Served as change control manager for IT audit. Managed key projects in Revenue Accounting (Revtrack), Finance (PeopleSoft and Flight Profitability), Application Support Outsourcing and Data Warehouse road map.

Familiar with: Languages, Transactional SQL, HTML, .NET, VB, C++, PowerBuilder, PeopleSoft, & SQL. Databases, SQL Server 2000/2005/2008, Sybase and MS Access. Also familiar with Citrix (MetaFrame). Software Tools: Business Objects reporting tool, ProClarity to interface with SQL 2000/2005, SQL Server Analysis Services and Reporting Services, and Microsoft Sharepoint.

# DAVID C. WU

**SUMMARY:** Over 20 years of experience in technology. Demonstrated, progressively increasing leadership responsibility in IT operations as well as R&D environments. Extensive experience engineering, integrating, globalizing, releasing, and developing software applications. Proven ability to lead and organize teams to meet or exceed all commitments. Responsible for improving development processes to raise quality of products and decrease time to implement. Proven capability to rapidly build an organization of highly qualified individuals, while maintaining high retention rates. Experienced in leverage technology as strategic partner and articulating organizational vision.

## EXPERIENCE:

11/2009 – Present: **Hawaii Department of Education, Honolulu, HI**

### **Assistant Superintendent and Chief Information Officer (CIO)**

#### **Office of Information Technology Services**

Responsible for the operation and setting of direction for computing and information technology systems for state, complex (district) and school level organizations. Develop strategic plans and architecture roadmaps for modernizing legacy systems. Evaluate overall operations of computing and information technology functions and recommend enhancements. Advise Superintendent and senior leadership on all aspects of technology and its use in 21<sup>st</sup> century learning. Responsibilities include infrastructure services (NSSB branch), systems development (ISSB branch), and school focused educational technology (IRMB branch). Evaluate, develop, and implement plans to optimize technology organization. Responsible for interfacing with the Hawaii State Board of Education, State Legislature, and other public entities with regard to technology and its usage within K12 education. Responsible for annual (general funds) operating budget of \$18M. Report directly to state Superintendent.

Significant accomplishments include:

- Implementation of DSI, a statewide Learning Management System. This project was very aggressive, statewide implementation of a system that can be used to conduct electronic formative assessments in all schools.
- Implementation of a statewide K12 Longitudinal Database System.
- Introduction and implementation of Information Technology best practice methodologies such as Change Control Board, Enterprise Technical Architecture Review Council, and Project Management Office.
- Contribution to a successful federal grant of \$75M for Race to the Top reforms. Hawaii was one of only 9 states to win funding. Over half of the projects and reforms outlined in Race to the Top contain technology deliverables.
- Standardized statewide usage of a single brand laptop model for administrative use, which replaced a chaotic, unsupported 15-20 brands used in administration.
- Responsible for DOE implementation (to date) of a \$36M Broadband Technology Opportunities Program (BTOP), an ambitious effort to bring fiber optic network connectivity to every school in the state.

3/2007 – 5/2009: **Hawaiian Airlines, Inc., Honolulu, HI**

### **Senior Director, Systems Development**

Responsible for all aspects of software application development and production support across the enterprise. Led transformation of organization from a fixed set of internal resources to a leveraged model. Restructured team into 3 major units: Web / Ecommerce Development, Finance / Airline Operations, and Data Management. Supervise a team of up to 45 members, including directors, managers, and engineering staff across multiple geographies in a model incorporating offshore resources. Responsible for annual operating budget of \$8.6M. Report directly to CIO.

Extensive experience in vendor management and selection process, working with interactive marketing agencies (Sapient), offshore delivery firms (TCS), enterprise software / hardware vendors (Oracle, IBM, Dell, Microsoft, and NCR). Familiar with Project Sponsor role, IT Governance process, and SOX / PCI compliance requirements.

PR/Award # R372A120004

Significant accomplishments include:

- Development, management and support of HawaiianAir.com, the largest commercial implementation of a .NET based Microsoft Sharepoint (MOSS) site in the world (responsible for generating over \$600 million, or 2/3 of total annual revenue through this single channel).
- Credited with implementing strategies to induce channel shift from other venues to [www.HawaiianAir.com](http://www.HawaiianAir.com).
- Led gap analysis study for information within the enterprise and presented findings to executive team
- Led build and release of a completely redesigned SharePoint based employee web portal [www.HAPeople.com](http://www.HAPeople.com).
- Completion of a multi-year project to replace a mission critical legacy Flight Operation Suite with a state of the art version.
- Oversaw the upgrade of Peoplesoft Financials from version 7 to 8.9
- Release of over 8 versions of our web site (including 2 relaunches)
- Migration of payroll system from ADP to Ultipro for entire employee base (over 3000 employees)
- Replaced spreadsheet based corporate budgeting model with Clarity budgeting software,
- Managed RFI for HawaiianAir.com website globalization, replacement of email data marketing system.

4/2001 – 3/2007:

### **IBM Corporation, San Jose, CA**

#### **Senior Engineer, RFID Development (7/2006 – 3/2007)**

Responsible for spearheading automation work for v1.0 product, streamlining team development processes, and mentoring the QA team.

- Led establishment of metrics for measuring and monitoring team performance and progress.
- Core member of sales demo development team.
- Coordinated and help to build / recruit outsourced team consisting of 7 India and 11 China based members.

#### **Sr. SW Engineering Manager, Alphablox Development (7/2004 – 7/2006)**

Responsible for successful merger of all job functions under my purview. Ensured smooth transition team transition to IBM environments. Responsible for successful integration of systems following merger. Supervised training of team on IBM standard tools and platforms. My original team has experienced no attrition to date.

- Manage QA team for Alphablox development. Responsible for quality, on-time, documented release of our first two releases with IBM (Bluewash and Blue Eagle).
- Responsible for Globalization efforts, increased our supported languages from 4 to a current total of 17, while at the same time introducing automation to reduce testing efforts by over 50%.
- Responsible for formulating roadmaps for QA / Documentation / Automation Infrastructure in follow on releases. Responsible for documenting and presenting Quality Certifications.
- Began a division-wide QA vitality effort focused on increasing staff morale, fostering a team atmosphere, and stimulating passion for the QA profession.
- Drove mapping of Alphablox Qualitative metrics to IBM standards.
- Participant and stakeholder in all capital and resource planning efforts.
- Served as an advocate for iterative development models (IRUP) and Outside In Design.
- Member of the Information Management I/T Services Workgroup, charged with proposing a restructuring of the IT services process and infrastructure for the SVL site. Our recommendations resulted in the movement of responsibility for all servers to SEEL, dramatically reducing the overhead in having our own engineers administer our systems.

### **Alphablox Corporation, Mountain View, CA (acquired by IBM Corporation 7/2004)**

#### **Director, Quality Engineering, Configuration Management and Technical Communications team**

Alphablox, an enterprise software company, builds a java / web based analytical application development platform. This platform is focused on helping companies develop tailored applications solutions to analyze their business and enhance profit optimization. Alphablox's Analytical Application Server product is written in java in accordance to J2EE standards, and

supports usage with all major applications servers including Weblogic, Websphere, and Apache Tomcat. The front end is JavaScript and XML, very similar to AJAX.

- Reported to the CTO / Sr. VP of Products and R & D. I guided a small, talented team of up to 12 engineers responsible for the QA and release process of all Alphablox software products.
- Responsibilities included managing engineering hardware / software budgets. Introduced automation testing processes, designed and implemented test automation harnesses.
- Successfully released software in record time on a wide matrix of server, client, and browser platforms.
- Responsible for the due diligence process in the acquisition of Alerts.com. Subsequently, I was put in charge of the integration of this acquisition into our product structure, which culminated in the release of the Alphablox Enterprise Alerts product. I also assumed responsibility for the development and release of: Alphablox Enterprise Alerts.
- Assumed responsibility for internationalization and localization efforts.
- Responsible for leading Technical Communications efforts at Alphablox, which includes curriculum development, training, product documentation, collateral, and sample application development.
- Also charged with leading Configuration Management and Build process, Performance testing, and hardware procurement. Oversaw the transition of our source control system from VSS to Perforce.
- Responsible for our Verified for Microsoft Windows Server 2003 certification effort.

9/1999 – 10/2000:

### **CALLIDUS SOFTWARE CORPORATION, San Jose, CA**

#### **Director of Engineering**

Responsible for leading an organization of up to 25 members consisting of Release Management, Technical Publications, Quality Engineering, Sustaining Engineering, Globalization (i18n and l10n), Tools Development and Performance Engineering teams.

- Rebuilt team from original staff of 4. Expanded scope and accomplishments. Built entire teams from scratch.
- Managed effort to evaluate our products for globalization readiness, and coordinated vendor selection process for both internationalization and localization projects.
- Responsible for leading development of Java based diagnostic tools to be used in conjunction with Callidus TrueComp software applications.
- Released Callidus' incentive based compensation application products on various Java software hardware / platforms including: Oracle, Sybase, and MS SQL Server on Windows NT, Sun Solaris, and HP-UX.
- Report directly to Chief Technical Officer and Sr. VP of Engineering. Company size was 220 (95 when I joined).
- Managed a budget exceeding \$3M annually, including hardware and computing resource allocation for the entire Engineering department. Responsible for recruitment, budgeting, and initiating new development initiatives. Responsible for writing and approving project schedules.
- Responsible for introducing automated testing to Callidus. Reduced test and QA time by 50% over previous figures, while at the same time reducing defect rate and increasing overall quality level.

5/1998 – 6/1999:

### **TENFOLD CORPORATION, San Francisco, CA**

#### **Director:** Release Management Group

Responsible for guiding the software development organization in designing real-time software release process. Our group was responsible for improving the development infrastructure of the company to keep pace with the 250% annual growth rate in products and services revenue. Our efforts culminated in bringing the company public.

- Responsible for recruitment, budgeting, and initiating new development projects. Led effort to re-architect current software installation and upgrade tools, reducing the elapsed installation and upgrade time by over 75%.
- Developed a completely automated porting system for simultaneously certifying software on over 12 different operating systems and RDBMS combinations.
- Certification platforms included Windows NT, HP-UX, Sun Solaris, IBM AIX, and Sequent ptx.

# Steven L. Smith

(b)(6)

## Profile

An executive with over 25 years working in all aspects of technology. Experience with strategic planning and partnerships at all stages, public and private. Work at all levels in higher information technology including department, division, and institutional, particularly within a research environment. Experience building and maintaining a governance structure within a diverse environment to meet all IT needs from desktop to systems. Familiarity and skill providing a service based IT environment including balancing centralized and distributed services, outsourcing, and coordination and collaboration in a diverse environment. Extensive work with research and administrative systems including high performance computing, storage, disaster recovery, network, security and compliance. Expertise providing IT infrastructure support to multiple locations.

## Experience

### ASSOCIATE VICE PRESIDENT/DEPUTY CIO, UNIVERSITY OF HAWAII SYSTEM, 2011-CURRENT

Executive operational IT support for a state public higher education system with 10 campuses and multiple education, training and research centers located across six Hawaiian islands with over 60,000 students. The system includes a very high research activity doctoral granting university at the University of Hawaii Manoa which is a sea-, land- and space-grant university. Information Technology Services (ITS) with a staff of over 140 provides support for the system and for the UH Manoa campus including

- Core administrative systems including student, finance, course management and HR
- Wide Area Network and campus telecommunications for UH Manoa
- Academic Technologies including distance learning
- IT Operations Center
- IT Security
- Partnerships with state and federal agencies (K-12, Libraries, Labor, NOAA, Energy, Commerce, Defense)
- Help Desk & Training

- Applications development and support

CHIEF INFORMATION TECHNOLOGY OFFICER, UNIVERSITY OF ALASKA SYSTEM AND UNIVERSITY OF ALASKA FAIRBANKS, 2005-2011

In addition to the duties and responsibilities as system CITO described below, responsible for IT services for the University of Alaska Fairbanks (UAF), the primary doctoral granting research university in the system. Oversaw integration of Statewide and UAF IT units and reorganization of staff of 128 into new consolidated Office of Information Technology and a \$17 million annual operating budget. Implemented ITIL service management for all IT support. In addition to all systems and services for the statewide system, includes responsibility for campus networks, telephone operations, course management system, academic and research computing, media services, smart classrooms, computer labs, IT recharge centers, and community campus and department IT support. Created system-wide project management office for automation projects. Member of President's Cabinet and other executive system-level leadership groups.

CHIEF INFORMATION TECHNOLOGY OFFICER, UNIVERSITY OF ALASKA SYSTEM, INFORMATION TECHNOLOGY SERVICES, 1999 - 2005

The chief information technology officer for the state university system of 16 campuses spread across 600,000 miles reporting to the system president with the following responsibilities and authorities:

1. advise the president, other university officers, and the board in matters related to information technology systems and services; be responsible for the university core information systems and services infrastructure including the integrity of data and the security of systems and services;
2. be responsible for and coordinate the development and implementation of system wide information technology standards subject to regents' policy and university regulation;
3. oversee budget development, allocation coordination, and implementation of information technology capacities;
4. represent the university with external information technology and telecommunications agencies and companies;
5. administer and guide interpretation of regents' policy and university regulation concerning information technology;
6. ensure effective procedures and controls for telecommunications, hardware and software purchases, and software license compliance;

7. develop and maintain consistent measures for delivery of information technology services across the system;
8. coordinate with the campuses for planning and adopting best practices in the management of information technologies and service;
9. make sure procedures are in place at the appropriate level for suitable review and approval of investments in information systems and contracts for information and telecommunications services to ensure that investments are aligned with board-approved strategic plans.

Core systems include SunGard Banner (running on Oracle) for ERP, IP based Wide Area Network over a combination of optical fiber, copper and satellite delivery, 7x24 Data and Network Operations Center (including a supercomputer center), statewide videoconferencing system, security, core applications (email, calendaring, custom programming), web and middleware (portal and directory services), training and desktop support. Act as lead for external relationships and partnerships for university system with state and federal agencies, other universities and research agencies, carriers and other IT vendors and service providers.

INTERIM DIRECTOR OF NETWORKS AND ADMINISTRATIVE COMPUTING, UNIVERSITY OF ALASKA SYSTEM, 1998-1999

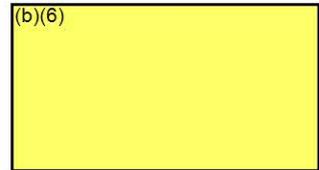
Combined system network services and administrative computing into one unit with a staff of 60 and an annual operating budget of \$10 million. Responsibilities included statewide ERP system (Banner), data center including supercomputer support, creation of network operations center, wide area network for all 16 campuses and remote access, core applications, video and audio conferencing systems, server and desktop support for statewide staff, training and help desk. Lead system IT Council and member of president's executive staff.

INTERIM CO-DIRECTOR OF LIBRARIES & COMPUTING, UNIVERSITY OF ALASKA FAIRBANKS, 1996-1997

Responsible for all University of Alaska Fairbanks central IT services and system wide library automation system as described below and co-director of library and computing services. Lead procurement of statewide library automation system for academic and public libraries.

ASSOCIATE DIRECTOR FOR COMPUTING, LIBRARIES & COMPUTING, UNIVERSITY OF ALASKA FAIRBANKS, 1992 - 1995

Responsible for all library computing services including system-wide library automation system and all campus central computing services including main campus, five community campuses



# Christina Klassen Tydeman

## EDUCATIONAL BACKGROUND

### Degrees

PhD – Educational Psychology, 2009

MS – Curriculum and Instruction, 1999

BA – Speech and Drama, 1982

University of Hawaii, Honolulu, HI

Dominican College, San Rafael, CA

California State University, Chico, CA

### Credentials

Clear Multiple Subject Teaching Credential - California

Preliminary Administrative Services Credential - California

## EDUCATIONAL EMPLOYMENT

### Hawaii Department of Education

Data Governance Director 2009-present

Acting Federal Compliance and Project Management Director 2010-2011

Institutional Analyst III 2008-2009

Evaluation Specialist II 2004-2008

### Lake County Office of Education

Professional Development Administrator 2002-2004

California Academic Partnership Program (CAPP) Director 2001-2004

Safe and Drug-Free Schools and Communities Prevention Coordinator 2000-2002

### North Coast Beginning Teacher Program

California Formative Assessment Support System for Teachers (CFASST) Trainer 1999-2004

Lake-Mendocino Satellite Coordinator 2000-2001

Support Provider 1998-2004

### Dominican University

Instructor – Credentialing Program 2000-2004

### California Subject Matter Project – Redwood Arts Project

Sonoma/Lake/Mendocino Coordinator 2000-2001

Summer Institute Co-Director 2000/2001

### Upper Lake Union School District

School-based Motivation and Maintenance Grant Coordinator 2000-2001

Teacher, 4<sup>th</sup> and 6<sup>th</sup> grade, Upper Lake Elementary/Middle Schools 1986-2000

## EDUCATIONAL ACCOMPLISHMENTS

### LEADERSHIP

- Facilitator of the Strategic Project Oversight Committee (SPOC) of Race to the Top projects.
- Race to the Top application development and Core implementation team member.
- Data Quality Campaign regional meeting K-12 representative.
- College Access Portal steering committee member.
- Oversee the provision of technical assistance regarding federal compliance and project management.
- Co-lead for the Effective Use of Data portions of the Race to the Top grant application.
- Local Education Agency and State representative (alternate) to the National Center for Educational Statistics Forum.
- Orchestrate the development of an effective data governance system within the Department of Education.

- Facilitate the resolution of data issues such as establishing a teacher of record definition, defining access levels to longitudinal data system, and implementing new federal reporting requirements.
- Provide vision and guidance in the development of the Hawaii Partnership for Educational Research Consortium (HPERC).
- Develop and facilitate the Department of Education's annual Research Symposium.
- Participant on the P-20 Longitudinal Data System Executive Committee.
- Co-lead for the 2010 and 2011 P-20 Statewide Longitudinal Data System grant applications.
- Department of Education representative on the statewide Inter-Agency Data Governance Committee.
- Department of Education representative on the Western Interstate Consortium for Higher Education.
- Project co-lead for the Strategic Plan development.
- Educational Leadership Institute development team member.
- Coordinate and oversee Program and Fiscal Evaluations. Present reports to the Board of Education.
- Coordinate the Performance Standards Review Commission.
- Analyze legislative bills and resolutions. Compose and present legislative testimony.
- Coordinate and facilitate Intra-Departmental meetings.
- Maintain current working knowledge of No Child Left Behind (NCLB) and Annual Yearly Progress (AYP) requirements and the Hawaii Department of Education's NCLB Workbook.
- Participate in the Accountability Systems & Reporting Consortium (ASR) of the Council of Chief State School Officers' (CCSSO) State Collaborative on Assessment and Student Standards (SCASS).
- Contribute to the development, production and submission/distribution of school, complex, complex area, and state level reports, such as Trend Report, Superintendent's Annual Report, School Quality Survey, NCLB reports, and the Consolidated State Report.
- Develop grant applications and reports for Middle School Demonstration Program, California Academic Partnership Program, Student Based Motivation and Maintenance, and Arts Work RFAs.
- Assist in the coordination of English Learners program materials and protocols countywide.
- Coordinate the implementation of state initiatives and grants.
- Provide professional development and coaching to site leaders for school improvement.
- Research and disseminate information regarding current practices and future trends in education.
- Develop and coordinate all aspects of the California Academic Partnership Program California High School Exit Exam (CASHEE) project collaboration between partner agencies.
- Serve as a county representative at regional or state level collaboratives, partnerships, task forces with County, human services agencies, institutions of higher education, business/industry, and judicial and law enforcement agencies concerning areas related to duties.
- Act as Safe and Drug-Free Schools and Communities (SDFSC) and Tobacco-Use Prevention Education (TUPE) liaison between State and Federal level agencies and local districts.
- Compose press releases for local newspapers.

## ORGANIZATIONAL MANAGEMENT

- Data for School Improvement (DSI) formative assessment item bank project management committee member.
- Project manager for the reorganization of the Office of the Superintendent.
- Assist in the development and production of College and Career Readiness Indicator reports.
- Supervise personnel in multiple units and locations including K-12 Longitudinal Data System, Project Management, Federal Compliance, Highly Qualified Teachers, Medicaid Reimbursement, Office of Hawaii Childhood Nutrition Program, Children's Community Council, Program Evaluations, Research Requests, Grants Development, and Planning.
- Oversee the 2009 Statewide Longitudinal Data System grant to develop a K-12 longitudinal data system.
- Prepare, procure, and monitor organizational unit contracts.
- Prepare memoranda of understanding (MOU) and review for data requirements and conditions.

- Conduct inquiries regarding reported statewide assessment testing breaches.
- Coordinate the Blue Ribbon Schools selection committee and process.
- Assist in the preparation of leadership evaluations for complex area superintendents and the State Superintendent of Education.
- Coordinate the data cleaning tasks associated with NCLB and AYP, such as Pre-Appeals requests regarding the Participation Rate Count (PRC) rosters, transfer students, courtesy-tested students.
- Coordinate the timely dissemination of AYP Results notifications and Appeals directions to all Hawaii public schools.
- Review AYP Appeals from schools and develop recommendations based on the findings in accordance with AYP/NCLB guidelines.
- Provide data, information and technical assistance regarding AYP calculations, rosters and resources.
- Act as the DOE Services Contact, liaison with the Public Charter Schools, for the School Status & Improvement Reports (SSIR), School Quality Survey (SQS), and the School Exit Plans Survey.
- Assist in the coordination of the Middle School Mapping project.
- School Assistance and Intervention Team (SAIT) Team Lead – develop Scholastic Audit Findings and Recommendations for CDE through observation of instruction; teacher/administrator/support staff interviews; community/student/teacher focus groups; and review of school documents.
- Act as a Coordinated Compliance Review (CCR) Team member to review prevention program compliance at the school and district levels.
- Coordinate the administration and results dissemination of the California Healthy Kids Survey countywide.
- Provide guidance and technical assistance to districts' development of Safe Schools Plans, Consolidated Applications, and Annual Reports for Title IV.
- Coordinate county-level prevention activities and collaborate with local health service, law enforcement, and community-based agencies.
- Provide annual reports of project activities, including data, budget, and program, partnership or staffing modifications.
- Communicate and collaborate with other administrators, district personnel and contractors to coordinate activities and programs, resolve issues and conflicts and exchange information.
- Develop professional development options that meet individual, site, and district needs or goals.
- Direct, coordinate, and facilitate collaboration of staff developers and trainers.

## **CURRICULUM and INSTRUCTION**

- Work with a team to provide evaluation and support services for under-performing schools to enhance student achievement and meet or exceed Academic Performance Indicators (API) growth targets and achieve Adequate Yearly Progress (AYP).
- Coordinate and facilitate Lesson Study teams.
- Organize and facilitate subject matter curriculum/standards alignment and effective instructional practices study teams for reading/language arts, mathematics, science and social studies/history.
- Assist districts in the development of standard-based report cards.
- Act as the Lake County representative on the English Language Arts Sub-committee for California's Curriculum and Instruction Steering Committee.
- Train cadres of Beginning Teacher Support and Assessment Program (BTSA) beginning teachers and support providers in the California Formative Assessment Support System for Teachers (CFASST).
- Support beginning teachers' instructional methodology and curriculum development.
- Coordinate and present standards-based Professional Development Program Series (PDPS) in visual and performing arts.
- Provide technical support to develop and submit courses meeting the UC/CSU entrance requirements.
- Instruct multiple-subject teaching credential candidates in preparation for student teaching.

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**EXPERIENCE**

- 2011 – Current     **UNIVERSITY OF HAWAI‘I SYSTEM, Hawai‘i P-20 Partnerships for Education, Honolulu, HI**  
*Associate Vice President, UH and Executive Director, Hawai‘i P-20 Partnerships for Education*
- Develop policy agenda for educational pipeline improvement from early childhood to K-12 to postsecondary education
  - Provide strategic direction to department and agency leaders to promote education transition reform
  - Promote use of data across systems to inform decision making in education
  - Provide overarching guidance and guidance for \$22 million federal GEAR UP grant (2011-18), \$1.5 million federal College Access Challenge Grant (annual), \$11.5 million P-3 grant from the W.K. Kellogg Foundation (2007-14), and over \$2 million in private foundation and extramural fund support
  - Represent Hawaii’s P-20 initiatives at various national and local meetings and conferences
  - Partner closely with educational and community organizations to develop, implement and evaluate readiness, preparation and access programs
- 2006 – 2011     **UNIVERSITY OF HAWAI‘I SYSTEM, Office of the Vice President for Student Affairs & University/Community Relations, Honolulu, HI**  
*Associate Vice President for Student Affairs*
- Develop student affairs and financial aid policy affecting the ten campuses of the University of Hawai‘i System
  - Coordinate procedures implementing student affairs policy across campuses for consistency and accuracy
  - Oversee systemwide student affairs programs and operations, including the UH systemwide scholarship program, the Regents and Presidential Scholarship Program, the residency appeal process, new financial aid initiatives, and programs dealing with psychiatric, disability, health and student employment services
  - Manage office budget (personnel, administrative and programming) of \$740,000
  - Convene and collaborate with the Council of Chief Student Affairs Officers, consisting of vice chancellors and deans of students on each of the ten campuses of UH
  - Oversee the Western Interstate Commission for Higher Education Hawai‘i program, the State Approving Agency for Veterans Benefits, and the Hawaii Commission on National and Community Service
  - Advise the UH Student Caucus, the systemwide student advisory group to the President
  - Serve as liaison from the Office of the President to the UH Commission on the Status of Women and UH Commission on LBGTI
- 2004 – 2006     **UNIVERSITY OF HAWAI‘I SYSTEM, Office of the President, Honolulu, HI**  
*Executive Assistant to the President*
- Developed, researched, recommended, and organized numerous activities to support the president in project development, fundraising, crisis management, and protocol
  - Coordinated several systemwide offices in various aspects of events planning and management
  - Crafted written public correspondence, reports, documents for the Office of the President
  - Represented the Office of the President at various board, committee and commission meetings
  - Served as liaison between the Office of the President and the University of Hawai‘i Foundation
- 2001 – 2004     **UNIVERSITY OF HAWAI‘I AT MANOA, College of Business Administration, Honolulu, HI**  
*Undergraduate Coordinator, Office of Student Academic Services*
- Managed and directed student academic services available to over 1000 business students (including admissions, academic advising, registration, course availability and scheduling, and scholarship opportunities)
  - Advised students on academic coursework and career decisions
  - Supervised three professional staff members and six student assistants
  - Acted as primary contact for faculty regarding academic and student affairs
  - Served on various campus-wide and system-wide faculty/administrative affairs committees
  - Received the 2003 Dean’s Kaizen Award of Excellence (\$1,000) for leadership and service

1997 – 2001

**COLUMBIA UNIVERSITY, Office of the Dean of Student Affairs, New York, NY**

*Sophomore Class Dean/Assistant Dean of Students*

- Provided initial plan of new organizational structure of entire dean's office, affecting staff of fifty
- Created, revised and implemented educational program policies and procedures
- Supervised administrative staff, program coordinator, and student resident advisors 7/97-7/99
- Managed office budget (administrative and programming costs) of \$65,000 7/97-7/99
- Advised students on academic program choice and career/pre-professional decisions
- Directed and supervised teams and university offices during various student emergencies/crises
- Chaired and directed approximately fifteen academic disciplinary hearings per year

1994 – 1997

**COLUMBIA UNIVERSITY, Office of Undergraduate Admissions, New York, NY**

*Senior Assistant Director 7/96-8/97; Assistant Director 8/94-6/96*

- Developed a marketing and recruiting strategy for prospective applicants in Long Island (NY), Pennsylvania, Northern California, Hawaii, and Guam (over 1300 applicants per year)
- Initiated, designed and directed marketing approach for recruitment in new target territories in Asia
- Made preliminary and final evaluations of over 15,000 applications per year
- Represented the university in group information sessions and evening presentations (up to 300 students)

*Office Supervisor 6/96-8/97*

- Supervised administrative staff team of five
- Developed cost analysis of office programs (in telecommunications, postage, salaries, etc.)
- Analyzed daily operations and proposed and implemented new policies for maximum office efficiency

*Regional Director of the West and East Asia 7/96-8/97*

- Oversaw and planned marketing strategies and methods to increase applications in target areas
- Supervised and coordinated travel design for four professional staff members

*Director of the Undergraduate Recruitment Committee 8/94-8/97*

- Created, organized, and implemented yield programs for over 1,000 accepted students
- Managed and directed a steering team of thirty student volunteers in recruitment of prospective students
- Supervised and trained forty-five unpaid volunteer student tourguides

1993 – 1994

**COLGATE UNIVERSITY, Office of Admission, Hamilton NY**

*Assistant Dean of Admission 5/94-7/94, Admission Counselor 6/93-4/94*

- Initiated marketing plan for recruitment in New York, Ohio, New Jersey, Maryland, and Virginia
- Developed new recruitment plan to Asia in Fall 1994
- Interviewed and evaluated over 1,000 prospective students
- Planned and oversaw all admissions publications

**EDUCATION**

May 2010

**UNIVERSITY OF SOUTHERN CALIFORNIA, Rossier School of Education, Los Angeles, CA**

Ed.D., Education Leadership

October 1993

**COLUMBIA UNIVERSITY, Teachers College, New York, NY**

M.A., Higher Education Administration

May 1992

**COLUMBIA UNIVERSITY, Columbia College, New York, NY**

B.A., Mathematics

**AWARDS/RECOGNITIONS**

- 2009 Pacific Business News Forty Under 40 Award
- 2002 UH Manoa Shidler College of Business Dean's Kaizen Award
- 1992 Columbia University King's Crown Award for Student Leadership

## CURRICULUM VITAE

Pearl Imada Iboshi

(b)(6)

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### Education

Ph.D., University of Hawaii, Department of Economics, Honolulu, May 1990.  
Dissertation title: "Evaluating Economic Integration in Developing Countries: An Approach for the ASEAN Preferential Trading Arrangement."

M.A., Hitotsubashi University, Department of Economics, Tokyo, March 1982. M.A. thesis title: "Technology Transfer from Japan to Southeast Asia." Mombusho (Japanese Ministry of Education) Scholarship, for graduate study in Japan.

B.A., Grinnell College, Grinnell, Iowa, Economics major, May 1977.

### Experience

February 2011- present

Director, Institutional Research and Analysis Office, University of Hawaii, Office of the Executive Vice President for Academic Affairs and Provost. Responsible for overseeing UH student data warehouse, reporting and analysis.

June 2010 – December 2010

Interim Director, Department of Labor and Industrial Relations, State of Hawaii. Cabinet position reporting to the Governor. Oversees and manages the activities of the 600 employees of the department, including workforce development, labor research, and employment security.

January 2010 – June 2010

Deputy Director, Department of Business, Economic Development, and Tourism, State of Hawaii. Assists the director to promote economic development in the state. Includes managing projects, serving as the liaison to

other agencies, overseeing legislation and general administration.

- January 1995 – January 2010 Chief Economist and Administrator, Research and Economic Analysis Division, Department of Business, Economic Development, and Tourism, State of Hawaii. Conducts economic analyses on issues affecting Hawaii's economy and manages research, data collection and forecasting activities.
- September 2008 Lecturer, Yamaguchi University. Teaching one class on Tourism Satellite Accounts
- Fall Semester 2005 and 2006 Lecturer, University of Hawaii, Manoa. Teaching one undergraduate class on Hawaii's economy
- January 2003 – September 2003 Policy Team Manager, Office of the Governor. Coordinating legislative and other policy issues. On loan from DBEDT.
- April 1993 - May 1996 Lecturer, Chaminade University, School of Business Administration. Teaching one class at the graduate level on Japan's international economic relations.
- September 1992- May 1992 Lecturer, University of Hawaii, College of Business, Managerial Economics.
- November 1990 - January 1995 Fellow, East-West Center, Program on International Economics and Politics, Honolulu. Responsibilities include coordinating projects and conducting research primarily in trade, investment, and industrialization policies of Asia-Pacific countries.
- February 1985 – October 1990 Research Fellow, East-West Center, Resource Systems Institute, Honolulu. Basic job duties included independent research and report writing.

|                            |  |
|----------------------------|--|
| August 1984 - January 1985 | Research Intern, East-West Center, Resource Systems Institute, Honolulu. Duties included library research, data collection and analysis. |
| August 1982 - July 1984    | Teaching Assistant, Economics Department, University of Hawaii, Honolulu. Led small group lectures and provided general support.         |

### Language Skills

Competency in Japanese, familiarity with Russian and Spanish.

### Professional Organizations and Appointments

Hawaii Economic Association, Board member, 2004-2010; President 2007-2008  
Council on Revenues, 1998-present  
Governor's Liaison for the Census 2000 and 2010, 1998-2010  
Organization of Women Leaders, President, 2003  
Travel and Tourism Research Organization, Hawaii Chapter, Vice President, 2001 to 2009

### Publications

Oversaw DBEDT publications, including *State Databook*, "Hawaii's Economy, " and Annual Visitor Statistics.

"Hawaii's Tourism and its Economic Impact: Tourism Satellite Account Approach," with Eugene Xijun Tian, *Business Journal of Papaiois*, Vol. 17, No. 1-2, June 2009.

"Trade And Investment Policies Matrix For The Escap Economies, " Seiji F. Naya, Pearl Imada Iboshi, Janis Y. Togashi, United Nations, Economic and Social Commission for Asia and the Pacific, 1998.

"Evolutionary Integration: Building Blocks of Economic Cooperation in the Asia-Pacific," with Michael G. Plummer and Seiji F. Naya in Richard Hooley, ed., *Which Way APEC*, conference proceedings, American Committee on Asian Economic Studies, 1995.

"A Post-Uruguay Round Agenda for APEC: Promoting Convergence of North American and Asian Views," with Seiji Finch Naya, in Chia Siow Yue, ed., *APEC Challenges and Opportunities*, Institute of Southeast Asian Studies, Singapore, 1994.

Gary Sanehira

**Personal Philosophy:**

Effort is not limited by intelligence, strength, or speed. It is only limited by attitude.

**Professional Philosophy:**

Keep it simple, get it right.

**Education:**

BS, Computer Science  
University of Hawaii 1986

**Professional Experience:**

|  |                |
|--|----------------|
| Project Manager<br>Enterprise Data Warehouse<br>DOE, Office of Information Technology Services           | 2005 – Present |
| Project Manager<br>Public Employees Health Fund<br>DAGS, Information and Communication Services Division | 1990 - 2005    |
| Systems Analysis<br>Unemployment Insurance Tax<br>DAGS, Information and Communication Services Division  | 1986 – 1990    |

**Skills Profile:**

**Operating systems:**

MVS/SP, MVS/XA, and MVS/OS/390  
AIX, Solaris, Linux  
Windows

**Programming Languages:**

SQL, PL/SQL, PeopleTools, SQR, PeopleCode, COBOL, DYL280,  
Easytrieve, JCL, Fortran, Pascal, Basic, Lisp, Prolog, Assembler, CICS,  
and C

**Developer Tools:**

SQL Server Management Studio, MS Visual Studio, SQL Server  
Business Intelligence Development Studio, SSIS, SSAS, SSRS, Oracle

Warehouse builder, SQL\*Plus, Oracle Discoverer, SQL Navigator, and TSO ISPF

**Databases:**

Oracle, SQL Server, Dbase, and Access

**Applications:**

Enterprise Data Warehouse, HFIMS, PeopleSoft HRMS, PeopleSoft Financials, Unemployment Insurance Tax, and Workman Compensation

**Work Experience:**

State of Hawaii, Department of Education  
Enterprise Data Warehouse Project  
Project Manager

The Enterprise Data Warehouse has two data repositories; the Archive Data Store and the multidimensional Data Warehouse. The Data Warehouse uses conformed SCD2 dimensions and fact tables in a star schema model. The Student Enrollment cube links Students, Teachers, and Course for Federal and State reporting.

The Archive Data Store is a repository of longitudinal operational data. The Archive Data Store is designed to keep OLTP data available for populating a Longitudinal Data System. The Archive Data Store also support data exchange between systems.

- Project Planning and Management
- Requirements gathering
- Data Profiling.
- Data architecture design
- Extract, Transformation and Load processes development
- Data quality assurance
- Resource allocation
- Performance tuning and troubleshooting

State of Hawaii, Department of Accounting and General Services  
Health Fund Information Management System (HFIMS)  
Project manager

The Original HFIMS was a monthly batch mainframe system. In 1999, the HFIMS migrated to PeopleSoft Human Resources 7.51 and Financials 7.52 on an AIX/Oracle platform. The system is responsible for the enrollment and premium payments for 180,000 employees, retirees, and their dependents. The system manages \$600 million of premium payments annually, and the combined size of both databases is over 100 Gigabytes.

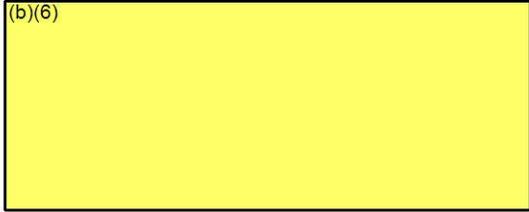
- Fit Gap analysis and PeopleSoft customizations.
- Developing interfaces between HRMS and Financials
- Data migration and validation
- System configuration
- Performance tuning
- Troubleshooting
- Custom reports and interfaces
- Operational support
- Client training
- Database administration

State of Hawaii, Department of Budget and Finance  
Unemployment Insurance Contribution (Tax)  
System Analyst

UI TAX is an application for the Department of Labor, which utilizes COBOL batch and CICS on-line programs. The application calculated unemployment tax assessments and collect taxes from employers.

- Analysis
- Coding
- Testing
- Implementation

# Justin K. Katahira



## Education

**University of Oregon** **Eugene, OR**

Bachelor of Science in Philosophy  
(September 2001 - June 2004)

**Southern Oregon University** **Ashland, OR**

Transferred to the University of Oregon  
(September 1999 - June 2001)

## Strengths

Calculated, trustworthy, hard working, self-motivated, goal oriented, disciplined, positive, attentive, assertive, team player, independent, passionate, analytical, and sociable.

## Experience

### *Leadership and Teamwork*

HIDOE LDS project lead since February 2010.

Emphasizes reasonable solutions to disagreements, and the importance of positive attitudes throughout the planning and resolution process.

Include stakeholders in the decision making process to have them feel as though they are a part of the team.

### *Proactive and Reactive*

Provide as many proactive solutions as possible while being flexible enough to react to the unpredictable nature of the workplace.

The LDS project has at least seven major stakeholder groups, consisting of at least 300 people statewide. Effective communication, both proactive and reactive, help to keep stakeholders informed, and therefore lowers the collective anxiety level regarding the LDS, which then lowers the amount of damaging misinformation.

## Work

**Hawaii Department of Education** **Honolulu, HI**

### *Decision Support Specialist*

- 1 Establish a longitudinal data system for HIDOE  
(November 2009 - Current)

**Hawaii Department of Education** **Kapolei, HI**

### *User Support Technician*

- 1 Establish a centralized service desk for HIDOE.  
(August 2007 - November 2009)

**Law Office of Peter Hsieh** **Honolulu, HI**

### *Office Assistant*

- 1 Archiving documents, and drafting arguments for attorney.  
(November 2006 - January 2007)

**Hawaii Department of Education** **Kapolei, HI**

### *User Support Technician*

- 1 Application support for the State of Hawaii.  
(June 2006 - August 2006)

Arthur Buto

(b)(6)

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✕ WORK HISTORY

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2011-present

*Institutional Analyst, State of Hawaii, Department of Education (HIDOE)*

- Provide leadership for Effective Use of Data strategy as part of the Race to the Top (RTTT) team to guide overall direction, implementation, and assessment of progress and impact of State's strategic reform efforts; serve as content expert on reform efforts related to effective use of data; inform Hawaii's strategies and tactics with latest research, best / effective practices, best-in-breed thinking, and data; provide leadership for ensuring that projects' impacts achieve the HIDOE's goals; identify and engage appropriate formative evaluation for continuous improvement; identify policy issues that arise and develop solutions.
- Review, evaluate and recommend for approval project plans and budgets; assess capacity needed to successfully implement projects; coach and work with staff and project managers to facilitate implementation on-time, on-budget, and meeting goals and objectives; ensure that project managers have sufficient resources and troubleshoot to support project success; coordinate with other leaders on cross-functional projects and major dependencies.
- Facilitate planning, especially cross-functional planning across HIDOE offices and schools and with partners that are external to HIDOE; direct efforts to engage partners to develop effective strategies; collaborate with other staff and leaders to define, communicate, implement, and inform RTTT projects and successes; serve as primary contact with Effective Data Use national networks and researchers.
- Keep RTTT leadership team, project sponsors, and HIDOE leadership up to date and informed of issues and challenges; develop process for identifying, documenting, and communicating successes.

1999-2011

*State Land Information Systems Manager, State of Hawaii, Department of Land and Natural Resources (DLNR)*

- Managed the state land inventory management system (SLIMS), including database management and administration, process re-engineering and documentation, application support, report development, user support, interagency access and collaboration.
- Developed and maintained a multi-agency ceded lands revenue database, collecting data from a heterogeneous mix of databases and systems; monitored agency compliance with statutory reporting and fund transfer requirements.
- Coordinated the geographic information systems (GIS) activities within DLNR and among other state agencies - created spatial data systems; acquired imagery and third-party datasets, managed software licensing for the department; developed cartographic standards; tracked GIS-related projects within the department; and coordinated activities with the Office of Planning (OP) GIS Program and with other federal, state and county agencies.
- Developed and maintained a strategic plan for information technology (IT) for the division consistent with the division's strategic plan for operations, and in

alignment with the department's and state's IT plans.

- Provided information and advice to other agencies contemplating re-engineering operations and / or developing database management systems.

1992-1999

*Information Systems Manager, Bishop Museum*

- Implemented and managed museum-wide heterogeneous administrative and research computer network.
- Developed policies and procedures relating to network use and security.
- Participated in metadata standards discussions for vertebrate zoology databases in research institutions.
- Led website development group.
- Maintained and supported suite of administrative applications comprising accounting, ticketing, point-of-sale (POS), membership and fund development systems.
- Responsible for planning and budgeting for the IT department.

1989-1992

*Computer Specialist, University of Hawaii, Department of Intercollegiate Athletics*

- Managed department-wide computer system.
- Maintained centralized ticketing, sports information and support group databases.
- Trained users and established and managed a computer lab for student athletes.

1985-1989

*Data Systems Manager, Honolulu Symphony Society*

- Planned, installed and maintained Netware local area network.
- Maintained season ticket holder and donor databases.
- Trained users.

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※ EDUCATION

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Bachelor of Science, Astronomy. California Institute of Technology.

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※ RELEVANT PROJECTS

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*2011.* Member of Finance Committee planning 2012 GIS conference, "Geospatial – It's Everywhere." The conference will bring together approximately 300 planning and GIS professionals from Hawaii and the Pacific for information exchange and discussions of common issues they face in conservation and coastal planning, surveying, urban and regional applications, disaster management and emergency response, environmental, community, and public health.

*2010-2011.* Member of the planning committees to celebrate "GIS Day in Hawaii." This annual event included more than 500 K-12 participants from various public, private, and charter schools. Activities included a GPS / geocache hunt, a panel of local GIS professionals, presentations from the Pacific Disaster Center and the National Oceanic and Atmospheric Administration, computer and iPad exercises utilizing Google Earth and ArcGISonline, a "Science on a Sphere" program, and a live webcast originating from Maui with participants on all islands and the mainland.

*2010.* Principal Investigator for a Federal Geographic Data Committee (FGDC) funded project to develop a "Business Plan for Imagery Acquisition, Development of Metadata Standards, and Development of a Data Distribution Portal" for the Hawaii Geographic Information Coordinating Council (HIGICC). The project included surveying geospatial professionals in Hawaii, conducting an imagery workshop for 40 key stakeholders in the state, and meeting with key decision makers in the federal, state, county and private sectors.

*2009.* Participated in the planning of a joint HIGICC–Hawaii Congress of Planning Officials (HCPO) conference in September 2009, "Building Resilient Communities." The conference brought together approximately 300 planning and GIS professionals for information exchange and discussions of common issues they face in planning sustainable communities capable of recovering from natural and man-made disasters.

*2009.* President of HIGICC Board that implemented action plans developed from 2008 Strategic Plan. These action plans focus primarily on strengthening the organization, from governance to membership to communication. One of the goals was to create a more active and engaged body of stakeholders from all segments of the GIS community – federal, state, county, educational and private sectors.

*2008-2009.* Modified State Land Information Management System (SLIMS) to allow Department of Agriculture (DOA) staff to separately manage leases transferred to DOA pursuant to Act 90, Session Laws of Hawaii (SLH) 2003. Worked with fiscal and land management staff from DOA and from DLNR to ensure that data integrity, quality, and security are maintained.

*2008-2009.* Member of HIGICC Steering Committee that developed a USGS-funded strategic plan to coordinate geographic information systems (GIS) activities among

**Education**

University of Southern California  
Doctor of Education; Educational Leadership

University of Hawai‘i at Mānoa  
Master of Arts; Psychology  
Bachelor of Arts; Psychology

**University of Hawai‘i – Hawai‘i P-20 Partnerships for Education**

Senior Associate for Academic Policy and Evaluation

03/08 – present

**Inter-agency Policy and Evaluation Activities**

Management and coordination of Hawai‘i P-20’s research agenda including the recruitment and hiring of analysts and facilitation and coordination of evaluation and research activities with stakeholder partners such as Hawai‘i Department of Education (HIDOE), Department of Labor and Industrial Relations (DLIR), Institutional Research and Analysis Office (IRAO), and the University of Hawai‘i Economic Research Organization (UHERO); served as the University’s representative to statewide coordination of the Running Start program including development and implementation of a reporting tool, data collection and analyses of student outcomes; data collection, analyses and production of the public high schools’ College and Career Readiness Indicators report; served as a member on the Advisory Council of the HIDOE Smaller Learning Community high schools and as a resource on data use to inform student outcomes; project management coordinating the development and implementation of the *MyFutureHawaii* College Access Portal across agencies for HIDOE, UH and DLIR; served as a resource on educational issues, trends, data and its use in policy- and decision-making for stakeholder groups; development of data reports, analyses, identification of data elements and business processes related to the use and collection of data on student-level outcomes; development of report specifications for extracting data from the University of Hawai‘i (UH) operational data store.

**P20 Statewide Longitudinal Data System**

Planning, coordination and implementation of a statewide P20W Statewide Longitudinal Data System (P20W SLDS) linking HIDOE, UH and DLIR workforce/Unemployment Insurance wage and education records; conducting needs assessments related to identification of business practices and data use, collection and storage and data governance; served as the University’s liaison to state and regional partners for longitudinal data sharing; exploration and implementation and analyses of early childhood education data and the potential to link records to HIDOE; development, writing and implementation of memoranda of understanding related to enabling state agency data sharing for confidential and protected records including consultation with the Office of General Counsel and state agency Attorney Generals; development and coordination of a statewide data governance framework to address evidence-based policy- and decision-making; grant writing; management of contracts and budgets.

**University of Hawai'i – West O'ahu**

Student Services Office/Academic Affairs

Position: Academic Program Officer

12/07 – 03/08

Position: Dean of Student Services

11/01 – 11/07

Position: Student Services Specialist

08/00 – 11/01

Responsible for all areas of student services including recruitment, admissions, academic advising, graduation certification, registration, records, financial aid, disability services, and career services to provide a “one-stop shop” for students, including assessment of all services; responsible for all personnel issues for the student services area, hiring of student services personnel, supervision and training of professional and clerical staff; management of the student services budget including the planning and justifications for biennium budget and personnel requests; responsible for short- and long-term planning and projections for enrollment management; development, coordination and maintenance of campus policies related to student admissions, matriculation and graduation while ensuring compliance to related UH System policies in conjunction with appropriate stakeholders such as Academic Affairs and other related UH System units.

**Academic Advising:** Provided academic, personal and career counseling including graduation checks to assess student progress towards graduation; responsible for academic actions including placing and/or removing students from probation, suspension and dismissal; disabilities (ADA) coordinator, including review of activities, and consultation with the Office of General Counsel as appropriate; received, reviewed and adjudicated student conduct cases as well as resolving student and faculty complaints; building of rules to reflect degree audit and advising information through STAR.

**Admissions and Records:** Responsible for the transition, implementation of student records to the Banner Student Information System developing business rules and cross-walking of data for admissions, academic history/records processes; supervised all admissions functions including development, implementation and management of institutional policies and procedures for admissions and records; development of reports extracting data from the transactional database for admissions, records, and enrollment management; trained and supervised personnel in admissions processes and transcript evaluation; supervised and conducted all pre-registration and registration activities for Pearl City campus and distance education programs.

**Academic Responsibilities:** Responsible for writing, negotiating, implementation and execution of articulation agreements between UH Community College programs and UH-West O'ahu including development of concentrations under a new degree program (Bachelor of Applied Science); served as an ex-officio on Curriculum, General Education, Academic Transition Committee, and Faculty Senate. Serve as a resource to faculty and administration on issues of transfer, articulation, and curriculum alignment within campus programs and across the UH System. Responsible for the drafting, coordination and implementation of the Schedule of Courses in conjunction with the Vice-Chancellor of Academic Affairs, Division Chairs, and other UH units; responsible for editing, writing, and production of the General Catalog; provision of input to faculty and administration on student-related issues, including curriculum, academic policies, admissions, and matriculation/graduation issues; and provision of data, analyses, evaluation and report writing for special projects.

**University of Hawai'i at Mānoa**

Social Welfare Evaluation and Research Unit

Position: Evaluation Coordinator

02/98-11/99

Coordination and monitoring of evaluation activities of a community based, non-profit organization's substance abuse prevention project; coordination and monitoring of grant activities of a federally funded project (Careers Opportunities in Research) for disadvantaged minority undergraduates; report writing assessing progress as required by funding agencies; data collection, coding and data entry; computerized univariate and multivariate statistical analyses; pre- and post-test administration; budget reconciliation and record keeping; editing of journal articles for publication; maintenance of contact with community representatives for data collection purposes; monitoring and completion of federal paperwork as required by funding agencies.

**University of California, Davis**

Division of Biological Sciences

Section of Molecular and Cellular Biology

149 Briggs Hall

Davis, CA 95616

Position: Academic Advisor

11/91-12/95

(916) 752-3611

Worked with students to obtain personal, academic history, career and social information to assist in setting educational objectives to meet academic and career goals appropriate to the students' interest, background and skills; provision of orientation workshops for prospective, new and continuing students; personal counseling including crisis intervention; issues related to transition and adjustment difficulties, academic difficulties, language and cultural concerns, substance abuse problems; evaluation of students' academic transcripts/records and determination of applicability of transfer courses in accordance with university and college articulation agreements; worked with faculty, students and representatives from the private sector to place students in research internships; maintenance of a student tracking system to monitor student outcome; assessment of student records to ensure attainment of major, university and college graduation requirements; career counseling; and development and maintenance of a computerized database for student academic records.

**Administration of Academic Programs:** Data collection, analyses and report writing which provided information on areas such as student data, courses, projected class enrollments, faculty instructional workload, etc. for the Section Chair, Management Services Officer, Teaching Committee and other campus units; grant writing which provided extramural support for the Teaching Assistant program; administered and coordinated the section's Teaching Assistant program; served on a variety of college, division and other campus committees with regard to student matters; served on the Curricular Planning Committee providing recommendations on program modifications for the majors; and supervision of an Administrative Assistant and student peer counselors.

## Budget Narrative File(s)

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\* Mandatory Budget Narrative Filename:

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

## Budget Narrative

Hawaii is strategically poised to meet the primary objectives of this project:

1. Develop a coordinated management and sustainability plan that will ensure cross-agency collaboration and long-term support for the P20W SLDS as a statewide resource;
2. Develop useful, accurate, actionable high-quality reports and information products utilizing data from the P20W SLDS for a variety of stakeholders to answer Hawaii's critical policy and research questions; and
3. Develop a culture of rigorous data use by providing an extensive training and professional development program focused on increasing the use of data by practicing educators and administrators, policymakers at all levels, teacher and administrator candidates, data entry staff to improve data quality, and other stakeholders.

Hawaii has removed all of the obstacles for developing a robust P20W SLDS system and is in the process of building the infrastructure for the system. The project as a whole depends on more than the technical capacity to build the system. In the long term, the success of the system will be measured by how effectively it is used to inform policy makers and practitioners to improve the quality of education and workforce outcomes in Hawaii. The project has an overall budget of (b)(4)

(b)(4) \$3,386,693.00 being requested through this grant.

Each of the objectives will be completed by successfully implementing a number of deliverables and tasks. The Deliverables and Timeline sections of the Project Narrative provide details for each of these types of activities and when they will occur. All three objectives begin in the first year of the grant but each objective has its own beginning and ending dates as described in the Timeline section of the Project Narrative.

## Assumptions

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The budget has been prepared using the following assumptions:

**Salaries:** For positions which are currently filled, the individual's name is provided along with the title and actual salary. Salaries are provided at the current rate and do not increase over the three years of the grant as provided.

**Fringe Benefits:** The amounts calculated for positions (staff) who have fringe benefits is based on a standard rate for HIDOE (39.76%) and for UH (40.25%). Hawaii P-20 is administratively located at the University of Hawaii so their staff positions follow UH fringe benefits calculations.

**Indirect Costs:** HIDOE has negotiated an indirect cost rate of 12.9% with the U.S. Department of Education. For this project the restricted indirect cost rate of 3.6% is applied to direct costs and the first \$25,000 of each contract.

## Key Personnel

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Hawaii's P20W SLDS project is being developed by a team. Most of the staff and agency positions participate in all three objectives. The following position summaries indicate the role that each position plays in terms of the project, the Full-Time Equivalent (FTE) staff positions of this type dedicated to the project overall, funding source, whether this is a HIDOE or UH position, and the annualized salary which is used for these budget calculations.

## Justifications by Objective

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The following document provides the justification and rationale for computing each of the items presented within this budget broken out by the three Objectives:

|                               |   |
|-------------------------------|---|
| <b>Objective</b>              | 1. Formalizing Collaboration and Sustainability Agreement |
| <b>Grant Funds Requested:</b> | \$87,325.00   |
| <b>In-Kind Funding:</b>       | (b)(4)  |

### Justification: Key Personnel

**Project Coordinator (UH/Hawaii P-20, 100% FTE, grant funded, annualized salary: \$96,804), 20% of time on this objective for year 1.**

The Project Coordinator will maintain documentation of the project and sustainability plans including the budget documents, and other management documents required reporting documentation to provide updates to stakeholders about project progress. The Project Coordinator's role is to assist the Project Manager in terms of understanding the workflow, project progress, and any issues that may impact successful completion of deliverables.

**Webmaster (UH, 50% FTE, grant-funded, annualized salary: \$51,394), 10% of time on this objective for year 1.**

The webmaster will develop the "one-stop" P20W SLDS website to facilitate project administration (e.g., the secured and public posting of project updates. These on-line communications efforts will be coordinated with HIDOE communications as well as agencies' communications staff.

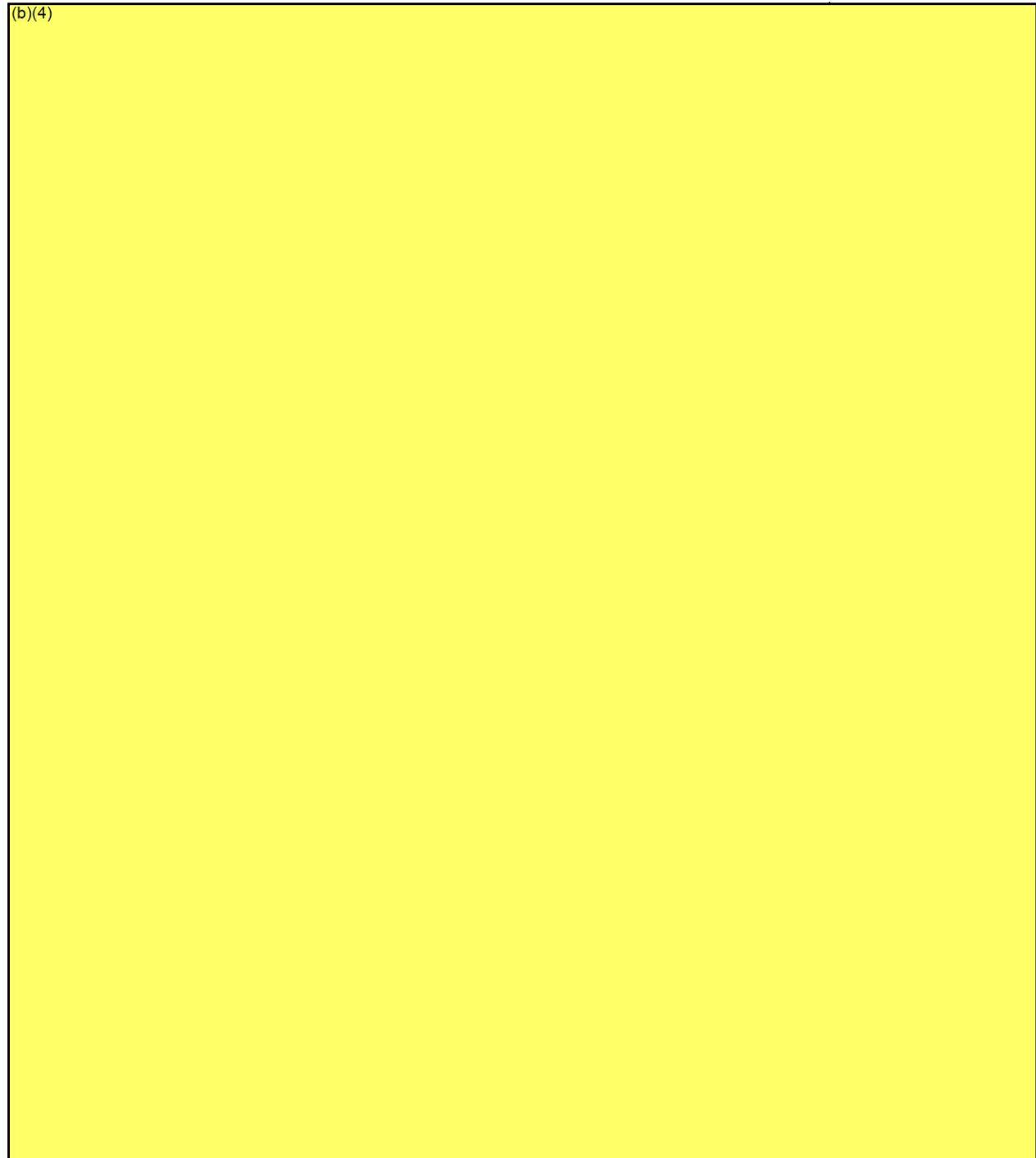
**Communication Specialist (UH/Hawaii P-20, 50% FTE, grant-funded, annualized salary: \$61,404), 10% of time on this objective for year 1.**

This position provides overall communication support to the project including the creation of public reports and information products, coordinating key stakeholder contact, and providing support in terms of reviewing reports, information products, and training materials and any other documents for format and content to ensure it meets the needs of its intended audience.

**Administrative Support (UH/Hawaii P-20, 50% FTE; grant-funded, annualized salary: \$38,160), 10% of time on this objective for year 1.**

This position will support the fiscal, personnel and other administrative functions for all administrative aspects of this grant. Key responsibilities include: processing of procurement, contracts, human resources, purchasing, travel, and reconciliation of budgets in compliance with federal, state and university requirements.

**In- Kind**



**Jean Osumi, Hawaii P-20 Senior Associate** (UH/Hawai'i P-20, 25% FTE, in-kind funding, annualized salary: (b)(4)), 5% of time on this objective for year 1.

**Staff FTEs Devoted to Objective 1 by Year**

| Title  | Objective 1 |        |        |
|--|-------------|--------|--------|
|  | Year 1      | Year 2 | Year 3 |
| Project Coordinator  | 20.0%       | 0.0%   | 0.0%   |
| Analyst  | 20.0%       | 0.0%   | 0.0%   |
| Data Literacy Trainers   | 0.0%        | 0.0%   | 0.0%   |
| Application Database Administrator   | 0.0%        | 0.0%   | 0.0%   |
| Report Developer   | 0.0%        | 0.0%   | 0.0%   |
| Webmaster  | 10.0%       | 0.0%   | 0.0%   |
| Administrative Support   | 10.0%       | 0.0%   | 0.0%   |
| Communication Specialist   | 10.0%       | 0.0%   | 0.0%   |
| Kathryn Matayoshi, HIDOE Superintendent, Principal Investigator  | 1.0%        | 0.0%   | 0.0%   |
| Linda K. Johnsrud, UH Executive Vice President for Academic Affairs/Provost, co-Principal Investigator         | 1.0%        | 0.0%   | 0.0%   |
| Todd Ikenaga, Project Manager  | 20.0%       | 0.0%   | 0.0%   |
| David Wu, HIDOE Assistant Superintendent for the Office of Information Technology Services                     | 1.0%        | 0.0%   | 0.0%   |
| Steven Smith, UH Associate Vice President/Deputy Chief Information Officer for Information Technology Services | 1.0%        | 0.0%   | 0.0%   |
| Christina Tydeman, HIDOE Data Governance Director  | 2.0%        | 0.0%   | 0.0%   |
| Karen Lee, Hawai'i P-20 Executive Director   | 2.0%        | 0.0%   | 0.0%   |
| Pearl Imada Iboshi, UH Institutional Research and Analysis Office  | 2.0%        | 0.0%   | 0.0%   |
| Gary Sanehira, HIDOE Technical Lead  | 3.0%        | 0.0%   | 0.0%   |
| Justin Katahira, HIDOE 2009 non-ARRA SLDS Grant Project Director   | 3.0%        | 0.0%   | 0.0%   |
| Arthur Buto, HIDOE Institutional Analyst, Race to the Top  | 3.0%        | 0.0%   | 0.0%   |
| Jean Osumi, Hawaii P-20  | 5.0%        | 0.0%   | 0.0%   |

**Other**

| Category | Calculation   | Total Cost |
|----------|---|------------|
| Travel   | IES SLDS Annual Meeting (4 people at \$3,000 per person) in year 1. While a minimum of two senior staff are required at this mandatory meeting, Hawaii will | \$24,000   |

|           |   |             |
|-----------|---|-------------|
|           | also send a representative from partner agencies: Project Manager, HIDEOE, DLIR, UH.<br><br>Professional development data systems and data literacy conferences (4 people at \$3,000 per person) in year 1. |             |
| Equipment | Computers for project staff. Calculated at \$2,500/staff member for 4 staff (Project Coordinator, Administrative Support, Communication Specialist and Webmaster).  | \$10,000.00 |
| Supplies  | Estimated at \$20,000 per year with \$5,000 allocated to this six-month concurrent objective.   | \$5,000     |

**Objective** 2. Report Development  
**Grant Funds** \$813,826.00  
**Requested:** (b)(4)  
**In-Kind Funding:** (b)(4)

**Justification:** .  
**Key Personnel** .

**Project Coordinator (UH/Hawaii P-20, 100% FTE, grant funded, annualized salary: \$96,804), 40% in year 1, 50% in year 2, 50% in year 3 of time for this objective.**

The Project Coordinator’s role is to assist the Project Manager in terms of understanding the workflow, project progress, and any issues that may impact successful completion of deliverables. This position will also provide support to the Project Manager for all deliverables and associated sub-tasks.

**Report Developer (UH/Hawaii P-20, 100% FTE, grant-funded position is targeted to be sustained after grant expires, annualized salary: \$81,012), 100% in year 1, 100% in year 2, 50% in year 3 of time for this objective.**

The Report Developer will design, program and update data reports based on specifications provided by source system subject matter experts. This position will work closely with the Analyst and appropriate stakeholder representatives to identify reporting needs and to ensure that the data specifications for each cross-agency report are accurate and that datasets are validated appropriately.

**Webmaster (UH, 50% FTE, grant-funded, annualized salary: \$51,394), 20% in year 1, 25% in year 2, 25% in year 3 of time for this objective.**

The webmaster will develop the “one-stop” P20W SLDS website to facilitate project administration (e.g, the secured and public posting of project updates, access to P20 metadata dictionary; dissemination of P20W SLDS output to stakeholders (e.g, posting of dashboards, publications).

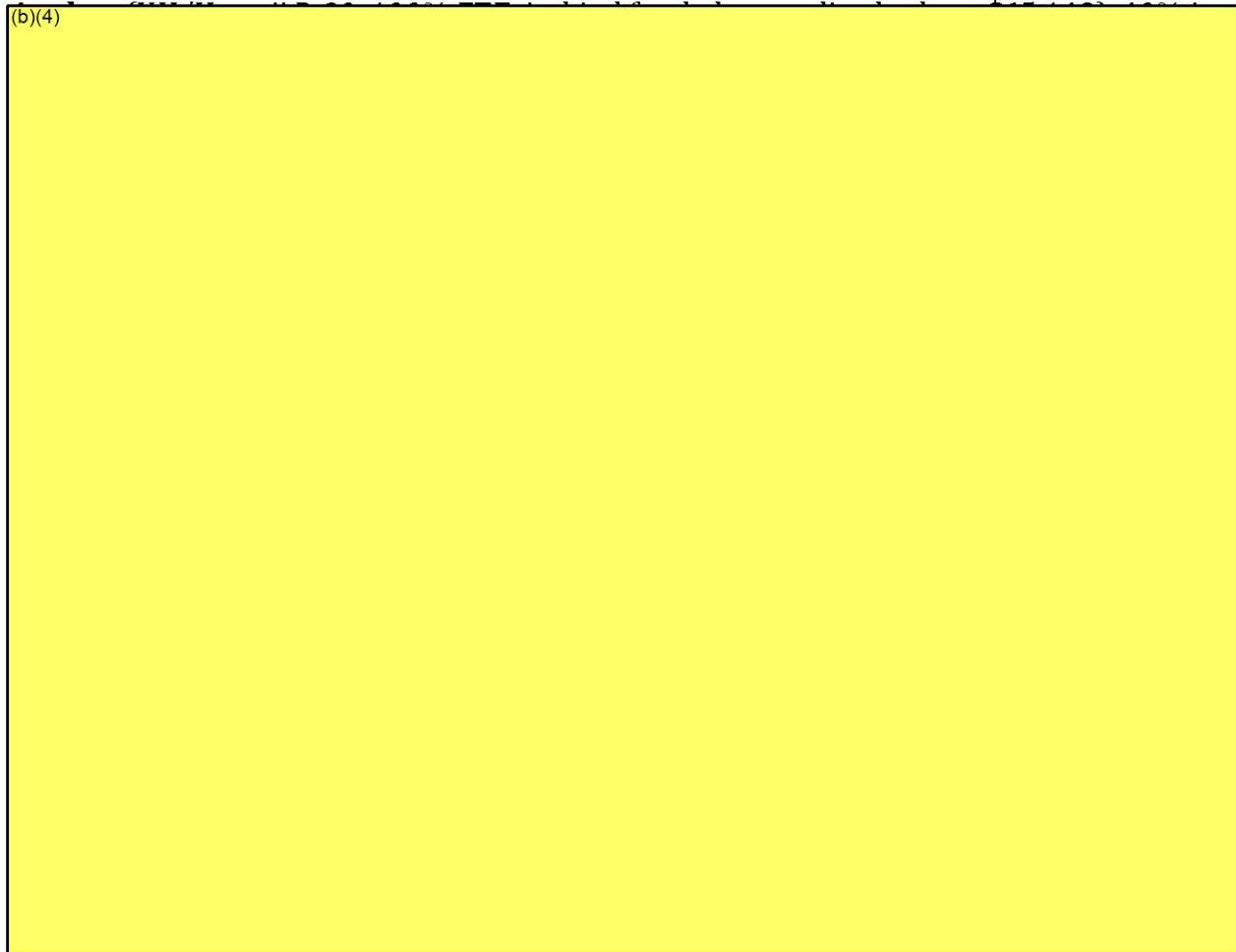
**Communication Specialist (UH/Hawaii P-20, 50% FTE, grant-funded, annualized salary: \$61,404), 20% in year 1, 25% in year 2, 25% in year 3 of time for this objective.**

This position provides overall communication support to the project including the creation of public reports and information products, coordinating key stakeholder contact, and providing support in terms of reviewing reports, information products, and training materials and any other documents for format and content to ensure it meets the needs of its intended audience.

**Administrative Support (UH/Hawaii P-20, 50% FTE; grant-funded, annualized salary: \$38,160), 20% in year 1, 25% in year 2, 25% in year 3 of time for this objective.**

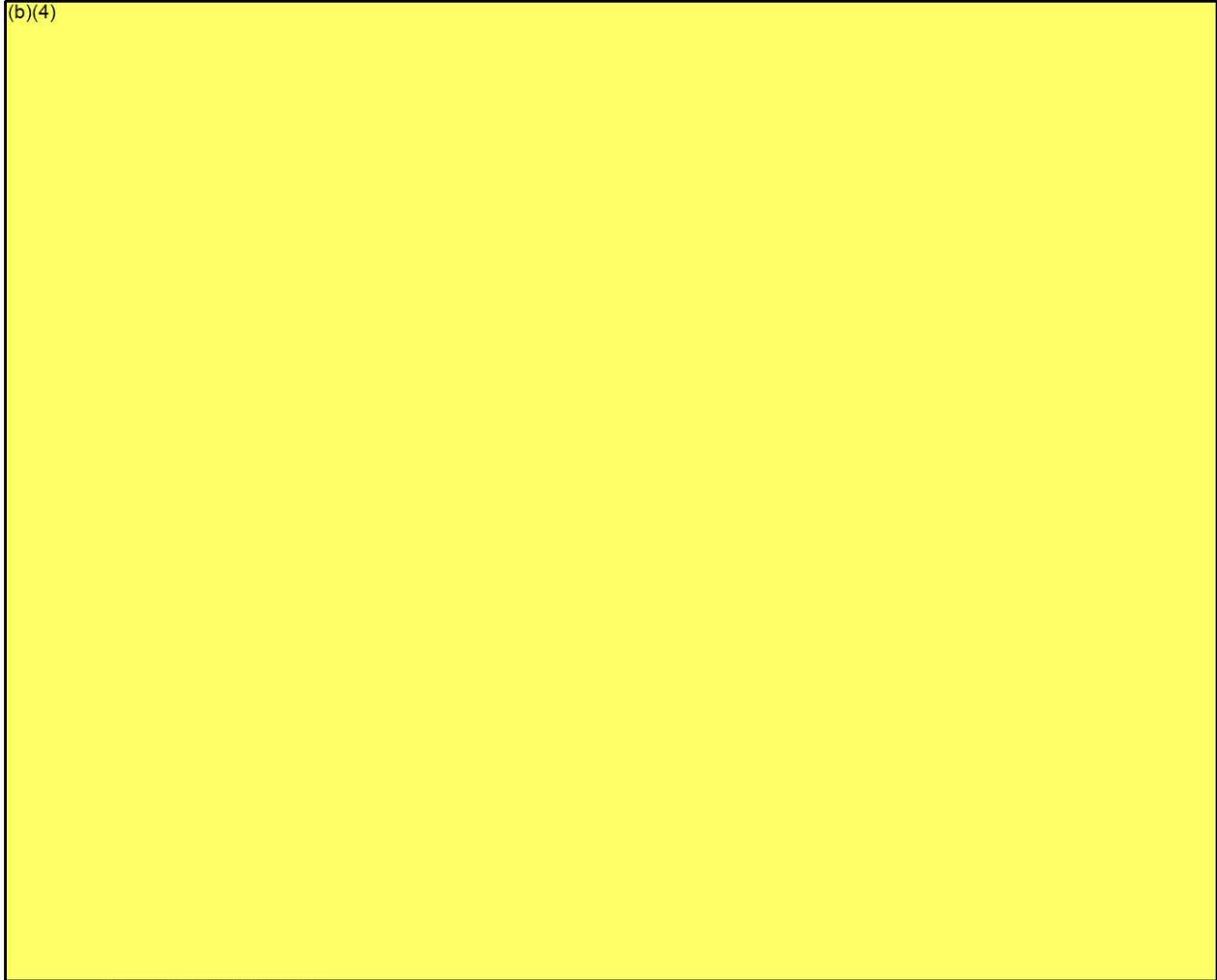
This position will support the fiscal, personnel and other administrative functions for all administrative aspects of this grant. Key responsibilities include: processing of procurement, contracts, human resources, purchasing, travel, and reconciliation of budgets in compliance with federal, state and university requirements.

**In-Kind**



objective.

(b)(4)



for this objective.

**Staff FTEs Devoted to Objective 2 by Year**

| Title   | Objective 2 |        |        |
|---|-------------|--------|--------|
|   | Year 1      | Year 2 | Year 3 |
| Project Coordinator   | 40.0%       | 50.0%  | 50.0%  |
| Analyst   | 40.0%       | 50.0%  | 50.0%  |
| Data Literacy Trainers  | 0.0%        | 0.0%   | 0.0%   |
| Application Database Administrator                              | 100.0%      | 100.0% | 100.0% |
| Report Developer  | 100.0%      | 100.0% | 50.0%  |
| Webmaster   | 20.0%       | 25.0%  | 25.0%  |
| Administrative Support  | 20.0%       | 25.0%  | 25.0%  |
| Communication Specialist  | 20.0%       | 25.0%  | 25.0%  |
| Kathryn Matayoshi, HIDEO Superintendent, Principal Investigator | 1.0%        | 1.5%   | 1.5%   |

|  |       |       |       |
|--|-------|-------|-------|
| Linda K. Johnsrud, UH Executive Vice President for Academic Affairs/Provost, co-Principal Investigator         | 2.0%  | 2.5%  | 2.5%  |
| Todd Ikenaga, Project Manager  | 40.0% | 50.0% | 50.0% |
| David Wu, HIDOE Assistant Superintendent for the Office of Information Technology Services                     | 2.0%  | 2.5%  | 2.5%  |
| Steven Smith, UH Associate Vice President/Deputy Chief Information Officer for Information Technology Services | 2.0%  | 2.5%  | 2.5%  |
| Christina Tydeman, HIDOE Data Governance Director  | 4.0%  | 5.0%  | 5.0%  |
| Karen Lee, Hawai'i P-20 Executive Director   | 4.0%  | 5.0%  | 5.0%  |
| Pearl Imada Iboshi, UH Institutional Research and Analysis Office, Director                                    | 4.0%  | 5.0%  | 5.0%  |
| Gary Sanehira, HIDOE Technical Lead  | 6.0%  | 7.5%  | 7.5%  |
| Justin Katahira, HIDOE 2009 non-ARRA SLDS Grant Project Director   | 6.0%  | 7.5%  | 7.5%  |
| Arthur Buto, HIDOE Institutional Analyst, Race to the Top  | 6.0%  | 7.5%  | 7.5%  |
| Jean Osumi, Hawaii P-20  | 10.0% | 12.5% | 12.5% |

**Other**

**Travel:** The geography of Hawaii necessitates the funding of inter-island air travel for participants and facilitators of the focus groups in order to ensure the input of neighbor island stakeholders is represented.

| Category  | Calculation   | Total Cost |
|-----------|---|------------|
| Travel    | 10 Focus Groups will be assembled to provide report feedback. Each focus group will have up to 10 participants. Neighbor Island participants are estimated at 20 for HIDOE and UH staff for years 1 and 2. Travel costs are estimated at \$350/trip per person. | \$14,000   |
| Equipment | Computers for project staff. Calculated at \$2,500/staff member for 1 staff (Report Developer).   | \$2,500    |
| Supplies  | Supplies to support the project are estimated at \$20,000 per year. The general supply estimate for this objective is estimated at \$5,000 in year 1, \$10,000 in year 2, and \$5,000 in year 3.  | \$25,000   |

|          |   |           |
|----------|---|-----------|
|          | Supplies for the focus groups are expected to cost \$2,500 per year in years 1 and 2.   |           |
| Software | Reporting tool software licenses for users. Estimated at \$300 per user including 80 licenses in year 1, 170 licenses in year 2, and 250 licenses in year 3 | \$150,000 |

**Objective** 3. Creating a Culture of Data Literacy

**Total Budget:**

**Grant Funds** \$2,393,745.00

**Requested:**

**In-Kind Funding:**

(b)(4)

**Justification:**

**Key Personnel**

**Project Coordinator (UH/Hawaii P-20, 100% FTE, grant funded, annualized salary: \$96,804), 40% in year 1, 50% in year 2, 50% in year 3 of time for this objective.**

The Project Coordinator will maintain project documentation including the project plan, budget documents, and other management documents required reporting documentation to provide updates to stakeholders about project progress. The Project Coordinator’s role is to assist the Project Manager in terms of understanding the workflow, project progress, and any issues that may impact successful completion of deliverables.

**Data Literacy Trainers (UH/Hawaii P-20, 200% FTE, grant-funded positions are targeted to be sustained after grant expires, annualized salary: \$81,012 per Trainer), 200% in year 1, 200% in year 2, 200% in year 3 of time for this objective.**

These two full-time positions will support the development and implementation of Objective 3. Key responsibilities include: development and implementation of training and certification materials incorporating a focus on data quality via standards of data formats, definitions and utilizing data standards; data literacy training focused on the use P20W SLDS output relative to school-, research-, and institution-based needs and; training in the use of P20W SLDS reporting tools and reports; deployment of training materials online; work with Communication Specialist to develop a communication strategies to develop a culture of data literacy.

**Report Developer (UH/Hawaii P-20, 100% FTE, grant-funded position is targeted to be sustained after grant expires, annualized salary: \$81,012), 50% in year 3 of time for this objective.**

This position will work closely with the Data Literacy Trainers, and appropriate stakeholder representatives to identify reporting needs and to ensure that the data specifications for each cross-agency report are accurate and that datasets are validated appropriately.

**Communication Specialist (UH/Hawaii P-20, 50% FTE, grant-funded, annualized salary: \$61,404), 20% in year 1, 25% in year 2, 25% in year 3 of time for this objective.**

This position provides overall communication support to the project including the creation of public reports and information products, coordinating key stakeholder contact, and providing support in terms of reviewing reports, information products, and training materials and any other documents for format and content to ensure it meets the needs of its intended audience.

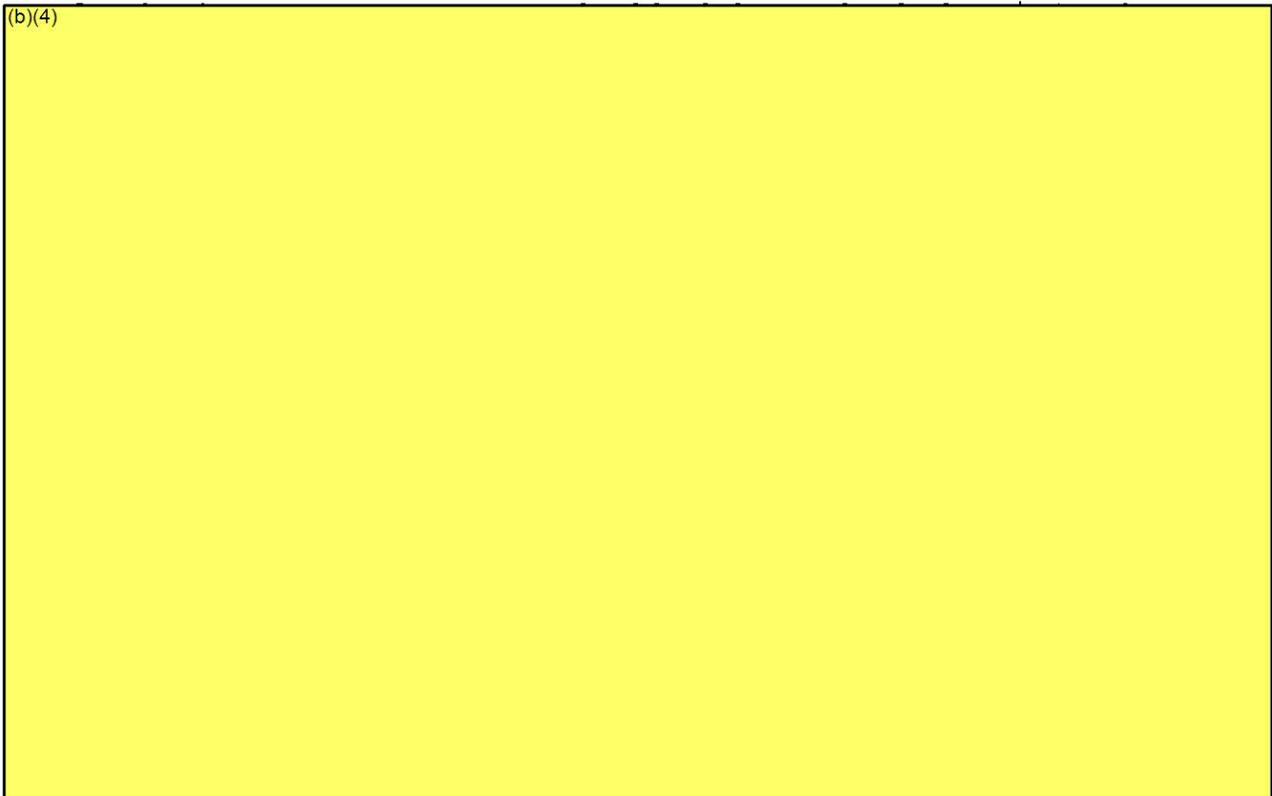
**Administrative Support (UH/Hawaii P-20, 50% FTE; grant-funded, annualized salary: \$38,160), 20% in year 1, 25% in year 2, 25% in year 3 of time for this objective.**

This position will support the fiscal, personnel and other administrative functions for all administrative aspects of this grant. Key responsibilities include: processing of procurement, contracts, human resources, purchasing, travel, and reconciliation of budgets in compliance with federal, state and university requirements.

**Webmaster (UH, 50% FTE, grant-funded, annualized salary: \$51,394), 20% in year 1, 25% in year 2, 25% in year 3 of time for this objective.**

The webmaster will develop the "one-stop" P20W SLDS website to facilitate project administration and the posting of Data Literacy Training materials and training schedule. These on-line communications efforts will be coordinated with HIDOE communications as well as agencies' communications staff.

**In-Kind**



(b)(4)

**Staff FTEs Devoted to Objective 3 by Year**

| Title  | Objective 3 |        |        |
|--|-------------|--------|--------|
|  | Year 1      | Year 2 | Year 3 |
| Project Coordinator                                | 40.0%       | 50.0%  | 50.0%  |
| Analyst  | 40.0%       | 50.0%  | 50.0%  |
| Data Literacy Trainers                             | 200.0%      | 200.0% | 200.0% |
| Application Database Administrator                 | 0.0%        | 0.0%   | 0.0%   |
| Report Developer                                   | 0.0%        | 0.0%   | 50.0%  |
| Webmaster  | 20.0%       | 25.0%  | 25.0%  |
| Administrative Support                             | 20.0%       | 25.0%  | 25.0%  |
| Communication Specialist                           | 20.0%       | 25.0%  | 25.0%  |
| Kathryn Matayoshi, HIDOE Superintendent, Principal | 1.0%        | 1.5%   | 1.5%   |

|  |       |       |       |
|--|-------|-------|-------|
| Investigator   |       |       |       |
| Linda K. Johnsrud, UH Executive Vice President for Academic Affairs/Provost, co-Principal Investigator         | 2.0%  | 2.5%  | 2.5%  |
| Todd Ikenaga, Project Manager  | 40.0% | 50.0% | 50.0% |
| David Wu, HIDOE Assistant Superintendent for the Office of Information Technology Services                     | 2.0%  | 2.5%  | 2.5%  |
| Steven Smith, UH Associate Vice President/Deputy Chief Information Officer for Information Technology Services | 2.0%  | 2.5%  | 2.5%  |
| Christina Tydeman, HIDOE Data Governance Director  | 4.0%  | 5.0%  | 5.0%  |
| Karen Lee, Hawai'i P-20 Executive Director   | 4.0%  | 5.0%  | 5.0%  |
| Pearl Imada Iboshi, UH Institutional Research and Analysis Office, Director                                    | 4.0%  | 5.0%  | 5.0%  |
| Gary Sanehira, HIDOE Technical Lead  | 6.0%  | 7.5%  | 7.5%  |
| Justin Katahira, HIDOE 2009 non-ARRA SLDS Grant Project Director   | 6.0%  | 7.5%  | 7.5%  |
| Arthur Buto, HIDOE Institutional Analyst, Race to the Top  | 6.0%  | 7.5%  | 7.5%  |
| Jean Osumi, Hawaii P-20  | 10.0% | 12.5% | 12.5% |

### Other

**Travel:** The geography of Hawaii necessitates the funding of inter-island air travel for participants, facilitators of the data literacy trainings and the Data Literacy Competencies focus groups and for stakeholder participation in statewide activities in order to ensure neighbor island stakeholders are included. This project plans a statewide Annual Data Literacy Conference to provide professional development, as well as opportunities for role-based stakeholder groups (e.g., HIDOE, UH and DLIR analysts) to share experiences and best practices.

**Faculty Curriculum Development Experts:** Curriculum Development Experts from UH's College of Education will design data literacy competency courses for study materials and programs for educators entering the field and those pursuing advanced degrees or continuing education. Faculty time is estimated at \$4000.00 per faculty "overload", for a total of four in each of the project years.

**Contractual:** A Data Literacy Training vendor (or firm) will be contracted to provide consultation and development support of the training modules and delivery system. The Data Literacy Training vendor will mentor the permanent Data Literacy Trainers to allow sustainability of the training program beyond the life of the grant. The Data Literacy Training vendor is responsible for providing the considerable up-front labor hours anticipated for the production of the training modules during year 1 and 2 of the grant. The Data Literacy Vendor (or firm) will spend an estimated 325 days (2600 hours) over the three years of the grant at a rate of \$175 per hour: 1) 88 days in Year 1 (700 hours); 2) 150 days in Year 2 (1200 hours) , and 3) 88 days in Year 3 (700 hours).

**Contractual:** The Training Module Production contract will enhance the longevity of the training modules by providing a professional product using state-of-the-art technology and innovative training methods. Contract for vendor to provide 20 Training Modules, estimated at \$10,000/module.

**Contractual:** An External Evaluator will be contracted to determine the effectiveness, efficiency, and overall success of the Creating a Culture of Data Literacy objective. Early involvement in the process is critical to establishing baseline data, capturing formative processes, and to provide recommendations regarding the progress towards this project’s objectives and associated sub-tasks . The External Evaluator is responsible for the collection of data as well as designing all aspects of the evaluation including tools, methodology, and reporting of results. The External Evaluator is budgeted for 225 days (or 1800 hours) over the three years of the grant, at a rate of \$175 per hour.

| Category | Calculation   | Total Cost |
|----------|---|------------|
| Travel   | <p>IES SLDS Annual Meeting (4 people at \$3,000 per person) in years 2 and 3. While a minimum of two senior staff are required at this mandatory meeting, Hawaii will also send a representative from partner agencies: Project Manager, HIDOE, DLIR, UH.</p> <p>Professional development conference for staff (4 people at \$3,000 per person) in years 2 and 3.</p> <p>Annual Data Literacy Meeting (50 participants at \$350 per trip) in year 1, year 2, and year 3.</p> <p>Data Literacy Trainers Travel (Neighbor Island trainings<br/>10 in year 1 (6 complex areas and 4 UH campuses). 20 each in Y2 and Y3. \$350/trip times 2 trainers.</p> <p>Travel for Data Training Vendor (estimated at \$3,000 per trip for one person from the mainland to occur 3</p> | \$202,900  |

|             |  |             |
|-------------|--|-------------|
|             | <p>times in year 1 and 4 times per year in years 2 and 3).</p> <p>Travel for External Evaluator (estimated at \$3,000 per trip for one person from the mainland to occur 3 times in year 1 and 4 times in years 2 and 3).</p> <p>Data Literacy Competencies (2 IHE staff from Neighbor Island and 2 trips per person in year 1)</p>  |             |
| Equipment   | Computers for project staff (2 Data Literacy Trainers). Calculated at \$2,500/staff member for two staff members in year 1.  | \$5,000     |
| Supplies    | <p>Supplies to support the project estimated at \$10,000 in years 1 and 2 and \$15,000 in year 3.</p> <p>Supplies to support the Annual Data Literacy Meeting Expenses estimated at \$5,000 in years 1, 2, and 3.</p> <p>Training Materials for 100 participants per year estimated at \$200 per person for supplies estimated at \$20,000 in year 2 and 3.</p>  | \$90,000    |
| Contractual | <p>Data Training Vendor estimated at \$175 per hour for 2,600 hours (700 in year 1, 1,200 in year 2, and 700 in year 3)</p> <p>Training Module Production estimated at \$10,000 per module for 20 modules.</p> <p>External Evaluator estimated at \$175 per hour for 1,800 hours (300 in year 1 and 750 in years 2 and 3).</p> <p>Curriculum Development Experts (4 Faculty paid an overload of \$4,000 per faculty member per year for all three years.</p> | \$1,018,000 |

| <b>Objective 1: Formalizing Collaboration and Sustainability Agreement</b> |   |          |          |        |        |                 |
|--|---|----------|----------|--------|--------|-----------------|
|  | Salary/<br>Contractor<br>Rate/ Unit<br>Cost | FTE<br>% | Year 1   | Year 2 | Year 3 | 3-Year<br>Total |
| <b>1) Personnel</b>  |   |          |          |        |        |                 |
| Project Coordinator  | \$96,804                                    | 100%     | \$19,361 | \$0.00 | \$0.00 | \$19,361        |
| Webmaster  | \$51,394                                    | 50%      | \$5,139  | \$0.00 | \$0.00 | \$5,139         |
| Administrative   | \$38,160                                    | 50%      | \$3,816  | \$0.00 | \$0.00 | \$3,816         |

|  |             |      |          |        |         |          |
|--|-------------|------|----------|--------|---------|----------|
| Support  |             |      |          |        |         |          |
| Communication Specialist   | \$61,404    | 50%  | \$6,140  | \$0.00 | \$0.00  | \$6,140  |
| <i>Total personnel</i>   |             |      |          |        |         | \$34,457 |
| <b>2) Fringe Benefits</b>  |             |      |          |        |         |          |
| Project Coordinator  | \$38,964    | 100% | \$7,793  | \$0.00 | \$2,069 | \$7,793  |
| Webmaster  | \$20,686    | 50%  | \$2,069  | \$0.00 | \$0.00  | \$2,069  |
| Administrative Support   | \$15,359    | 50%  | \$1,536  | \$0.00 | \$0.00  | \$1,536  |
| Communication Specialist   | \$24,715    | 50%  | \$2,472  | \$0.00 | \$0.00  | \$2,472  |
| <i>Total fringe benefits</i>   |             |      |          |        |         | \$13,869 |
| <b>3) Travel</b>   |             |      |          |        |         |          |
| IES SLDS Annual Mtg (4 people at \$3,000 per person)                 |             |      | \$12,000 | \$0.00 | \$0.00  | \$12,000 |
| Professional development conference (4 people at \$3,000 per person) |             |      | \$12,000 | \$0.00 | \$0.00  | \$12,000 |
| <i>Total travel</i>  |             |      |          |        |         | \$24,000 |
| <b>4) Equipment</b>  |             |      |          |        |         |          |
| Computers for staff  | \$2500/ea   |      | \$10,000 | \$0.00 | \$0.00  | \$10,000 |
| <i>Total equipment</i>   |             |      |          |        |         | \$7,500  |
| <b>5) Supplies</b>   |             |      |          |        |         |          |
| Supplies to support the project                                      | \$20,000/yr |      | \$5,000  | \$0.00 | \$0.00  | \$5,000  |
| <i>Total supplies</i>  |             |      |          |        |         | \$5,000  |
| <b>Total Objective 1 Costs</b>                                       |             |      |          |        |         | \$87,325 |

| <b>Objective 2: Report Development</b>                      |  |          |          |          |          |                 |
|---|--|----------|----------|----------|----------|-----------------|
|   | Salary/<br>Contractor<br>Rate/ Unit Cost   | FTE<br>% | Year 1   | Year 2   | Year 3   | 3-Year<br>Total |
| <b>1) Personnel</b>   |  |          |          |          |          |                 |
| Project Coordinator   | \$96,804   | 100%     | \$38,722 | \$48,402 | \$48,402 | \$135,526       |
| Report Developer  | \$81,012   | 100%     | \$81,012 | \$81,012 | \$40,506 | \$202,530       |
| Webmaster   | \$51,394   | 50%      | \$10,279 | \$12,849 | \$12,849 | \$35,976        |
| Administrative<br>Support                                   | \$38,160   | 50%      | \$7,632  | \$9,540  | \$9,540  | \$26,712        |
| Communication<br>Specialist                                 | \$61,404   | 50%      | \$12,281 | \$15,351 | \$15,351 | \$42,983        |
| <i>Total personnel</i>                                      |  |          |          |          |          | \$443,726       |
| <b>2) Fringe Benefits</b>                                   |  |          |          |          |          |                 |
| Project Coordinator   | \$38,964   | 100%     | \$15,586 | \$19,482 | \$19,482 | \$54,549        |
| Report Developer  | \$32,607   | 100%     | \$32,607 | \$32,607 | \$16,304 | \$81,518        |
| Webmaster   | \$20,686   | 50%      | \$4,137  | \$5,172  | \$5,172  | \$14,480        |
| Administrative<br>Support                                   | \$15,359   | 50%      | \$3,072  | \$3,840  | \$3,840  | \$10,752        |
| Communication<br>Specialist                                 | \$24,715   | 50%      | \$4,943  | \$6,179  | \$6,179  | \$17,301        |
| <i>Total fringe benefits</i>                                |  |          |          |          |          | \$178,600       |
| <b>3) Travel</b>  |  |          |          |          |          |                 |
| 10 Focus Groups for<br>report feedback; 10<br>max per group | \$350/trip for<br>10 participants<br>2 trips/year/<br>participants<br>total of 20 trips<br>Y1 and Y2<br>(total 40 trips) |          | \$7,000  | \$7,000  | \$0.00   | \$14,000        |
| <i>Total travel</i>   |  |          |          |          |          | \$14,000        |
| <b>4) Equipment</b>   |  |          |          |          |          |                 |
| Computers for staff   | \$2500/ea  |          | \$2,500  | \$0.00   | \$0.00   | \$2,500         |
| <i>Total equipment</i>                                      |  |          |          |          |          | \$2,500         |
| <b>5) Supplies</b>  |  |          |          |          |          |                 |
| Supplies to support<br>the project                          |  |          | \$5,000  | \$10,000 | \$5,000  | \$20,000        |
| Focus Group Meeting<br>Supplies                             |  |          | \$2,500  | \$2,500  | \$0.00   | \$5,000         |
| <i>Total supplies</i>                                       |  |          |          |          |          | \$25,000        |
| <b>6) Contractual</b>                                       |  |          |          |          |          |                 |
|   |  |          | \$0.00   | \$0.00   | \$0.00   | \$0.00          |
| <i>Total contractual</i>                                    |  |          |          |          |          | \$0.00          |
| <b>7) Construction</b>                                      |  |          |          |          |          |                 |

|                                       |  |  |          |          |          |           |
|---------------------------------------|--|--|----------|----------|----------|-----------|
|                                       |  |  | \$0.00   | \$0.00   | \$0.00   | \$0.00    |
| <i>Total construction</i>             |  |  |          |          |          | \$0.00    |
| <b>8) Other</b>                       |  |  |          |          |          |           |
| Reporting Tool<br>Licensing for Users | Estimated<br>\$300 per seat.<br>80 licenses<br>year 1; 170<br>licenses year 2;<br>250 licenses<br>year 3 |  | \$24,000 | \$51,000 | \$75,000 | \$150,000 |
| <i>Total other</i>                    |  |  |          |          |          | \$150,000 |
| <b>Total Objective 2<br/>Costs</b>    |  |  |          |          |          | \$813,826 |

| <b>Objective 3: Creating a Culture of Data Literacy</b> |  |       |           |           |           |                 |
|---|--|-------|-----------|-----------|-----------|-----------------|
|   | Salary/<br>Contractor<br>Rate/ Unit Cost | FTE % | Year 1    | Year 2    | Year 3    | 3-Year<br>Total |
| <b>1) Personnel</b>                                     |  |       |           |           |           |                 |
| Project<br>Coordinator                                  | \$96,804                                 | 100%  | \$38,722  | \$48,402  | \$48,402  | \$135,526       |
| Data Literacy<br>Trainers                               | \$81,012                                 | 200%  | \$162,024 | \$162,024 | \$162,024 | \$486,072       |
| Report<br>Developer                                     | \$81,012                                 | 100%  | \$0.00    | \$0.00    | \$40,506  | \$40,506        |
| Webmaster   | \$51,394                                 | 50%   | \$10,279  | \$12,849  | \$12,849  | \$35,976        |
| Administrative<br>Support                               | \$38,160                                 | 50%   | \$7,632   | \$9,540   | \$9,540   | \$26,712        |
| Communication<br>Specialist                             | \$61,404                                 | 50%   | \$12,281  | \$15,351  | \$15,351  | \$42,983        |
| Curriculum<br>Development<br>Experts                    | \$16,000                                 |       | \$16,000  | \$16,000  | \$16,000  | \$48,000        |
| <i>Total personnel</i>                                  |  |       |           |           |           | \$815,774       |
| <b>2) Fringe<br/>Benefits</b>                           |  |       |           |           |           |                 |
| Project<br>Coordinator                                  | \$38,964                                 | 100%  | \$15,585  | \$19,482  | \$19,482  | \$54,549        |
| Data Literacy<br>Trainers                               | \$32,607                                 | 200%  | \$65,215  | \$65,215  | \$65,215  | \$195,644       |
| Report<br>Developer                                     | \$32,607                                 | 100%  | \$0.00    | \$0.00    | \$16,304  | \$16,304        |

|  |   |      |          |          |          |           |
|--|---|------|----------|----------|----------|-----------|
| Webmaster  | \$20,686  | 100% | \$4,137  | \$5,172  | \$5,172  | \$14,480  |
| Administrative Support   | \$15,359  | 50%  | \$3,072  | \$3,840  | \$3,840  | \$10,752  |
| Communication Specialist   | \$24,715  | 50%  | \$4,943  | \$6,179  | \$6,179  | \$17,301  |
| Curriculum Development Experts                                       | \$347   |      | \$347    | \$347    | \$347    | \$1,042   |
| <i>Total fringe benefits</i>   |   |      |          |          |          | \$310,071 |
| <b>3) Travel</b>   |   |      |          |          |          |           |
| IES SLDS Annual Mtg (4 people at \$3,000 per person)                 | 4 people at \$3,000 per person  |      | \$0.00   | \$12,000 | \$12,000 | \$24,000  |
| Professional development conference (4 people at \$3,000 per person) | 4 people at \$3,000 per person  |      | \$0.00   | \$12,000 | \$12,000 | \$24,000  |
| Annual Data Literacy Meeting   | 50 participants @ \$350 per trip  |      | \$17,500 | \$17,500 | \$17,500 | \$52,500  |
| Data Literacy Trainers Travel  | Neighbor Island trainings 10 in Y1 (1/complex area (6 complex areas); 1/UH campus (4 UH campuses) 20 each in Y2 and Y3<br><br>\$350/trip times 2 trainers |      | \$7,000  | \$14,000 | \$14,000 | \$35,000  |
| Travel for Data Training Vendor                                      | If from mainland 4 times/year (once per quarter)  |      | \$9,000  | \$12,000 | \$12,000 | \$33,000  |

|   |   |            |           |           |           |           |
|---|---|------------|-----------|-----------|-----------|-----------|
|   | \$3000/trip/1 person  |            |           |           |           |           |
| Travel for External Evaluator                           | If from mainland 4 times/year (once per quarter) \$3000/trip/1 person |            | \$9,000   | \$12,000  | \$12,000  | \$33,000  |
| Data Literacy Competencies (2 IHE from Neighbor Island) | Total of 2 trips/person = total of 4 trips in Y1                      |            | \$1,400   | \$0.00    | \$0.00    | \$1,400   |
| <i>Total travel</i>                                     |   |            |           |           |           | \$202,900 |
| <b>4) Equipment</b>                                     |   |            |           |           |           |           |
| Computers for staff                                     | \$2500/ea   |            | \$5,000   | \$0.00    | \$0.00    | \$5,000   |
| <i>Total equipment</i>                                  |   |            |           |           |           | \$5,000   |
| <b>5) Supplies</b>                                      |   |            |           |           |           |           |
| Supplies to support the project                         |   |            | \$10,000  | \$10,000  | \$15,000  | \$35,000  |
| Annual Data Literacy Meeting Expenses                   |   |            | \$5,000   | \$5,000   | \$5,000   | \$15,000  |
| Training Materials                                      | 100 participants each year @ \$200 per participant                    |            | \$0.00    | \$20,000  | \$20,000  | \$40,000  |
| <i>Total supplies</i>                                   |   |            |           |           |           | \$90,000  |
| <b>6) Contractual</b>                                   |   |            |           |           |           |           |
| Data Training Vendor                                    | \$175/hr  | 2600 hrs   | \$122,500 | \$210,000 | \$122,500 | \$455,000 |
| Training Module Production                              | \$10,000 per module   | 20 modules | \$100,000 | \$50,000  | \$50,000  | \$200,000 |
| External Evaluator                                      | \$175/hr  | 1800 hrs   | \$52,500  | \$131,250 | \$131,250 | \$315,000 |
| <i>Total contractual</i>                                |   |            |           |           |           | \$970,000 |

|  |  |  |        |        |        |             |
|--|--|--|--------|--------|--------|-------------|
| <b>7)<br/>Construction</b>             |  |  |        |        |        |             |
|  |  |  | \$0.00 | \$0.00 | \$0.00 | \$0.00      |
| <i>Total<br/>construction</i>          |  |  |        |        |        | \$0.00      |
| <b>8) Other</b>                        |  |  |        |        |        |             |
|  |  |  |        | \$0.00 | \$0.00 | \$0.00      |
| <i>Total other</i>                     |  |  |        |        |        | \$0.00      |
| <b>Total<br/>Objective 3<br/>Costs</b> |  |  |        |        |        | \$2,393,745 |

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

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

Name of Institution/Organization

Hawaii Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories                 | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f)    |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------|
| 1. Personnel                      | 431,319.00         | 431,319.00         | 431,319.00         |                    |                    | 1,293,957.00 |
| 2. Fringe Benefits                | 167,513.10         | 167,513.10         | 167,513.10         |                    |                    | 502,539.30   |
| 3. Travel                         | 74,900.00          | 86,500.00          | 79,500.00          |                    |                    | 240,900.00   |
| 4. Equipment                      | 17,500.00          |                    |                    |                    |                    | 17,500.00    |
| 5. Supplies                       | 27,500.00          | 47,500.00          | 45,000.00          |                    |                    | 120,000.00   |
| 6. Contractual                    | 275,000.00         | 391,250.00         | 303,750.00         |                    |                    | 970,000.00   |
| 7. Construction                   |                    |                    |                    |                    |                    |              |
| 8. Other                          | 24,000.00          | 51,000.00          | 75,000.00          |                    |                    | 150,000.00   |
| 9. Total Direct Costs (lines 1-8) | 1,017,732.10       | 1,175,082.10       | 1,102,082.10       |                    |                    | 3,294,896.30 |
| 10. Indirect Costs*               | 29,438.36          | 30,917.96          | 31,439.96          |                    |                    | 91,796.28    |
| 11. Training Stipends             |                    |                    |                    |                    |                    |              |
| 12. Total Costs (lines 9-11)      | 1,047,170.46       | 1,206,000.06       | 1,133,522.06       |                    |                    | 3,386,692.58 |

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2012 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 3.60 %.

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

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

|  |   |  |
|--|---|--|
| Name of Institution/Organization<br>Hawaii Department of Education | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |  |
|--|---|--|

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

| Budget Categories                    | Project Year 1<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Total<br>(f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel                         | (b)(4)                |                       |                       |                       |                       |              |
| 2. Fringe Benefits                   |                       |                       |                       |                       |                       |              |
| 3. Travel                            |                       |                       |                       |                       |                       |              |
| 4. Equipment                         |                       |                       |                       |                       |                       |              |
| 5. Supplies                          |                       |                       |                       |                       |                       |              |
| 6. Contractual                       |                       |                       |                       |                       |                       |              |
| 7. Construction                      |                       |                       |                       |                       |                       |              |
| 8. Other                             |                       |                       |                       |                       |                       |              |
| 9. Total Direct Costs<br>(lines 1-8) |                       |                       |                       |                       |                       |              |
| 10. Indirect Costs                   |                       |                       |                       |                       |                       |              |
| 11. Training Stipends                |                       |                       |                       |                       |                       |              |
| 12. Total Costs<br>(lines 9-11)      |                       |                       |                       |                       |                       |              |

**SECTION C - BUDGET NARRATIVE (see instructions)**