U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

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

Closing Date: NOV 19, 2009

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Application for Federal Assistance SF-424 Version 02

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

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

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Education, Hawaii Department of

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

d. Address:

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

e. Organizational Unit:

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

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

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

* Last Name:	Matayoshi		
Suffix:			
Title:	Deputy Superintendent		
Organizational Affiliation:			
* Telephone Number:	(808)586-3316	Fax Number:	(808)586-3314
* Email:	KATHRYN_MATAYOSHI@NOTES.K12.HI.US		

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

EdGrants-072909-0001

Title:

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

13. Competition Identification Number:

Title:

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

State of Hawaii

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

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

Attach supporting documents as specified in agency instructions.

Attachment:
Title :
File :

Attachment:
Title :
File :

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: HI-All * b. Program/Project: HI-All

Attach an additional list of Program/Project Congressional Districts if needed.
Attachment:
Title :
File :

17. Proposed Project:
* a. Start Date: 6/1/2010 * b. End Date: 5/31/2013

18. Estimated Funding ($):

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

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

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

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

[ ] Yes [X] No

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

[X] ** I AGREE

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

Authorized Representative:

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

Title:	Deputy Superintendent

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

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

* Signature of Authorized Representative:	* Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Education, Hawaii Department of

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

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	$ 1,056,958	$ 1,132,282	$ 1,071,598	$ 0	$ 0	$ 3,260,838
2. Fringe Benefits	$ 382,808	$ 411,658	$ 410,426	$ 0	$ 0	$ 1,204,892
3. Travel	$ 81,610	$ 88,210	$ 81,610	$ 0	$ 0	$ 251,430
4. Equipment	$ 685,279	$ 243,060	$ 0	$ 0	$ 0	$ 928,339
5. Supplies	$ 755,759	$ 59,466	$ 142,398	$ 0	$ 0	$ 957,623
6. Contractual	$ 1,003,104	$ 1,561,972	$ 542,993	$ 0	$ 0	$ 3,108,069
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 568,618	$ 266,243	$ 243,641	$ 0	$ 0	$ 1,078,502
9. Total Direct Costs (lines 1-8)	$ 4,534,136	$ 3,762,891	$ 2,492,666	$ 0	$ 0	$ 10,789,693
10. Indirect Costs*	$ 488,990	$ 386,180	$ 280,422	$ 0	$ 0	$ 1,155,592
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 5,023,126	$ 4,149,071	$ 2,773,088	$ 0	$ 0	$ 11,945,285

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

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

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

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

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Education, Hawaii Department of

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance

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

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Kathryn Matayoshi
Title: Deputy Superintendent
Date Submitted: 12/04/2009

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

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

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

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION	
Education, Hawaii Department of	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms. First Name: Kathryn	Middle Name:
Last Name: Matayoshi	Suffix:
Title: Deputy Superintendent	
Signature: _____	Date: 11/04/2009

ED 80-0013 03/04

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

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

Address:

* Street1: 1390 Miller Street

Street2:

* City: Honolulu

County:

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

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

Email Address:

KATHRYN_MATAYOSHI@NOTES.K12.HI.US

2. Applicant Experience

Novice Applicant [X] Yes [ ] No [ ] Not applicable

3. Human Subjects Research

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

[X] Yes [ ] No

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

[X] Yes Provide Exemption(s) #: 4

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

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

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

Exemption reviewed and granted through the application process for New Approval of a Study Involving Human Subjects:
University of Hawai'i, Committee on Human Studies (CHS)
Biomedical Bldg, Room B-104, 1960 East-West Road. Honolulu, Hawai'i 96822
Telephone: (808) 956-5007

Date: November 3, 2009
Co-PI's (name & title) Kathryn Matayoshi, Deputy Superintendent, Hawaii Department of Education; Linda Johnsrud, Vice-President for Academic Planning and Policy, UH System;
Email: johnsrud@hawaii.edu Phone: (808) 956-7101
Department: Hawaii Department of Education, Office of the Superintendent; Office of the Vice-President for Academic Planning and Policy
[X] Faculty or Staff [ ] Student - name of supervising professor: __

Project Title: State of Hawaii: P20 Longitudinal Data System
Proposed Sponsoring Agency: Hawaii P-20 Partnerships for Education Start Date: June 2010
Agency address: Sinclair Library, Rm 504, 2425 Campus Rd. Honolulu, HI 96822

Institutional Biosafety Committee (IBC) Review:
No biohazardous materials, recombinant DNA and/or gene therapy involved.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Project Narrative

Project Narrative - Project Abstract

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

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

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

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

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

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

Ho'okele addresses three goals:

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

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

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

Project Narrative

Project Narrative - Project Narrative

Attachment 1:
Title: **Project Narrative Final** Pages: **29** Uploaded File: **Project Narrative Final.pdf**

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

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

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

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

I. Need for the Project

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

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

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

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

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

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

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

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

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

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

Status of Twelve Essential Elements of American COMPETES Act

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

1. Unique statewide identifier: HIDOE and UH have long established procedures for issuing a unique single identifier to students within their own systems. HIDOE uses the unique identifiers for its student information systems (data include enrollment, demographics, transcripts) as well as its other data collection systems (testing, graduation, student support) since 1995. In 2002, the UH system transitioned from using Social Security Numbers to unique student identifiers through the Banner Student Information System. While each system issues its own unique identifier, students can be matched between the systems. HIDOE and UH have agreed to develop a unique P20 identifier for the P20 LDS.

2. Student level enrollment, demographic and program participation information: HIDOE and UH have long collected enrollment and demographic information. Within the last eight years, HIDOE and UH have each implemented system-wide student information systems, standardizing data collection statewide. HIDOE schools completed the transition to eSIS in school year 2008-2009, while UH campuses have operated on Banner since 2002. HIDOE and UH have agreed to include these data in the P20 LDS.

3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs: HIDOE enrollment records identify dates of students’ exit, transfer or completion. UH records identify students’ enrollment and completion dates. Hawai‘i P-20 coordinated a research project as a proof of concept to link student-level transcript information between the systems: Hawai‘i Partnership for Student Success (HI-PASS). Hawai‘i P-20 is currently conducting a study of student exits, transfers, drop outs and completions between high school and higher education by using these linked transcripts for the analysis of student records. The P20 LDS will allow for further analyses of students’ entry and exit of educational systems over time.

4. Capacity to communicate with higher education systems: HIDOE, UH and Hawai‘i P-20 have Memoranda of Agreement established for data sharing between the systems: HI-PASS represents the latest effort to analyze student data longitudinally, K-12 to higher education. However, the capacity to sustain sharing of records and seamless automation of data transfer does not currently exist. HIDOE and UH agree that the P20 LDS will serve as the primary mechanism for communicating between systems over time.

5. State audit system assessing data quality, validity, and reliability: System audit methods and procedures have been established for the isolated data systems within HIDOE. However, through the 2009 SLDS grant, HIDOE will be refining practices by implementing and monitoring the standardization of processes, automating feedback to entry users, and developing a schedule of data system audits.

6. Yearly test records of individual students: HIDOE collects this information systematically statewide. Annual Hawai‘i State Assessment Program records are currently included in the K-12 data warehouse and will be part of the K-12 SLDS under development. HIDOE plans to include these data in the P20 LDS.

7. Information on students not tested, by grade and subject: HIDOE currently collects metrics indicating whether students have been tested each year, by grade and subject. As part of HIDOE's transition to conduct online testing statewide by school year 2010-2011, the mechanism to account for reasons why students were not tested is being implemented within the assessment system. HIDOE plans to include these data in the P20 LDS.

8. Teacher identifier system with the ability to match teachers to students: To meet NCLB requirements regarding Highly Qualified Teachers, HIDOE improved its system for teacher identifiers and matching teachers with students. Teachers' employee identification numbers are associated with students' coursetaking records in eSIS and can be similarly matched with other student demographic and performance information (e.g., testing). The teacher identifier system is audited annually at the state and school levels by a HIDOE contractor, School Synergy. HIDOE, Hawai'i Teacher Standards Board (HTSB) and UH have agreed to include data from HIDOE's teacher identifier system as well as HTSB's licensure data in the P20 LDS.

9. Student-level transcript information, including information on courses completed and grades earned: HIDOE collects this information in eSIS. UH campuses collect this information in Banner. HIDOE and UH provide student information and transcript data which the HI-PASS contractor uses to match students and their student records between the systems to analyze students' coursetaking patterns between high school and college. HIDOE and UH have agreed to include these data in the P20 LDS.

10. Student-level college readiness test scores: Currently, HIDOE collects and maintains aggregated College Board SAT and ACT college entrance exam scores, reported at the school-level. Records of individual students' scores are maintained in hard copy at the school-level; however, the data have not been consistently captured in a statewide system. For select years, HIDOE has purchased student-level records for College Board SAT scores for analysis which included a study on relationship between students' College Board SAT scores and their 10th grade state assessment scores. HIDOE has agreed to purchase these student-level data going forward for inclusion within the K-12 LDS and intends to purchase historical data to augment the P20 LDS capacity.

11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework: Data on HIDOE's recent high school graduates' enrollment in remedial UH Community College courses are captured and published in an annual report by the UH Institutional Research Office. HI-PASS tracks students' transition from secondary to postsecondary education and their enrollment in remedial coursework using longitudinal student data. Analyzing the data about students' transition from secondary to postsecondary is a high priority for HIDOE and UH as reflected by their respective Strategic Plan and Strategic Performance Indicators. UH Community Colleges' participation in Achieving the Dream initiative to increase college persistence and completion, especially for Native Hawaiian students, includes using data to understand students' patterns of success and failure from K-12 to postsecondary education (see Appendix D-30). Hawai'i is also the recipient of a National Governors Association STEM grant (2007-2009) that is managed by the Department of Business, Economic Development and Tourism (DBEDT). A deliverable of the NGA STEM grant is an Outcomes Accountability System which tracks students' longitudinally and can be used to evaluate the impact of K-12 STEM programs on subsequent student progress and achievement.

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

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

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

Current Status of SLDS Required Capabilities

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

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

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

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

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

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

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

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

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

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

Current capacity to use data system to support improvement efforts

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

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

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

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

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

Relationship of P20 LDS to State Fiscal Stabilization Funds Requirements

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

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

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

II. Proposed Outcomes Related to System Requirements and Implementation

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

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

Outcome 1: Develop a P20 data governance structure to enhance data quality and stewardship.
Essential elements addressed: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Capabilities addressed: 1, 2, 3, 4, 5, 6, 7

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

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

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

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

Products:

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

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

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

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

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

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

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

Products:

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

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

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

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

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

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

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

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

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

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

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

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

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

Products:

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

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

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

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

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

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

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

Products:

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

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

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

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

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

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

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

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

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

Products:

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

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

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

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

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

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

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

Products:

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

III. Timeline for Project Outcomes

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

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

Outcome 1: Develop a P20 data governance structure to enhance data quality and stewardship.
Lead: P20 LDS Project Director, together with HIDOE Data Governance Director and Hawai'i P-20 Executive Director
Duration: Ongoing

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

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

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

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

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

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

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

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

Duration: 15 months (6.10 - 9.11)

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

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

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

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

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

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

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

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

Outcome 3: Enhance data collection to expand the capability of the P20 LDS to inform education and workforce decisions with the addition of relevant quality data elements across the P20 education pipeline.
Lead: P20 LDS Director together with P20 LDS Reporting/Data Use Program Manager, HIDOE Data Governance Director, and agencies
Duration: 24 months (6.10-5.13)

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

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

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

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

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

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

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

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

- Incorporate data into P20 LDS **(7.10 – 5.11)**

Objective 3.5: Develop plan to incorporate Armed Forces participation data **(6.10 – 5.11)**
- Establish communication and develop MOUs with all branches of the military **(6.10 – 5.12)**
- Perform and complete assessment and detailed data requirements capture **(6.12 – 11.12)**
- Incorporate data into P20 LDS **(11.12 – 5.12)**

Objective 3.6: Develop and implement process for quarterly transmission of individuals' employment data from the Unemployment Insurance database at the Department of Labor and Industrial Relations. **(06.10 – 1.11)**
- Contract DLIR for programming specifications for linking Unemployment Insurance Division's workforce data to P20 LDS student-level data **(06.10 – 10.10)**
- Implement timeline on workforce records upload to P20 LDS **(11.10 – 1.11)**

Objective 3.7: Develop and implement process for annual transmission of teacher licensure and preparation data from the Hawai'i Teachers Standards Board (HTSB). **(06.10 – 5.11)**
- Execute MOU with HTSB for data transfers of teacher licensure and preparation to the P20 LDS **(Current – 6.11)**
- Perform and complete assessment and detailed data requirements capture **(11.10 – 3.11)**
- Implement timeline on HTSB upload to P20 LDS **(3.11 – 04.11)**

Objective 3.8: Develop a strategy to augment the collection of key data elements to improve the accuracy of matching individual records between current data sources across agency and regional databases. **(3.11 – 5.12)**
- Identify data elements or gaps in data sources based on current detailed data requirements capture **(11.10 – 3.11)**
- Identify and implement strategies to promote inter-agency agreements affecting changes in policy or collection of elements **(3.11 – 5.12)**

Objective 3.9: Develop a plan for expanding data collection to incorporate independent schools (private K-12 and higher education institutions) and non-educational state agencies (e.g., Department of Human Services, Department of Health). **(1.12 – 5.13)**
- Assess independent schools' and non-educational state agencies interest in participating in P20 LDS **(1.12 – 5.12)**
- Conduct needs assessment of data requirements and privacy issues associated with including independent schools and non-educational state agencies into the P20 LDS and P20 Data Governance structure **(6.12 - 12.12)**
- Develop plan for incorporating participating independent schools' student data and non-educational state agencies in the P20 LDS and P20 Data Governance structure **(1.13 – 5.13)**

Outcome 4: Implement reporting tools for P20 longitudinal data analyses and output.
Lead: P20 LDS Director and P20 LDS Reporting/Data Use Program Manager
Duration: 36 months (06.10-Ongoing)

Objective 4.1: Implement a business intelligence tool attached to the P20 data warehouse. **(10.10 – 10.11)**

- Implement business intelligence tool, install as part of the P20 data warehouse **(10.10 – 10.11)**

Objective 4.2: Create P20 standardized reports, dashboards and interactive query tools to increase and facilitate data-driven decision-making, as well as federal and state reporting capabilities. **(11.10 – ongoing)**

- Conduct focus groups with different stakeholder/end-user groups to determine reporting and dashboard needs **(10.10 – 12.10)**
- Design automated reports and dashboards **(10.10 – 01.11)**
- Incorporate dashboards into web applications **(1.11 – 3.11)**
- Launch automated reports and dashboards **(3.11 – 5.11)**
- Activate interactive query tools and make available to users **(1.11 – ongoing)**

Objective 4.3: Train P20 LDS and agency staff in the use of reporting tools to generate accurate and timely information. **(1.11 – ongoing)**

- Develop and document training materials for the use of reporting tools **(1.11 – 3.11)**
- Conduct training sessions for staff to use reporting tools, generate automated reports, and produce ad hoc interactive queries **(4.11 – ongoing)**
- Develop and deploy training materials online **(4.11 – 6.11)**

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

Lead: LDS Director and P20 LDS Reporting/Data Use Program Manager, together with P20 LDS Executive Oversight Committee and P20 Dissemination/Communication Specialist
Duration: 36 months (6.10 – Ongoing)

Objective 5.1: Implement on-going training for stakeholders on data use and reporting tools to support continuous improvement and data-informed decision-making by educators, administrators and policymakers. **(1.11 - ongoing)**

- Establish a communication plan to develop a culture of quality data use and for the dissemination of training materials and overall objectives **(1.11 – 3.11)**
- Develop training materials **(4.11 – 9.11)**
- Establish and implement training program **(5.11 – 12.11)**
- Deploy training materials online **(11.11– 5.12)**
- Maintain training program **(6.12 – ongoing)**

Objective 5.2: Align automated/standardized P20 reports, dashboards and interactive query tools to reflect partner agencies' objectives and indicators across the state's P-20 educational pipeline. **(6.11 – ongoing)**

- Conduct assessment of agency communication tools. **(6.11 – 08.11)**
- Document aligned objectives and indicators for standardized reports, dashboards and interactive query tools. **(9.11 – 11.11)**

Objective 5.3: Support implementation and use of a student and parent "college and career access web portal" application to provide an on-line, one-stop college and career planning tool which incorporates students' records longitudinally and reflects findings from P20 longitudinal data analyses (e.g., via early warning indicators). **(6.10 – 5.13)**

- Hire College Access Portal Trainer **(6.10 – 7.10)**

- Develop and document training materials for school-level staff use **(8.10 – 12.10)**
- Conduct training for high school counselors and administrators and provide technical assistance support **(10.10 – 5.12)**
- Pilot K-12 portal application **(1.11 – 3.11)**
- Develop and deploy training materials online **(2.11 – 6.11)**
- Monitor and assess school, student and parent usage of College Access Portal **(1.11 – ongoing)**
- Develop dashboard indicators of college and career readiness for student comparison of individual progress against state averages **(1.11 – ongoing)**

Objective 5.4: Extend the scope of HIDOE's Hawai'i Partnership for Educational Research Consortium (HPERC) to P20 by engaging researchers to inform data collection and reporting, expediting external researchers' access to P20 longitudinal data and facilitating research on P20 priority areas. **(6.10 – 11.11)**

- Develop a P20 research agenda with a listing of research questions that are prioritized by importance **(6.10 – 5.11)**
- Develop dissemination/communication strategies for data reporting **(6.10 – 12.10)**
- Complete a minimum of five standardized research reports for distribution to appropriate stakeholder group(s) **(9.11 – 12.11)**
- Develop and publish a catalog of P20 LDS research projects and a list of HPERC researchers with expedited access to P20 LDS data, updated annually **(9.11 – ongoing)**
- Develop and implement a website for listing reports and providing links to publicly released reports and findings **(9.11 – 2.12)**

Objective 5.5: Collaborate with appropriate program staff to develop feedback report templates to the interests of early childhood programs, K-12 schools, institutions of higher education and workforce training programs, to facilitate reporting on the performance of former participants based on longitudinal data. **(8.11 – ongoing)**

- Research feedback report models from other states and national partners for early childhood programs, K-12 schools, institutions of higher education and workforce training programs. **(8.11 – 12.11)**
- Research current and emerging federal and state requirements for reporting on the performance of former participants based on longitudinal data (e.g., ARRA, Perkins Act, Head Start, NCLB) **(8.11 – 12.11)**
- Conduct focus groups with stakeholders to determine reporting elements for feedback reports. **(8.11 – 12.11)**
- Develop and vet templates for reports. **(1.12 – 2.12)**
- Deploy templates for agency and public access. **(3.12 – ongoing)**

Objective 5.6: Disseminate findings of analyses from the P20 LDS through user-appropriate reports, forums and other venues to promote the expectation, availability and importance of using data appropriately to inform practice, policy- and decision-making. **(3.11– ongoing)**

- Develop dissemination/communication strategies for disseminating P20 research findings **(3.11 – 6.11)**
- Plan and implement Forum on P20 data use/research for public, researchers, educators and other stakeholders **(6.11 – ongoing)**

- Develop and implement a website providing links to public reports and findings **(9.11 – 11.11)**

Outcome 6: Participate in the Western Interstate Commission on Higher Education (WICHE) development of the "Multi-State Human Capital Development Data System" to pilot a multi-state data exchange of K-12, postsecondary education and workforce.
Lead: P20 LDS Project Director and HIDOE Data Governance Director, together with leadership from DOE, UH, DBEDT and DLIR
Duration: 6.10-Ongoing

Objective 6.1: Participate in the development of a multi-state data governance structure for voluntary exchange of individual-level data to enhance longitudinal data analyses by accounting for mobility. **(6.10 – ongoing)**

- Identify representatives from HIDOE, UH and DLIR to serve as representatives to the multi-state Executive Committee **(6.10 – 6.10)**
- Participate in regular meetings of the data exchange's data governance body **(6.10 – ongoing)**
- Participate in selection of a vendor for the linking of records across multi-state data exchange database **(6.10 – 5.11)**

Objective 6.2: Identify and standardize a set of core data elements required for effective record matching across states for policy research and analysis, as well as additional elements for state-specific needs. **(06.10 – ongoing)**

- Identify a set of core data elements required for effective record matching **(6.10 – 5.11)**
- Align data transfer file formats to ensure inclusion of core data elements **(6.10 – 5.11)**

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

- Design and prepare standardized reports as products. **(6.11 – 5.13)**
- Engage appropriate stakeholders to determine priority of standardized reports **(6.10 – ongoing)**

Objective 6.4: Develop processes and procedures for FERPA-compliant access to data for ad hoc queries. **(6.10 – ongoing)**

- Develop and execute memoranda of understanding with states and/or agencies as required for data sharing **(6.10 – ongoing)**
- Participate in the documentation and publish processes and procedures for FERPA-compliant access to data **(6.10 – ongoing)**

IV. Project Management and Governance Plan

The State Education Agency, HIDOE, is the applicant and fiscal agent for the proposed project. There are two Principal Investigators (PI) for this project. Kathryn Matayoshi, the Deputy Superintendent, in the Office of the Superintendent, is the lead Principal Investigator for Hoʻokele, and will be responsible for subcontracting the P20 LDS administration to Hawaiʻi P-20 Partnerships for Education, an administrative unit of the UH Office of the Vice President of Academic Planning and Policy. Linda Johnsrud, UH Vice President of Academic Planning and Policy is the other co-Principal Investigator for Hoʻokele. Each PI is second in authority for their state-level education agency. The commitment of key leaders from the K-12 and higher education agencies to Hoʻokele is evidence of the importance of the P20 LDS to the institutions and the partnership. Matayoshi and Johnsrud are also key leaders for other inter-agency projects led by Hawaiʻi P-20.

Hawai'i P-20 will be responsible for developing, implementing and maintaining the P20 LDS. Hawai'i P-20 is a statewide partnership led by the Good Beginnings Alliance (representing early childhood education), HIDOE and UH to improve educational outcomes for the state. Hawai'i P-20 works to strengthen the educational pipeline so that all students, from early childhood through higher education achieve college and career success; thus its organizational goals and capacity as an educational liaison make it an excellent choice for the administrative responsibilities of this inter-agency project. Hawai'i P-20 administers strategic partnerships between agencies to improve educational and workforce development outcomes, including the state's six-year, $15.3 million GEAR UP grant to improve college going and completion rates and an eight-year, $10 million grant from the W. K. Kellogg Foundation to align early childhood and elementary education with the goal of all children reading on grade level by third grade. As a part of these efforts, Hawai'i P-20 manages inter-agency and unit projects across UH's ten-campus system and among HIDOE's administrative units and far-flung schools. Through memoranda of understanding, joint committees, and involvement of key leaders, Hawai'i P-20 has been successful in executing complex projects.

The leadership of Hawai'i P-20 consists of Good Beginnings Alliance Executive Director Elisabeth Chun, Superintendent of Education Patricia Hamamoto, and UH President M.R.C. Greenwood. Executive Director, Tammi Chun, leads Hawai'i P-20. Dr. Johnsrud supervises Chun, and serves as PI for all Hawai'i P-20 grants and contracts. A Hawai'i P-20 Council of 35 members advises Hawai'i P-20 leadership and includes educational stakeholders, such as labor unions, educational governing boards, chairs of education legislative committees, independent schools, and business organizations.

Approval and Oversight

In Spring 2009, leaders from partnering agencies established the P20 LDS Executive Oversight Committee (EOC) to provide strategic direction for the development of an inter-agency LDS (see Appendix A-3). The EOC consists of key institutional decision-makers for the P20 LDS:

1. Kathryn Matayoshi, Deputy Superintendent, HIDOE
2. David Wu, Acting Assistant Superintendent for the Office of Information Technology, HIDOE
3. Christina Tydeman, Data Governance Director, HIDOE
4. Stephen Schatz, Complex Area Superintendent, HIDOE
5. Linda Johnsrud, Vice President for Academic Planning and Policy, UH
6. David Lassner, Vice President for Information Technology and Chief Information Officer, UH
7. John Morton, Vice President for Community Colleges, UH
8. Pearl Imada-Iboshi, State Economist, Department of Business, Economic Development and Tourism
9. Ryan Markham, Deputy Director, Department of Labor and Industrial Relations
10. Tammi Chun, Executive Director, Hawai'i P-20
11. P20 LDS Project Director, Hawai'i P20

The EOC is responsible for approval of key strategic decisions, oversight of P20 LDS progress, alignment of P20 LDS development with institutional priorities, and identification of priority actions (e.g., legislation jointly requested by agencies). At a minimum, the EOC will meet quarterly or more frequently as needed.

HIDOE will sub-contract Hawai'i P-20 at the University of Hawai'i System to administer the design and implementation the P20 LDS. Hawai'i P-20 will hire a P20 LDS Project Director (UH employee). The P20 LDS Project Director will conduct strategic planning and implementation and manage day-to-day operations, budgets and partnerships of the P20 LDS, including further elaboration of the current P20 LDS

plans documented in the P20 LDS charter and this grant application. The P20 LDS Project Director will report to the Hawai'i P-20 Executive Director who is responsible for supervising the Project Director, approving and monitoring workplans, timelines and budgets prepared by the Project Director, and coordinating with other Hawai'i P-20 projects and external partners. The Hawai'i P-20 Executive Director, together with the HIDOE Data Governance Director, will provide leadership and decision-making to leverage resources and to overcome obstacles to progress.

Four committees will provide technical expertise and stakeholders' end-user input for the project. First, the Data Governance and Access Committee will include representatives from organizations providing data for the P20 LDS. The Committee will be convened by P20 LDS Project Director to recommend policies to EOC regarding data access, use and security as well as training, reporting and quality assurance protocols. HIDOE, UH and DLIR representatives, including HIDOE Director of Systems Accountability Office, HIDOE Director of Federal Compliance and Project Management Office, and the UH Director of Institutional Research, will be charter members of the committee. Stakeholder representatives, such as representatives from the Early Learning Council (for pre-K) and the Hawai'i Teacher Standards Board will be added, as their programs or institutions contribute data to the P20 LDS.

Second, a Technical Committee will advise on the technical aspects of the project, including specifications of the Request for Proposals and review of proposals for the data warehouse vendor and consultant contract. Membership will include representatives from the HIDOE Office of Information Technology Services, UH Business Intelligence Steering Committee, UH Information Technology, HIDOE Systems Accountability Office and UH Institutional Research Office, as well as the project director for the 2009 SLDS grant award (CFDA 84.372). The Technical committee which will be chaired by the UH ITS Technical Lead. This committee has already provided guidance on the Request for Information for a P20 data warehouse issued during the planning phase of the P20 LDS application and reviewed vendors' responses to advise on development of Ho'okele proposal.

Third, an End-User's Committee of institutional stakeholders will be convened by the P20 LDS Reporting/Data Use Program Manager to advise the project personnel on priorities for data analyses and the communication of results. K-12 principals and teachers, as well as HIDOE administrative staff from the Office of Curriculum, Instruction and Student Support and the Systems Accountability Office will be represented; these focus groups will be coordinated with end-user focus groups for the K-12 LDS. The end-user group will also include postsecondary and workforce development representatives.

Fourth, the P20 LDS Reporting/Data Use Program Manager, in coordination with the HIDOE Data Governance Director will convene the **Hawai'i Partnerships for Educational Research Consortium**. Researchers from organizations including the Harold K. L. Castle Foundation, Hawai'i Pacific University, Kamehameha Schools, Pacific Resources for Education and Learning, University of Hawai'i and the University of Southern California will advise the P20 LDS Director and HIDOE Data Governance Director on the research agenda associated with the P20 LDS and on data requirements for the P20 LDS to meet research needs.

The HIDOE Data Governance Director will facilitate coordination and communication between the Project Director for the K-12 LDS (2009 SLDS grant award to HIDOE, CFDA 84.372) and the P20 LDS Project Director. The P20 LDS project is intended to expand upon the activities and outcomes of the K-12 LDS, and the HIDOE Data Governance Director will be vigilant in identifying opportunities to coordinate the two projects and avoid duplication of efforts or the creation of gaps in planning.

Management Controls

Following the HIDOE's process for managing system change via a balanced scorecard, the P20 LDS project will use the HIDOE's project charter model to document expected milestones for Hoʻokele outcomes, objectives, sub-tasks and resources. The P20 LDS project charter will be a means of communicating plans and progress to many stakeholders. Through the charter process, the EOC will identify and review executive-level action necessary to facilitate inter-agency tasks.

The Hawaiʻi P-20 Executive Director will be responsible for ongoing communication with the P20 LDS Project Director regarding progress toward outcomes documented in the P20 LDS project charter and terms of subcontract with Hawaiʻi P-20. The P20 LDS Executive Director will provide monthly status reports on project activities to HIDOE's Data Governance Director and will report quarterly to the EOC on status toward project outcomes. Through the EOC, the HIDOE Deputy Superintendent and other key leaders will review the P20 LDS progress quarterly, and will conduct a significant review annually, exercising oversight of the sub-contract to Hawaiʻi P-20.

The P20 LDS Project Director will be responsible for oversight of P20 LDS staff, sub-contracts and vendor contracts. The P20 LDS Project Director will be responsible for ongoing communication with project leads of sub-contracts and vendors to ensure milestones and budgets are met. Each major sub-contract will be reviewed semi-annually by the P20 LDS Project Director, and Hawaiʻi P-20 will report to the EOC on the status of the sub-contracts.

Hawaiʻi P-20 project management internal controls include annual staff workplans and budgets, semi-annual review of key milestones, annual personnel performance expectations tied to workplan milestones, quarterly reviews of budget reconciliations, monthly staff meetings, and weekly status reports. Hawaiʻi P-20 has a strong track record of managing inter-agency partnerships and grants, resulting in policy actions and implementation that impact student learning.

Governance Plan

Hawaiʻi P-20 will have ongoing authority for operations of the P20 LDS and be accountable for achieving the Hoʻokele outcomes, as governed by the sub-contract between Hawaiʻi P-20 and HIDOE (see Appendix A-3). Key participating agencies (HIDOE, UH and DLIR) are represented on the EOC.

At UH, Hawaiʻi P-20 will work with UH administrative units to integrate the P20 LDS within the UH infrastructure toward the goal of sustainability. UH Information Technology Services (ITS) will manage the hardware and data warehouse; UH ITS will be responsible for subsequent operation of the P20 LDS technology. P20 LDS staff responsible for producing reports using the LDS data will report to the P20 LDS Project Director within Hawaiʻi P-20; however, efforts of the report producing staff will be leveraged through cooperation with UH Institutional Research Office by co-location of staff, as well as sharing reporting tools and training on reporting tools. Ongoing operation of the P20 LDS will be supported by new allocations of legislative funding, additional grants, institutional commitments, or fees generated through the production of valued P20 LDS output.

Since Hoʻokele's focus is on the use of inter-agency longitudinal student data, partnerships are inherent in the P20 LDS. First, data will be collected from a variety of partner agencies including the HIDOE, UH, HTSB, DLIR, and HTSB. Second, data reports will be used by these and other partners for decision-making and to produce research that informs educational practice.

On October 13, 2009, key partner agencies, HIDOE, UH, and DLIR, executed a Memorandum of Understanding to enable the sharing of data for the purpose of supporting research that will improve the educational and workforce outcomes for Hawai'i (see Appendix A-4). The Partners agreed to Hawai'i P-20's leadership of the partnership and to establish a Data Governance and Access Committee that will make recommendations to the EOC regarding policies and processes governing the assessment of proposed research questions, as well as the approval of requests for access to data contained within the P20 LDS, while ensuring that individual privacy and confidentiality are protected.

The importance of an active, viable data governance structure has been recognized as being critical to the sharing and use of data and for the protection of confidentiality and privacy rights of individuals. Outcome 3 identifies additional agencies or organizations that will provide data for the P20 LDS beyond the initiating Partners of the above referenced MOU. As evidenced by the letters of support in Appendix D, Hawai'i P-20 Partnerships for Education has already initiated discussions with stakeholders prepared to provide and use longitudinal data about students and student learning. The Hawai'i Early Learning Council, Hawai'i Teacher Standards Board, Teacher Education Coordinating Committee, and Office of Career and Technical Education are among the groups that would like their relevant data included in the P20 LDS.

Implementation activities to develop a culture of quality data use will be supported, in part by Ho'okele (SLDS grant funds). However, other organizations have pledged to contribute their own resources to conduct research, develop new data collection, pay a fee to participate in the P20 LDS, or provide support to communicate P20 longitudinal reports and findings. P20 LDS grant funds will be used to leverage institutional and other grant funds.

Sustainability

An important value of the P20 LDS is providing useful output for stakeholders, as well as demonstrating the immediate value of longitudinal data to inform decision-making from the state capitol to the classroom and into the home. Thus, engaging stakeholders to inform P20 LDS priorities for output and the effective communication of P20 LDS findings to stakeholders are critical to create value. As part of Outcomes 4 and 5, P20 LDS staff will coordinate with HIDOE staff to conduct needs assessments with focus groups of teachers and other educators. P20 LDS staff will work with HIDOE and UH to provide training sessions for educators that will focus on the appropriate use of data, as well as the design and implementation of reporting tools to evaluate student learning and outcomes. By training educators and coordinating with institutional staff, Ho'okele will develop the institutional capacity to sustain the P20 LDS, as well as cultivate a culture of quality data use.

Ongoing operation of the P20 LDS will be supported by trained staff within the partner institutions as well as new allocations of legislative funding, additional grants, institutional commitments, or fees generated through the production of valued P20 LDS output.

Multi-state collaboration

The multi-state collaboration will be coordinated by the Western Interstate Commission on Higher Education (WICHE) (see Appendix D-6). The collaboration proposes two standing committees, the Executive Governing body and the Technical Advisory Committee. Hawai'i will be represented by representatives from HIDOE, UH and DLIR, appointed by the Governor. The collaborative will address as one of its objectives the data governance structure for the regional collaboration. Issues such as data sharing, records matching, protection of individual confidentiality and privacy rights will be reflected in

appropriate Memoranda of Understanding. Proposed objectives for this collaboration will be managed in parallel with planned project activities such as the implementation of NCES data standards, development of standard reports, development of ad hoc queries, identification and incorporation of additional data elements as new data sources are identified, and the augmentation of data elements in current data collections to facilitate the report process.

V. Staffing

As outlined under Section IV. Project Management and Governance Plan, Hawai'i P-20 Partnerships for Education will provide overall administration for the development of the P20 LDS. This section outlines the key personnel and staffing for Ho'okele (see Appendix A-2). Key personnel represent top leadership for inter-agency data efforts; they are highly qualified for their roles for the P20 LDS and Ho'okele project. Resumes describing qualifications of key personnel are included in Appendix B.

Key Personnel

Kathryn Matayoshi, HIDOE Deputy Superintendent, Principal Investigator (3% FTE, non-project funding): Matayoshi oversees HIDOE's administrative and business functions as well as strategic planning and ARRA-related projects. Matayoshi will ensure alignment of P20 LDS development with HIDOE objectives, secure allocation of HIDOE resources needed to support development and implementation of P20 LDS, authorize the sub-contract with Hawai'i P-20/UH for P20 LDS development, and advise on policy decisions regarding P20 LDS. Matayoshi is a member of the EOC. Matayoshi has significant experience in directing and overseeing complex and statewide initiatives, as former Director of the Hawai'i Department of Commerce and Consumer Affairs and Executive Director of the Hawai'i Business Roundtable.

Linda K. Johnsrud, UH Vice President of Academic Planning and Policy, co-Principal Investigator (5% FTE, non-project funding): Johnsrud oversees academic planning and policy including strategic planning and institutional research for UH's ten campuses. Johnsrud also supervises Hawai'i P-20's operations and serves as principal investigator for Hawai'i P-20 grants and contracts. Johnsrud will provide oversight of Hawai'i P-20's management of the P20 LDS, ensure alignment of P20 LDS development with UH objectives, facilitate allocation of UH resources needed to support development and implementation of P20 LDS, and advise on policy decisions regarding P20 LDS. Johnsrud is a member of the EOC and is also a member of the Hawai'i Early Learning Council's data committee. 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).

David Wu, HIDOE Acting Assistant Superintendent for the Office of Information Technology Services (5% FTE, non-project funding): Wu will provide oversight of the development process by facilitating allocation of HIDOE resources aligning HIDOE IT strategic planning with the P20 LDS, supporting the implementation of the P20 data warehouse, and advising on policy decisions guiding the development of the P20 LDS. Wu will guide policy and technical decisions regarding the interoperability of data between the HIDOE systems and the P20 LDS. Wu is a member of the EOC. Wu has over 20 years of experience in technology leadership at Hawaiian Airlines and IBM.

David Lassner, UH Vice President for Information Technology Services and Chief Information Office (5% FTE, non-project funding): Lassner will provide leadership required to facilitate the integration of the

new P20 LDS data warehouse to the UH system's operating platforms, hardware and software, as well as service and support to end users (e.g., Help desk functions). Lassner will advise on policy decisions guiding the development of the P20 LDS and will ensure execution of IT necessary for P20 LDS. Lassner is a member of the EOC. Lassner is UH's first CIO, developing the first strategic plan for information technology, designing and developing statewide data networks and training, and designing and leading an integrated organization to support the statewide system of higher education.

Christina Tydeman, HIDOE Data Governance Director– (10% FTE; non-project funding). Tydeman's primary role would be to oversee the coordination of the 2009 Statewide Longitudinal Data System grant and the proposed P20 Longitudinal Data System grant to ensure alignment and avoid duplication or redundancy of effort. In addition, she will guide the development of data governance processes between the partner agencies related to the P20 LDS. Tydeman will supervise two staff positions from the grant and will be responsible for developing and monitoring sub-contract to Hawai'i P-20. Tydeman provides leadership for data governance at HIDOE; she has experience as a teacher, section administrator, and institutional and evaluation analyst.

Tammi Chun, Hawai'i P-20 Executive Director (25% FTE, project funding): Chun is responsible for management of Hawai'i P-20 projects and staff which includes the P20 LDS. Chun will supervise the P20 LDS Project Director, approving staff workplans, timelines and budgets prepared by the P20 LDS Project Director and overseeing status of the P20 LDS Project. Chun will ensure alignment of Hawai'i P-20 objectives and resources, such as administrative and communications, to support development and implementation of P20 LDS. Chun will convene the EOC. Chun has extensive experience managing complex, multi-agency partnerships and grants and developing policies and resources. Chun has also collected and longitudinal student data as an analyst and evaluator of federal and state policies and grant-funded educational programs (primarily K-12) at UH, RAND and the Consortium for Policy Research in Education at the University of Pennsylvania.

P20 LDS Project Director – (100% FTE project funding)
The P20 LDS Project Director will be a full-time position and will be directly responsible for the P20 LDS project including all aspects of strategic planning, day-to-day operations, implementation, staff supervision, budgets, reporting and grant/sub-contract management. The P20 LDS Project Director will be responsible for Outcome 1 directly working with the EOC, Data Governance and Access Committee and other data governance structures to facilitate the establishment of a P20 data governance structure. The P20 LDS Project Director will be supervised by the Hawai'i P-20 Executive Director and co-chair the Technical Committee. The P20 LDS Project Director will be required to have strong experience in project and contract management and leadership of complex, multi-organization partnerships.

Richard Kohnke, UH Information Technology Services Technical Lead – (20% FTE; non-project funding). Kohnke, UH Manager of Data Warehousing, will be the main point of contact with UH ITS to ensure efficient and effective integration of the P20 LDS with UH IT infrastructure. Currently, Kohnke coordinates and manages a team of UH technical staff responsible for developing, implementing and maintaining the UH System Operational Data Store and data marts. Kohnke will be primarily responsible for Outcome 2 and coordinate UH IT resources and staffing in conjunction with consultants hired to implement commercial-off-the-shelf data warehouse and reporting tool. Kohnke will co-chair the Technical Committee. Kohnke reports to UH Vice President for ITS Lassner. Kohnke has more than 20 years of experience in information technology services including management for the database department, call center/help desk, and quality assurance groups of a Fortune 500 company.

Gary Sanehira, HIDOE Technical Lead – (15% FTE; non-project funding). As the developer and manager of the HIDOE data warehouse, Sanehira has extensive knowledge of the HIDOE data systems. His primary role will be to provide technical guidance to the P20 LDS Project Director facilitating the smooth transition of data from source systems within the current and proposed architecture. Sanehira will work with Kohnke and other project personnel to facilitate the requirements capture, data extracts and upload from the HIDOE data systems to the P20 LDS. Sanehira will participate on the Technical Committee. 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 Hawai'i including as a systems analyst for the Unemployment Insurance Tax Office, and as project manager for the Public Employees Health Fund.

Dean Yoshida, HIDOE 2009 SLDS Grant Project Director – (25% FTE; non-project funding). Yoshida, Project Management and Contracts Specialist, coordinates the K-12 SLDS project activities funded by the 2009 SLDS grant under the supervision of the Data Governance Director. He will provide essential guidance for the interoperability development of linking the K12 longitudinal system to the P20 LDS. He will participate on Technical Committee and coordinate with P20 LDS Reporting/Data Use Program Manager in convening end-user groups. Yoshida has more than 10 years of experience as an information technology administrator at financial, high tech, and service companies.

Jean Osumi, P20 LDS Reporting/Data Use Program Manager – (100% FTE, project funding)
Osumi is the Hawai'i P-20 Senior Associate for Academic Planning and Evaluation. As P20 LDS Reporting and Data Use Program Manager, Osumi would be primarily responsible for Outcomes 3, 4 and 5. Osumi will work with contracted consultants and UH, DOE, DLIR and other stakeholders via the Technical Committee and stakeholder focus groups to design, develop and implement reporting tools, analyses and output from the P20 LDS. Osumi will facilitate the dissemination process for output from the P20 LDS; training on using the reporting tools and report output for stakeholders, together with the 2009 SLDS Grant Manager, and convene the Hawaii Partnerships for Educational Research Consortium. 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.

P20 LDS Staff:

System Administrator (100% FTE; project funded): This position will have primary responsibility to install, test, document, and maintain systems and network hardware, including firmware upgrades, and operating security patches; assist with the testing of software products and administrative applications; monitor system usage and troubleshoot performance issues of applications, systems, services and the network. This position will work in conjunction with consultants and UH IT Technical Lead to design, develop and implement the technology infrastructure.

System Database Administrator (100% FTE; project funded): This position will have primary responsibility to install, configure, document, maintain and optimize databases; develop, test, document, implement and enhance backup and recovery procedures; monitor production databases and recommend and coordinate tuning activities to help sustain and improve performance and efficiency; perform technical problem diagnosis and problem resolution with the assistance of system administrator, developer, and vendor technical support as necessary and recommend, implement, maintain and enforce standards and practices that ensure the security, integrity and manageability of databases including disaster recovery. This position

will work in conjunction with the consultants and UH IT Technical Lead to design, develop and implement the technology infrastructure.

Application Database Administrator (150% FTE; project funded): A 100% FTE will have primary responsibility as database designer and developer for the P20 LDS and a 50% FTE position will have responsibility for the College Access Portal of the P20 LDS. Application DBAs will specify and define user access levels; test, correct and refine changes and errors to database; 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. These positions will serve as a technical resource to non-technical administrators, staff and other IT professionals.

Reporting Staff:

Report Developer (100% FTE; project funded): 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 with appropriate stakeholder groups to determine reporting needs and be supervised by the P20 LDS Reporting/Data Use Program Manager.

Dissemination/Communication Specialist (50% FTE; project funded): The dissemination/communication specialist will develop and implement strategies to disseminate reports and output of the P20 LDS. This includes producing user friendly publications, conducting media relations (educating media on the value of P20 LDS output and providing data to inform media), and organizing appropriate forums (e.g., briefings) establishing a culture of data use among stakeholder groups. Communication efforts will be coordinated with HIDOE communications as well as agencies' communications staff.

Webmaster (50% FTE, project funded): The webmaster will be responsible for developing an on-line presence for P20 LDS to facilitate administration (e.g., the secured and public posting of project updates, access to P20 metadata dictionary, and dissemination of P20 LDS output to stakeholders (e.g., posting of dashboards, publications). These on-line communications efforts will be coordinated with HIDOE communications as well as agencies' communications staff.

Data Governance Coordinator (100% FTE, project funded): The data governance coordinator supports the activities of Outcomes 1 and 6. P20 data governance will be coordinated with HIDOE data governance activities to reduce redundancy, capitalize on negotiated agreements, and streamline statewide policies and procedures. Key responsibilities include: administrative support for Data Governance and Access Committee and Multi-state Human Capital Data System data exchange; development, implementation and monitoring of a research data request system/database; in conjunction with Reporting Tools/Data Use Trainers incorporating data governance policy and procedures into the development and implementation of stakeholder data use and certification training and assisting in the development, documentation and publication of protocols, and processes for end users.

Reporting Tools/Data Use Trainers (300% FTE, project funded): These positions will be full time positions and will support the activities of Outcomes 4 and 5. The two HIDOE positions will support 288 HIDOE schools; the one P20 position will support UH and other external stakeholders. 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 use training focused on the use Hoʻokele output relative to school-, research-, and institution-based needs and; training in the use of Hoʻokele

reporting tools and reports; deployment of training materials online; work with Communication Specialist to develop a communication strategies to develop a culture of quality data use.

College Access Portal Trainer (100% FTE, project funded): This position will be full-time for Years One and Two. This position will support school-based counselors, administrators and staff in utilizing the functions of the College Access Portal (CAP). Key responsibilities include: development of training materials on functionality and components of the CAP; implementation of training on the use of the CAP; provision of technical assistance troubleshooting access for counselors, parents or students; development and deployment of training materials online; monitor and assess student/parent/school usage of CAP; development of dashboard indicators of college and career readiness.

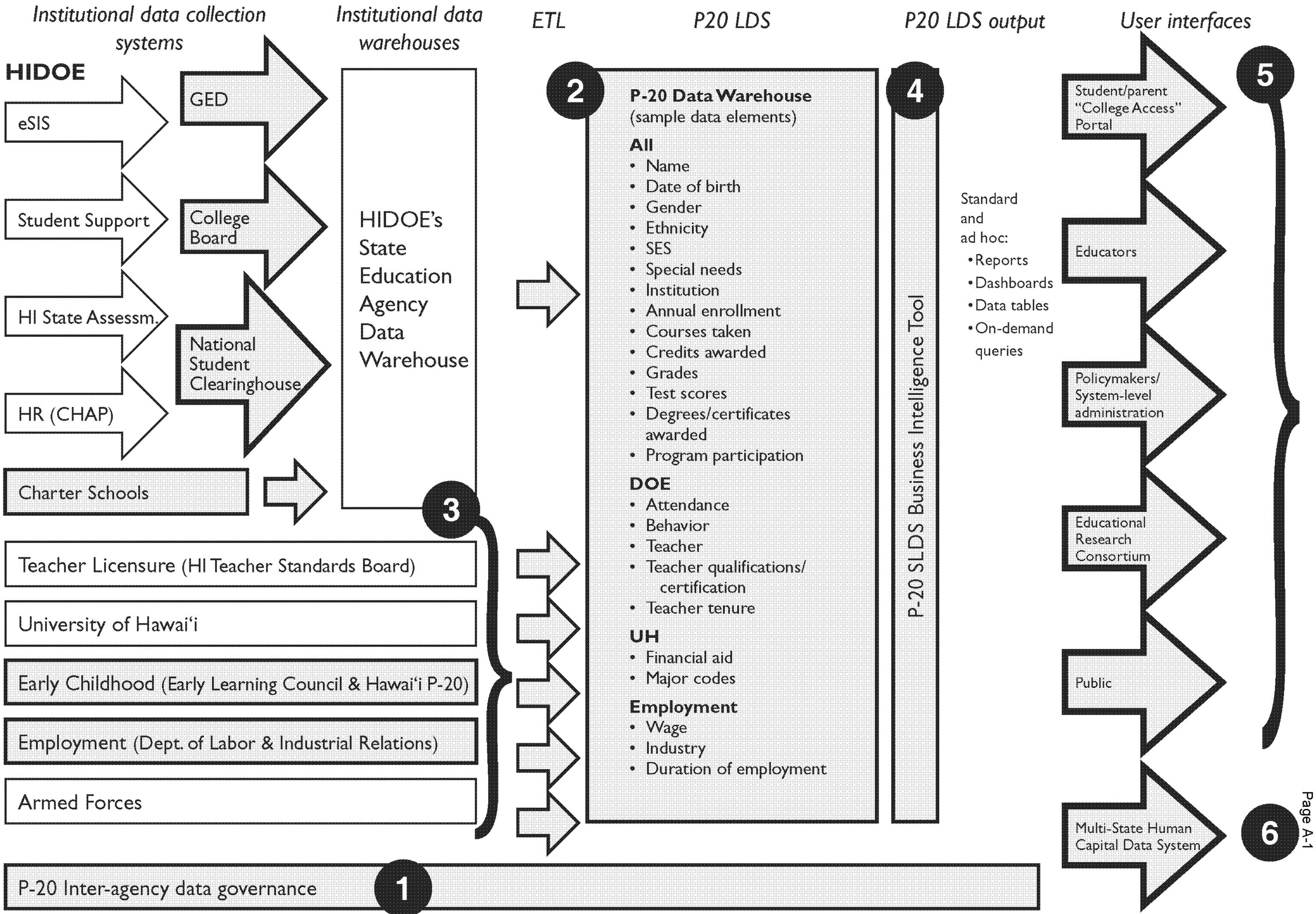
Administrative support: (100% FTE; project funded): This position will be full-time and support the fiscal, personnel and other administrative functions for Outcomes 1-6. Key responsibilities include: processing of procurement, human resources, purchasing, travel, and reconciliation of budgets in compliance with federal, state and university requirements.

Project Narrative

Project Narrative - Appendix A, Optional Attachments

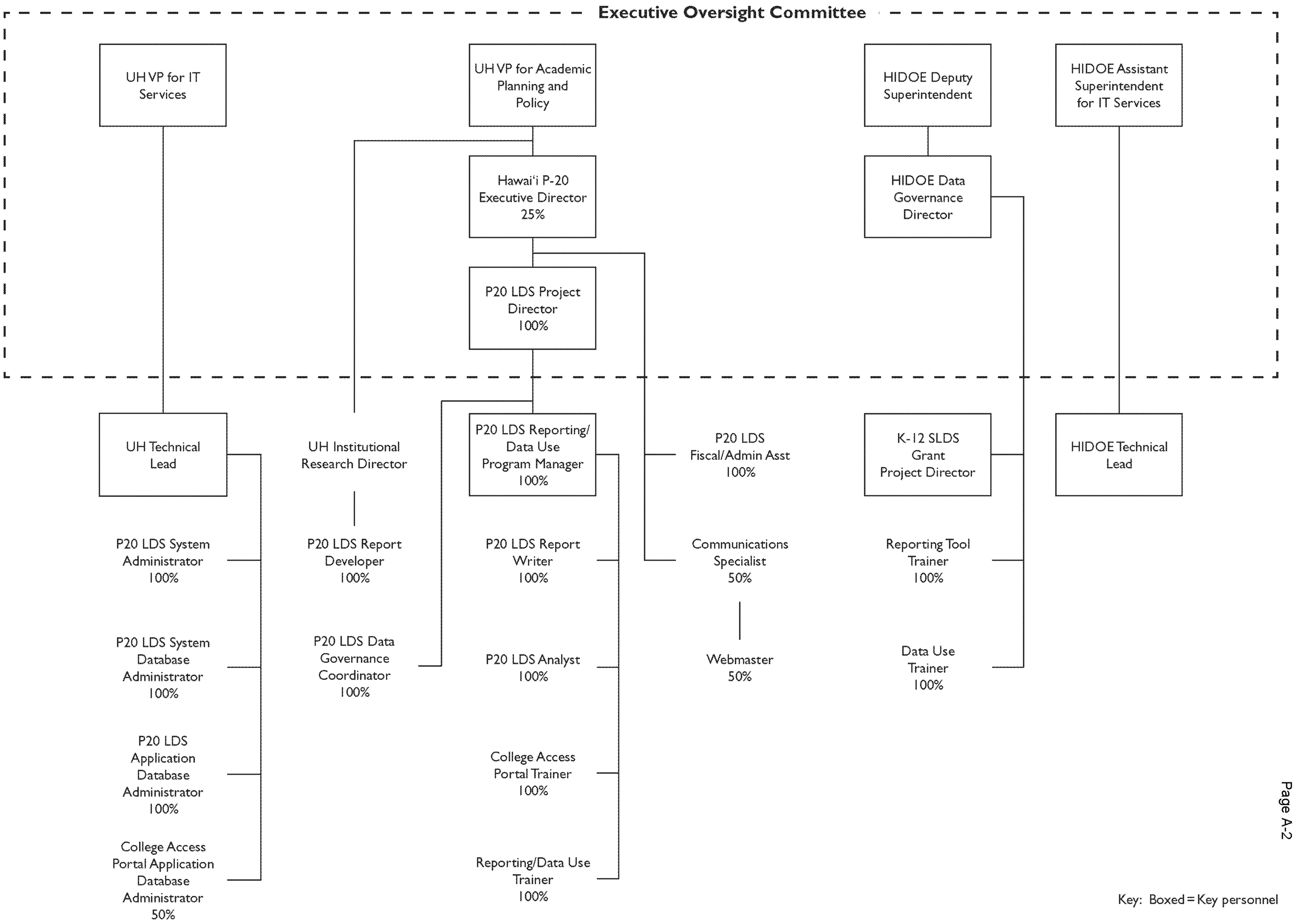
Attachment 1:
Title: **Appendix A - Charts & Letters 1p** Pages: **15** Uploaded File: **Appendix A - Charts & Letters 12-2-09 1p.pdf**

P20 Statewide Longitudinal Data System Concept and Outcomes



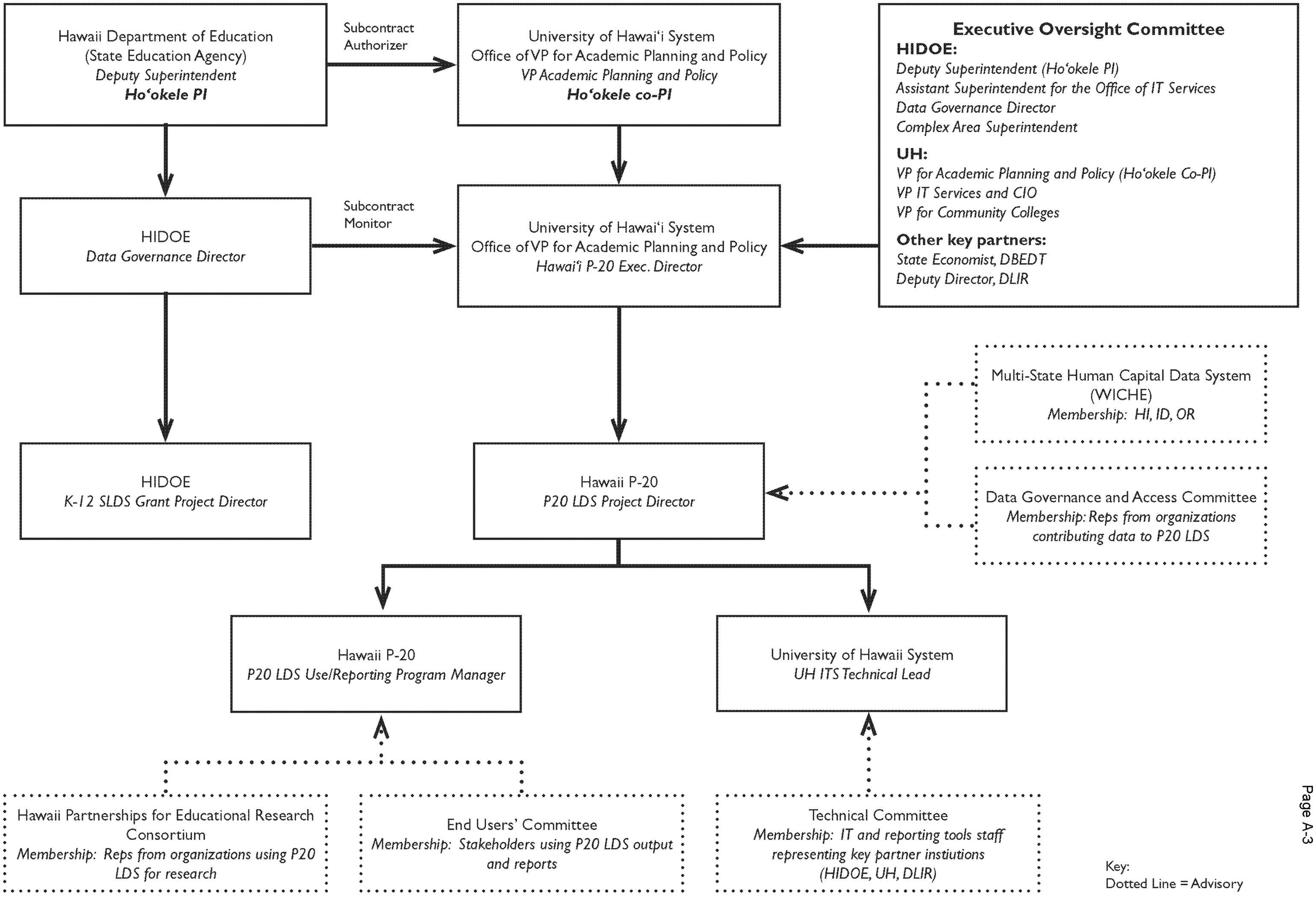
Key: Shaded = P20 LDS Activity/Deliverable Numbered Circle = Outcome

P20 LDS Organization Chart



Key: Boxed = Key personnel

P20 LDS Governance



MEMORANDUM OF UNDERSTANDING

A Partnership between:
Hawai'i Department of Education
University of Hawai'i
Department of Labor and Industrial Relations

This Memorandum of Understanding (herein referred to as "MOU") is entered into by and between the State of Hawai'i, Department of Education ("DOE") whose address is 1390 Miller Street, Honolulu, Hawai'i 96813, the University of Hawai'i ("UH") whose address is 2444 Dole Street, Honolulu, Hawai'i 96822 and the Department of Labor and Industrial Relations, Unemployment Insurance Division ("DLIR", "UID") whose address is 830 Punchbowl Street, Honolulu, Hawai'i 96813 (herein collectively called "Partners") and shall be effective upon the date of the last signature affixed to this MOU by all parties.

PURPOSE

The purpose of this MOU is to enable the sharing of data to support research that will improve the educational and workforce outcomes for the citizens of Hawai'i. The Partners recognize that identifying specific research and evaluation questions is critical in order to determine appropriate access to data. The Partners will establish a *Data Governance and Access Committee* that will determine protocols to assess proposed research questions that inform educational and workforce outcomes and policies, as well as to approve requests for access to data provided by DOE, UH and DLIR based on institutional and role-based affiliation. The Data Governance and Access Committee will consist of representation by the Partners and meet on a quarterly basis, or as warranted.

In order to research questions posed by the Partners, UH, DOE and DLIR require access to individual student and workforce records. The exchange and merging of data and the de-identification of student-level records will enable educational and workforce related research for research, evaluation and audit purposes based on the merged database. For the purposes of this MOU, DLIR is considered to be an agent of the DOE and UH who will outsource data to DLIR for the purposes of evaluation, audit, or education and workforce-related research. DLIR will perform an institutional service by investigating the relationship between educational background and workforce outcomes and other types of related research as approved by the Data Governance and Access Committee.

The Partners enter into this MOU in order to develop a common understanding that all of the Partners to this MOU wish to comply with individual privacy interests and confidentiality rights to whom the data applies. To avoid the inappropriate use of data, the Partners agree to share data in a manner that safeguards the confidentiality of student data as defined by the federal Family Educational Rights and Privacy Act ("FERPA") and workforce data as provided by the Hawai'i Revised Statutes ("HRS") and/or the Hawai'i Administrative Rules ("HAR") and any other applicable laws and regulations. The Partners agree that the data will be used for educational research for the purpose of improving instruction, and that data will be reported in aggregate format rather than at the individual student level.

Further, the Partners agree that if issues/concerns arise with respect to the transmittal or use of data, the Partners, through the Data Governance and Access Committee will address and resolve the issue(s) utilizing resources available to the Committee, including legal counsel as warranted. Until agreement is reached, the data in question will not be transmitted.

PREAMBLE

WHEREAS, DLIR, UH and DOE agree to share unemployment/workforce and student data via Hawai'i P-20 as an administrative unit within the University of Hawai'i, Office of the Vice-President of Academic Planning and Policy, to track participation, performance and improve success throughout the public education and career pipeline.

WHEREAS, the Partners will coordinate the sharing of student and unemployment data concerning students who attend, or have attended DOE schools, and who have or are attending UH by: 1) facilitating the transfer of student and unemployment data from the Partners, and 2) ensuring the confidentiality of records and that the Partner's use of student data is consistent with FERPA, and the use of unemployment/workforce data is consistent with HRS and other applicable laws and regulations.

WHEREAS, the Partners participating in this MOU wish to conduct research to evaluate and improve their respective educational, workforce training, and employment programs through the analysis of demographic, student and wage data concerning public education students who have attended a DOE and/or UH institution, or who are now attending a DOE and/or UH institution.

WHEREAS, it is necessary for the Partners that choose to participate in this MOU to share student and unemployment data for the purpose of verifying student and employment status, evaluating and analyzing their respective educational and training programs and reporting to funding agencies (e.g. the Federal Government, or private foundations) as provided herein.

NOW THEREFORE, the Partners agree to the following terms of this MOU:

1. De-identifying student level data:
   FERPA as amended in 2008, under 34 CFR Section §99.31 (b) De-identified Records and Information recognizes that an educational agency or institution, may release de-identified student level data from education records for the purpose of education evaluation, audit and research by attaching a code to each record, provided that the following conditions are met. The Partners to this MOU agree that:
   a. The educational agency or institution will not disclose any information on how it generates and assigns a record code, or that would allow a recipient to identify a student based on a record code;
   b. The record code is used for no purpose other than identifying a de-identified record for purposes of education research and cannot be used to ascertain personally identifiable information about a student;
   c. The record code is not based on a student's social security number or any other personal information; and
   d. Hawai'i P-20 will coordinate the matching and de-identification of student-level records in order to protect the confidentiality and privacy of individual students.

2. Student and Unemployment Insurance Data Sharing:
   The Partners shall share student and unemployment insurance data which shall be provided at least annually, consistent with the dates agreed to by the Partners. Said data shall be provided in the manner and form agreed to by the designated representatives from the Partners.

   Under the guidance of the Data Governance and Access Committee, Partners will establish data coding, formatting and cleaning protocols. Partners are responsible for data cleaning as

specified by data coding and formatting procedures. Data uploads will occur as established by a timeline that is mutually determined by the Partners. The exchange of confidential data between the DOE, UH, DLIR to Hawai`i P-20 will be done via a secured data transfer mechanism, and will be subject to a separate written agreement requiring compliance with all applicable federal and state laws.

The types of data to be shared consists of demographics, wage/unemployment insurance data, graduation and diploma information, program/major, student transcript records, student test scores (e.g. Scholastic Achievement Test, Hawai'i State Assessment, placement test scores), survey data (e.g. Senior Exit Plans Survey) and other data as specified and agreed upon by partner representatives, through the Data Governance and Access Committee.

The use and distribution of the data will be determined by the University of Hawai'i President or designee, in consultation with the Director of DLIR or designee, and with the DOE Superintendent or designee. The Partners and its authorized representatives shall strictly adhere to the use and distribution decision.

At a minimum, each Partner will provide the following:

1. DOE:
   a. Student course taking (including grades, credits attempted and earned); diploma award information; student demographics.

2. UH:
   a. Student course enrollment (including grades, credits attempted and earned); program/major degree award information; test/placement scores, student demographics.

3. DLIR: Unemployment Insurance ("UI") data
   a. Employee name (first and last), social security number, wages, and employer account number.

4. Approved Uses of Data
   a. Matching of the Data to the Correct Person: Personally identifiable student and unemployment records that are matched upon the agreement on behalf of the Partners, are limited to satisfying, or contributing to evaluation, research and reporting requirements related to student educational or workforce outcome measures that must be specified in advance and approved by the Data Governance and Access Committee.

   b. Redaction of Identifiable Information After Matching: Once matched, personal identifiers, such as identification numbers assigned by DOE or UH, or social security numbers will be removed from all student- and worker-level data in order to ensure the confidentiality of all records. Data will be de-identified as specified by Item 1 De-identifying student level data. Once de-identified, the confidentiality of code source shall be strictly adhered to.

5. Legal Authority/Justification pertaining to DLIR, UI data
   DLIR, UID is the state agency charged with the administration of state UI law and stores information on employers in this State as prescribed by HRS §383-94 of the Employment Security Law, and HAR §12-5-17.

Legal authority for the release of UI data by UID is found in HRS §383-95 and the related regulations, HAR §12-5-211, 12-5-215, 12-5-219 and 12-5-220. Disclosure of UI data to a state agency shall be considered to be in the public interest only if such disclosure is in connection with its public duties and the information so disclosed will be used for the performance of such public duties, and the Director of DLIR has deemed that that the disclosure to DOE and UH meets these criteria. All UI data is considered confidential and authorized or requesting agencies shall enter into a confidentiality agreement with DLIR, UID in order to disclose information from employing units.

6. Confidentiality of Data

The Partners shall maintain the confidentiality of any and all data shared under this MOU. The confidentiality requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU. To ensure the continued confidentiality and security of the data processed, stored, or transmitted under this MOU, the entities shall establish a system of safeguards that will at minimum include the following:

a. Procedures and systems that ensure all data are kept in secured facilities and access to such data is limited to personnel who are authorized to have access to said data under this MOU.

b. All MOU Partners, their staff and/or faculty at the participating state agencies involved in receiving, handling, transmitting, and processing data provided under this MOU will be required to execute a confidentiality agreement requiring said personnel to maintain the confidentiality of all student and unemployment insurance data that contain personally identifiable information.

c. Procedures and systems shall be developed and implemented and shall require the use of secured passwords to access computer databases used to process, store, or transmit student or workforce data provided under this MOU.

d. Procedures and systems, such as good practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit student data provided under this MOU.

e. Procedures and systems shall be developed and implemented that ensure that all confidential student data processed, stored, transmitted under this MOU shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said student or unemployment insurance data.

f. The procedures and systems developed and implemented to process, store, or transmit data provided under this MOU shall ensure that FERPA and Hawai'i law relating to the privacy rights of students' educational records insofar as such laws are applicable to the parties to this MOU are complied with pursuant to HAR §20-20-3 Title 20, University of Hawai'i Chapter 20 Protection of Educational Rights and Privacy of Students, University of Hawai'i Executive Policy – Administration E2.214 Security and Protection of Sensitive Information and HAR §12-5-220.

g. The operational procedures and systems developed and implemented shall provide contingencies to ensure that unauthorized access to personally identifiable information is reported appropriately in accordance to HRS Chapter 487N.

7. Entire Agreement
This MOU states the entire agreement between the Partners with respect to its subject matter supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.

8. Execution
Each person signing this MOU on behalf of the Partners represents that he or she has authority to sign on behalf of and to bind such party.

9. Assignment
None of the signatories to this MOU or the state agencies he or she represents may assign their rights, duties, or obligations under this MOU, either in whole or in part.

10. Severability
If any provision of this MOU is held to be illegal, invalid, or unenforceable, such provision shall be fully severable. This MOU shall remain in full force and effect, unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this MOU.

11. Waiver
Waiver by any Partner to this MOU of any breach of any provision of this MOU or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this MOU shall not operate as a waiver of such right. All rights and remedies provided for in this MOU are cumulative.

12. Modification and Amendments
This MOU may be amended or modified at any time by mutual agreement in writing of the Partners to this MOU. The Partners further agree to amend this MOU to the extent amendments are required by an applicable law or policy issued by an appropriate regulatory authority, if the amendment does not materially affect the provisions of this MOU. However, if new laws, policies, or regulations applicable to the Partners are implemented which materially affect the intent of the provision of this MOU, the Partners through their authorized representatives shall meet within a reasonable period of time, e.g., within twenty (20) business days from the date of notice of such change of law, policy, or regulations to confer regarding how and/or if those laws, policies, or regulations will be applied or excepted.

13. Termination
Any Partner to this MOU may terminate its participation by delivering a written notice of its intent to terminate said participation within thirty (30) days of the effective date of termination to the Superintendent of State of Hawai'i Department of Education, President of University of Hawai'i and the Director of the Department of Labor and Industrial Relations. All data which is developed, prepared, or assembled prior to the effective date of termination shall be delivered to the respective educational institution.

14. Terms of this MOU
This MOU shall be in effect for the period commencing from the Effective Date as noted in paragraph 1 of this agreement until participation is terminated as noted in Item 13 Termination. Early termination of this MOU by any Partner shall not affect the data already shared by the terminating party.

State of Hawai'i
Department of Education

Patricia Hamamoto
Superintendent

Date 10.13.09

University of Hawai'i

M.R.C. Greenwood
President

Date 10.13.09

State of Hawai'i
Department of Labor and Industrial Relations

Darwin Ching
Director

Date 10/12/09

October 1, 2009

LINDA LINGLE
GOVERNOR

PATRICIA HAMAMOTO
SUPERINTENDENT

STATE OF HAWAI'I
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAI'I 96804

OFFICE OF THE SUPERINTENDENT

November 25, 2009

Dr. Tate Gould
Institute of Education Statistics
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW Room 9023
Washington, DC 20006-5651

RE: Letter of Agreement for grant application to the U.S. Department of Education, Statewide Longitudinal Data System grant opportunity (CDFA 84.384)

Dear Dr. Gould:

On behalf of the Hawaii State Department of Education (HIDOE), I would like to convey HIDOE's commitment to partnering with the University of Hawaii System, State Department of Labor and Industrial Relations, State Department of Business, Economic Development and Tourism, Early Learning Council, and various agencies and organizations throughout Hawaii to facilitate the planning of a state longitudinal data system for educational improvement. This P-20 State Longitudinal Data System (SLDS) will increase transparency, accountability and educational outcomes to support workforce and economic development in the state.

The proposed P-20 SLDS will track student data longitudinally through Hawaii's public educational systems and into the workforce in order to improve education, shape educational and workforce policy development, guide resource allocation decisions and document program improvements. As an integral part of determining policy and being able to make data-based decisions to improve the effectiveness of our educational system, HIDOE is committed to this project and to making future funding for the project a priority to ensure sustainability after ARRA project funding ends.

HIDOE, the only statewide public school system in the nation, is one of the largest government agencies in the State, comprised of 257 public schools (not including 31 charter schools) providing general and special education for grades kindergarten through 12 for more than 178,000 students.

As a recipient of a 2009 SLDS grant, HIDOE is currently developing its K-12 longitudinal data system to enable teachers, school officials and policymakers to access the appropriate data in a secure and user-friendly environment. HIDOE is eager to expand beyond the K-12 longitudinal data system's potential toward a seamless P-20 system designed to support informed decision making and continuous improvement of our education system. The ability to use longitudinal data to answer policy questions regarding incoming students' readiness for school and their

experiences beyond K-12 will provide invaluable information about how HIDOE can better support all students in the Hawaii public schools. In addition, longitudinal data provide HIDOE leadership with essential data that help inform alignment in curriculum within HIDOE and in transitioning students to the University of Hawaii, as well as inform advising, master scheduling, student assignment, and students' college preparation.

For this P-20 SLDS project, HIDOE, as the State Educational Agency (SEA), has enlisted the collaborative efforts of the University of Hawaii P-20 Partnerships for Education, a statewide partnership led by the Good Beginnings Alliance, HIDOE, and the University of Hawaii System that is working to strengthen the educational pipeline from early childhood through higher education so that all students achieve career and college success. This partnership is part of a longstanding collaboration and is based on P-20's leadership and proven track record in implementing groundwork longitudinal data systems such as the Hawaii Partnership for Student Success (HI-PASS). HI-PASS is a partnership led by P-20 between HIDOE and the University of Hawaii that analyzes patterns of student participation and outcomes from grade 7 through college in Hawaii's public school systems to inform campus, HIDOE, University of Hawaii and state practices and policymaking.

Furthermore, I understand the nature of the commitment in time, space, and resources to the project that will be required if our application is funded. I request that the U.S. Department of Education give this grant submission the highest consideration for funding and implementation.

If you have any questions, please contact Christina Tydeman, Data Governance Director, by email at christina_tydeman@notes.k12.hi.us or call (808) 586-3228.

Very truly yours,

Patricia Hamamoto
Superintendent

PH:mo

M.R.C. Greenwood, Ph.D.
President

UNIVERSITY of HAWAI'I® SYSTEM

November 19, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

I would like to express my strong support for the Hawai'i State Department of Education's application for the U.S. Department of Education's Statewide Longitudinal Data System grant program (CFDA 84.384). The University of Hawai'i is pleased to partner with the Hawai'i Department of Education and other state agencies to establish a P-20 Statewide Longitudinal Data System (SLDS).

As the new President of the University of Hawai'i System, I have been impressed by the strong P-20 partnership of the DOE, UH and Good Beginnings Alliance. UH is pleased that DOE has delegated to us the P-20 SLDS development to link data among agencies across the education pipeline from early childhood through workforce. The P-20 SLDS tool is key to evaluating and improving teaching and programs to achieve the Hawai'i P-20 Council's goal of 55 percent of working age adults having a 2- or 4-year college degree by 2025 as well as UH Strategic Performance Indicators to meet the state's education and workforce needs.

The UH is committed to the leadership role for the P-20 SLDS. Our Hawai'i P-20 staff will coordinate planning, development, and use of longitudinal student and workforce data. UH information technology and institutional research staff have been involved in P-20's prior proof of concept projects to link K-12 and higher education data and in defining technological and human capacity needed to implement the P-20 SLDS. UH will continue to support and champion implementation, effective use and sustainability of this important tool to improve educational outcomes for our students and the state.

Please give our application your consideration. Thank you.

Sincerely,

M.R.C. Greenwood

2444 Dole Street, Bachman Hall
Honolulu, Hawai'i 96822
Telephone: (808) 956-8207
Fax: (808) 956-5286
Email: mrcgreen@hawaii.edu
An Equal Opportunity/Affirmative Action Institution

LINDA LINGLE
GOVERNOR

DARWIN L.D. CHING
DIRECTOR

COLLEEN Y. LaCLAIR
DEPUTY DIRECTOR

STATE OF HAWAII
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS
830 PUNCHBOWL STREET, ROOM 321
HONOLULU, HAWAII 96813
www.hawaii.gov/labor
Phone: (808) 586-8842 / Fax: (808) 586-9099
Email: dlir.director@hawaii.gov

November 30, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

The Hawaii Department of Labor and Industrial Relations (DLIR) supports the Hawaii Department of Education's (DOE) application for the Statewide Longitudinal Data System (SLDS) grant (CFDA 84.384). The application supports the partnership of the DLIR, DOE, University of Hawaii (UH), Hawai'i P-20 Partnerships for Education, Workforce Development Council (WDC) and other agencies to develop a P-20 statewide longitudinal data system containing inter-agency data.

The DLIR is responsible for ensuring and increasing the economic security, well-being and productivity of Hawai'i's workers. The department administers the Unemployment Insurance program as well as the Workforce Investment Act funds. As the DLIR's Director, I am a member of Governor Linda Lingle's Cabinet.

The proposed P-20 SLDS will track students through Hawai'i's public educational systems and into the workforce in order to shape educational and workforce policies, guide resource allocation decisions, and document program improvements. This grant will build upon the on-going effort of the DOE, UH, State Department of Business, Economic Development and Tourism, DLIR and Hawai'i P-20 to develop a statewide longitudinal data system to inform our decision making and planning as well as meet the requirements of the American Recovery and Reinvestment Act.

On October 13, 2009, DOE Superintendent Patricia Hamamoto, UH President M.R.C. Greenwood and I signed a Memorandum of Understanding agreeing to share data that will support research designed to improve the educational and workforce outcomes of Hawaii's students. The proposed P-20 statewide longitudinal data system will include early childhood education, K-12, higher education and employment data. The DLIR supports the inclusion of employment data from the state's Unemployment Insurance records. The P-20 SLDS will provide reports linking training programs and employment outcomes of participants which will

be used to evaluate and improve education and training programs. The longitudinal data will inform workforce development planning and strategies.

As DLIR Director, I am fully committed to the goals of this project and will give my full support to the DLIR's contribution of data to the P20 SLDS, using the longitudinal data for planning, and implementing and facilitating inter-agency cooperation. I will continue to support the participation of Mr. Ryan Markham of the DLIR Director's Office, on the P20 SLDS Executive Oversight Committee.

Thank you for giving this application your highest consideration. Should you have any questions, please call me at (808) 586-8844.

Sincerely,

DARWIN L.D. CHING

1 Introduction

Claraview is excited about the opportunity to help the Hawai'i Department of Education (DOE) and the University of Hawai'i (University) further establish a culture of research, accountability and performance management in education. We are pleased to present our response to the Hawai'i Statewide Longitudinal Data System Request for Information (RFI) and look forward to the opportunity to establish a partnership with the University and the DOE. Claraview has identified multiple technical options within this response and looks forward to future conversations with the University and the DOE to identify the solution that best fits the needs and requirements of Hawai'i.

Claraview is a professional services firm that focuses exclusively on data warehousing and business intelligence (BI) solutions with a practice that specializes in education analytics including building and deploying statewide longitudinal data systems (SLDS). All aspects of our business are dedicated to constructing high-quality decision support systems for clients.

In 2008, Teradata - the world leader in data warehousing solutions – acquired Claraview. Since the acquisition, Claraview has continued to perform as a platform-independent decision support system (DSS) integrator. Claraview's experienced professionals specialize in DSS tools that include products from IBM Cognos, Microsoft, MicroStrategy and SAP Business Objects on a variety of databases such as SQL Server, Oracle, and Teradata giving Claraview the ability to identify the right technical toolset for each client.

Within the education industry, Claraview is a proven integrator on SLDS projects offering solutions designed specifically for education organizations. Claraview has developed the Education Analytics Maturity Model (**Appendix A)** which, when combined with the *Claraview Way* methodology, provides an education-specific framework for delivery of high-value decision support and data warehousing products in the education sector. These methods and their associated intellectual assets enable a quick start to projects and guarantee quality solutions. Claraview tailors these tools and customizes its offerings to the client's unique needs and requests. Our emphasis is on constructing the right solution for each client situation.

Our project-based approach to solving problems provides bounded solutions focused on helping our clients attain their education data system objectives. Claraview's methodology emphasizes the training and knowledge transfer of our data warehouse and DSS expertise to our clients. We are dedicated to making clients successful and self-sufficient.

Claraview
a division of TERADATA
This document contains trade secrets and should be considered confidential.

Project Narrative

Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:
Title: **Appendix B - Resumes Final** Pages: **29** Uploaded File: **Appendix B - Resumes Final.pdf**

Appendix B. Resumes of Key Personnel

1. Kathryn Matayoshi, HIDOE Deputy Superintendent (Principal Investigator)
2. Linda K. Johnsrud, UH Vice President of Academic Planning and Policy (co-Principal Investigator)
3. David C. Wu, HIDOE Acting Assistant Superintendent Office of Information Technology Systems
4. David Lassner, UH Vice President for Information Technology Services and Chief Information Office
5. Christina Tydeman, HIDOE Data Governance Director
6. Tammi Chun, Hawai'i P-20 Executive Director
7. Richard Kohnke, UH Manager of Data Warehousing (UH Information Technology Services Technical Lead)
8. Gary Sanehira, HIDOE Enterprise Datawarehouse Project Manager (HIDOE Technical Lead)
9. Dean Yoshida, HIDOE Project Management and Contracts Specialist (HIDOE 2009 SLDS Grant Project Director)
10. Jean Osumi, Hawaii P-20 Senior Associate for Academic Planning and Evaluation (P20 LDS Data Reporting/ Use Manager)

KATHRYN S. MATAYOSHI
(b)(6)
Office: (808) 586-3316 (b)(6)
E-mail: Kathryn_Matayoshi@notes.k12.hi.us

WORK EXPERIENCE:

- **Department of Education**, Deputy Superintendent May 2009 – present.
  Department lead for ARRA planning and related activities; lead on Superintendent's team for business operations; acting Chief Information Officer (September 2009 to present) during recruitment of CIO.

- **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 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 State 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 49th to 3rd 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:

- 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 – present)*
- 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 - present)*
- Japanese Cultural Center *(Board of Governors, 2007 - present)*
- Good Beginnings Alliance, Board of Directors *(President 2002 – 2004)*
- YWCA of O'ahu; Board of Directors *(1995 - 2002; Chairman of the Board 2002)*

Appendix B – Resumes
Kathryn Matayoshi (3 pages)

LINDA K. JOHNSRUD
Vice-President for Academic Planning and Policy
University of Hawai'i System
2444 Dole St., Bachman Hall 204, Honolulu, HI 96822

PROFESSIONAL EXPERIENCE

Vice-President for Academic Planning and Policy, University of Hawai'i System, 2003 to present, appointed March 2006. (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; monitor articulation and transfer policies; serve as system accreditation liaison.

Professor, Educational Administration, University of Hawai'i at Mānoa, promoted 1996.
Associate Professor, University of Hawai'i at Mānoa, tenured and promoted 1993.
Assistant Professor, University of Hawai'i at Mānoa, appointed 1988; appointed to the Graduate Faculty, 1990.

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

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

Commissioner, Western Association of Schools and Colleges (WASC), Accrediting Commission for Senior Colleges and Universities, elected 2007, term 2007-2010. Chair, Structural Change Committee. Member, Audit Committee. Member, WASC Executive Council.

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.

Board nominee, Aloha United Way (AUW), appointed 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.

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.

FUNDED RESEARCH AND DEVELOPMENT PROJECTS

Principal Investigator, P-3 Initiative: Capturing the Momentum, W. K. Kellogg Foundation, University of Hawai'i Foundation, 2007-2015. ($10,000,000)

Co-Principal Investigator with Shirley Daniel, Hawai'i GEAR UP, US Department of Education, 2005-2011. ($15,361,900)

Principal Investigator, Hawai'i P-20 Planning Grant, W. K. Kellogg Foundation, University of Hawai'i Foundation, 2004-2005. ($500,000)

Principal Investigator with Jocelyn Surla, Diversity and Equity Initiative, University of Hawai'i at Mānoa, for a study on social networks among diverse students, 2002-2003. ($2,780)

Co-Principal Investigator with Violet Harada and Lynn Tabata, New Economy Research Grant, University of Hawai'i, faculty use of technology for distance learning, 2002-2003. ($39,910)

Principal Investigator, Millennium Project, University of Arizona, for a university-wide study of the quality of work lives of appointed personnel and civil service staff, 2001-2002. ($42,000)

Principal Investigator, Alternative Delivery Funds, University of Hawai'i, for the support of College of Education faculty training and development in educational technology, 1997-2000. ($120,000)

Research Support, National Education Association, for manuscripts on Higher Education Support Personnel for the NEA Almanac, 1998 to 2004. ($4,000 annually plus travel to annual meetings)

Principal Investigator, University of Hawai'i Office of Planning and Policy, to conceptualize a study of student course-taking patterns, summer 1998. ($5,000)

Research Relations Award, University of Hawai'i, to support research project: Faculty Quality and Diversity: A Rarely Articulated Debate, 1994. ($4,739)

Principal Investigator, Barriers to Tenure for Women and Minorities, institutional research study sponsored by the University of Hawai'i at Mānoa, 1990-92. ($57,000)

Principal Investigator, Junior Faculty Mentoring Program, study sponsored by the University of Hawai'i at Mānoa Office of Faculty Development and Academic Support, 1991-93. ($6,500)

Research Relations Award, University of Hawai'i, to support research project: Scholarly Performance and Productivity in Korean Universities: An Exploratory Study, 1990-91. ($2,175)

INTERNATIONAL CONSULTING/PRESENTATIONS

Beijing, China. Fall 2009. Chaired invited panel presentation at the Beijing Forum on the "Global Fiscal Crisis and Higher Education."

Perth, Western Australia. Spring 1995. Served as consultant to Murdoch University and Curtin University to launch Faculty Women Mentoring Programs. Invited speaker at University of Western Australia, Leadership Development for Women Program.

Guam. Summer 1992. Consultant to Guam Community College. Presented workshop on Faculty Development and the Role of the Academic Chair.

Tokyo, Japan. Summer 1990. Invited address to the Educational Reform Research Group (research university faculty group). Topic: "Current Trends in Higher Education in the US and Japan."

Seoul, Korea. Summer 1990. Faculty exchange program with Dankook University. Research

Project with Ewah Womans University and Yonsei University.

EDUCATION

Ph.D. in Higher Education, with cognate in Sociology. Department of Educational Policy and Leadership. The Ohio State University, Columbus, Ohio. August, 1988.

M.S. in College Student Personnel Administration. Western Illinois University, Macomb, Illinois. November, 1975.

B.S. in English Education. University of Wisconsin, Madison, Wisconsin, June, 1971.

Publications & Presentations available on full vitae at
http://www2.hawaii.edu/~johnsrud/index.html

Appendix B – Resumes
Linda K. Johnsrud (3 pages)

David C. Wu
(b)(6)

SUMMARY

Over 20 years of experience in technology leadership. 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 department processes to raise quality of products and decrease time to implementation. Demonstrated capability to rapidly build an organization of highly qualified individuals, while maintaining high retention rates. Experienced in gaining consensus and articulating organizational vision.

Education

University of California, Berkeley
B.A., Computer Science
May 1989, Major GPA: 3.8

Experience

Acting Assistant Superintendent, Office of Information Technology Systems
Hawaii Department of Education, Honolulu, HI **11/09 to present**

Senior Director, Systems Development
Hawaiian Airlines, Inc. Honolulu, HI **3/2007 – 5/2009**

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, Software Development Lifecycles (SDLC), IT Governance process, separation of duties (SOD), and SOX/PCI compliance requirements. Responsible for interfacing directly with Project Management Office (PMO) to resource more than 30 simultaneous projects and resolve project roadblocks.

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 the other venues to www.HawaiianAir.com.
- Led gap analysis study to evaluate the lack of actionable business information within the enterprise and presented findings and recommendations to executive team.

- Led build and release of a completely redesigned SharePoint based employee web portal 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.
- When CIO is out of office, selected to act in his capacity in budget appropriations, attending Operations Committee executive meetings, invoice approval, and issue escalations.
- Sit in on Infrastructure/Networking operations committee meetings, make recommendations and assists in management process.

IBM Corporation, San Jose, CA **4/2001 – 3/2007**
Senior Engineer, RFID Development **7/2006 – 3/2007**
Responsible for spearheading automation work for v1.0 products, streamlining team development processes, and mentoring the QA team.

- Led establishment of metrics for measuring and monitoring team performance and progress.
- Partnered with PMO (Project Management Office) to coordinate all development projects. Completed some limited PMP certification coursework.
- 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 experience 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 of 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 organization. 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.

Skills

- **Languages/technologies:** XML, AJAX, .NET Java, C, Pascal, Fortran, SQL, PL/SQL, Lisp, Scheme, HTML, Pro*C
- **Software:** SharePoint, MS Project, Web Sphere, Tomcat, SQL*Forms, Web Logic, MS Visual C++, FrameMaker, WebWorks, SDLX, Photoshop
- **Operating Systems:** Windows Vista/XP/Server 2003, Linux, Unix, Sun Solaris, IBM AIX
- **Other:** Fluent in Cantonese, proficient in Mandarin.

DAVID LASSNER
Vice President for Information Technology & Chief Information Officer
University of Hawaii

Education

Ph.D. in Communication and Information Sciences - University of Hawaii, 1998
Dissertation Topic: "Global Telecommunications Standardization in Transition: Impacts on Southeast Asia"
Primary Comprehensive Areas: Computer Systems; Data Communications
Secondary Comprehensive Areas: Policy & Planning; Quantitative Modeling

M.S. in Computer Science - University of Illinois at Urbana-Champaign, 1981
University of Illinois Fellowship
Thesis: "A Comparison of Computer Assisted Instruction Drill Procedures"

A.B. in Economics - University of Illinois at Urbana-Champaign, 1976
Summa cum Laude, with Departmental Distinction, Phi Beta Kappa
Senior Honors Thesis: "A Comparison of Statistical Tests for Heteroscedasticity"

Employment

Chief Information Officer, Vice President
University of Hawaii: 1994 -

Serve as the University's first Chief Information Officer, with responsibility for designing, implementing and directing a new integrated organization to support academic computing, administrative computing, distributed learning technology and voice, data and video telecommunications for the statewide system of higher education comprised of 10 campuses and 5 education centers on 6 islands. Represent the University in a variety of state, regional, national and international boards, committees, meetings and symposia regarding information technology, telecommunications and distributed learning. Serve as a member of the UH President's Senior Staff and UH-Manoa Chancellor's Manoa Executive Team.

Prior Experience

Directed University's first distance learning support organization, developed University's first strategic plan for information technology, designed & developed statewide data networks, developed campus television system, managed academic technology customer support services, designed/developed/offered technology training workshops for University community, managed statewide computer-assisted instruction project, developed computer assisted instruction courseware in large federally funded curriculum projects. Served as Research Fellow at East-West Center (1 year).

University Teaching Experience (Online and Classroom)

Telecommunications Planning & Management (COM684)
Distance Education Technology (ETEC 697 - graduate)
Electronic Commerce (DS 660 - graduate - MBA)
Programming and Algorithms I (ICS 267 - undergraduate)
Computer Based Learning (CS 381 - undergraduate)
Programming for Computer Based Learning (CS 382 - undergraduate)

Publications

"Information Technology." In L. K. Johnsrud and V. J. Rosser (eds.), Midlevel Administrators: Profiles and Pathways, New Directions for Higher Education Series, San Francisco: Jossey-Bass, 2000.

"Global Telecommunications Standardization in Transition" in Jussawalla, M. *Telecommunications: A Bridge to the 21st Century*, Elsevier Science B.V, Amsterdam, 1995.

"Hawaii FYI Videotex Project" in Kuo, C.Y. and Ho, K.C. *Videotext Development in the Asia-Pacific: Policy, Marketing and Implications*, Asian Mass Communication Research and Information Centre, 1995.

Numerous Conference Proceedings and Presentations

Numerous Published Computer Assisted Instruction lessons (PLATO)

Major Extramural Projects

Principal Investigator, Air Force Research Lab
Maui High Performance Computing Center (MHPCC), $181,000,000, 2001-2011

Principal Investigator, DoD High Performance Computing Modernization Office
Defense Research and Engineering Network, $255,000/yr, 2001-
"Hawaii Connectivity Project"

Principal Investigator, National Science Foundation
Advanced Networking Infrastructure, $393K, 1999-2001
"Hawaii High Performance Internet Connection" (Internet2)

Principal Investigator, National Science Foundation
Networking Infrastructure for Education Program, $2.1M, 1994-98
"HERN: Hawaii Education and Research Network"
(K12 and Higher Ed transformation through educational networking)

Professional Activities – Highlights

CAUDIT (Council of Australian University Directors of IT)
Faculty Member for CAUDIT-EDUCAUSE Management Institute

EDUCAUSE (EDUCOM and/or CAUSE)
EDUCAUSE Board Member, Net@Edu Advisory Board, Recognition Committee Member and Chair, Management Institute Faculty Member, Nominations & Elections Committee Member and Chair, Constituent Group Founder & Leader, Conference Committee Member, Conference Presenter, Workshop Presenter

Hawaii Broadband Task Force - Chair

Hawaii Educational Networking Consortium - Founding Member

Hawaii High Technology Development Corporation
Board of Directors (Gubernatorial Appointment, Senate Confirmation), Federal Programs Committee Chair

Hawaii Public Broadcasting Authority – Board Member

Internet2 – Internet2 Board Member, Applications Strategy Council Chair, Governance & Nominations Committee Member and Chair.

Internet Society
Former: INET Conference Committee, INET Program Committee, INET Host (1995), Education Workshop Coordinator, ThinkQuest Head Judge, Hawaii Chapter Founder & Chair

Internet Equal Educational Access Foundation (IEEAF) - Founding Board Member, Past-Treasurer

Kuali Foundation and Financial System – Founding Board Member

Pacific Northwest Gigapop – Board Member

Pacific Telecommunications Council – President and Board Chair, Vice President, Conference Chair, Executive Board Member.

WICHE Western Cooperative for Educational Telecommunications
Founding Steering Committee Member, Steering Committee Chair (twice), Executive Council Member and Chair, Program Committee, Recipient of Richard W. Jonsen award for Service to Educational Telecommunications (2000)

Appendix B – Resumes
David Lassner (3 pages)

Christina Klassen Tydeman

EDUCATIONAL BACKGROUND

Degrees

PhD – Educational Psychology, 2009	University of Hawaii, Honolulu, HI
MS – Curriculum and Instruction, 1999	Dominican College, San Rafael, CA
BA – Speech and Drama, 1982	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	present
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, 4th and 6th grade, Upper Lake Elementary/Middle Schools	1986-2000

EDUCATIONAL ACCOMPLISHMENTS

LEADERSHIP

- Orchestrate the development of an effective data governance system within the Dept. of Education
- 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 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).

Appendix B – Resumes
Christina Tydeman (3 pages)

- 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.

ORGANIZATIONAL MANAGEMENT

- Coordinate the data cleaning tasks associated with NCLB and AYP, such as Pre-Appeals requests regarding the Participation Rate Count 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 , School Quality Survey , and the School Exit Plans Survey.
- Assist in the coordination of the Middle School Mapping project.
- School Assistance and Intervention 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 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.

Appendix B – Resumes
Christina Tydeman (3 pages)

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 growth targets and achieve Adequate Yearly Progress.
- 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.
- Assessment For Learning – Training of Trainers
- California Subject Matter Projects – Leadership Academies, Open & Invitational Summer Institutes, Mathematics Replacement Units
- Identification & Determination of Hate-Motivated Behavior Workshop

HUMAN RESOURCES

- Supervise an organizational section – consisting of Educational Officers and classified staff – in the completion of evaluation, grant development and writing, and research analysis duties.
- Oversee the contract performance of School Quality Survey vendors.
- Supervise clerical support staff.
- Assist teachers to self-assess classroom performance through regular consultations, classroom observations and pre/post conferences.
- Provide peer-coaching training to beginning administrators.
- Present Advanced Peer Coaching and California Standards for the Teaching Profession (CSTP) Administrators' Trainings.
- Coordinate countywide trainings for clear credentials in compliance with NCLB's Highly Qualified Teacher requirements.
- Perform duties as North Shore Teachers' Association President and Chief Negotiator.

PROFESSIONAL ACTIVITIES

- Data Forum STAT 2009 – National Center for Education Statistics (NCES)
- Decision Support Architecture Consortium (DSAC)
- Accountability Systems & Reporting Consortium (ASR) – State Collaborative on Assessment and Student Standards (SCASS), Council of Chief State School Officers (CCSSO)
- Phi Delta Kappan – member
- Association for Supervision and Curriculum Development (ASCD) member

Appendix B – Resumes
Christina Tydeman (3 pages)

TAMMI J. CHUN
• University of Hawai'i • 2444 Dole Street • Honolulu, HI 96822 • 808/783-4746 •
e-mail: *tammi.chun@hawaii.edu*

EDUCATION

University of Southern California Rossier School of Education Los Angeles, CA
Ed.D. Educational Administration, Anticipated May 2010. Dean's List. Dissertation on identifying indicators of Hawaii high school freshman being "on track" for high school graduation and college enrollment using logistic regression and longitudinal K-12 and National Student Clearinghouse data.

John F. Kennedy School of Government, Harvard University Cambridge, MA
Master in Public Policy, 1996. Woodrow Wilson Fellow in Public and International Affairs. Policy Analysis Exercise for the Office of Regional Strategies, Federal Reserve Bank of New York.

Pomona College Claremont, CA
Bachelor of Arts, Cum Laude, 1994. Concentration in Government and Public Policy. Mortar Board Member. National Merit Scholar. Public Policy Award. Volunteer Center Manager. Service Award.

PROFESSIONAL EXPERIENCE

University of Hawai'i Honolulu, HI
Executive Director, Hawaii P-20 Partnerships for Education, 2007-present

- *Policy Leadership:* Develop policy agenda for educational improvement in early childhood, K-12, and higher education by convening University of Hawaii, Department of Education and business leaders. Represent Hawaii and present innovative practices at national educational meetings. Promote use of data to inform decision making. Led successful change to Hawaii's high school graduation requirements to align with career and college readiness. Facilitated P-20 Council's commitment to goal of 55% of Hawaii's working age adults having a college degree by 2025.
- *Organizational Development:* Develop organizational structures and processes for permanent P-20 organization. Wrote grants and negotiated financial support for P-20 organization, approximately $5 M of federal, state and private foundation funds. Authored performance reports. Hired and manage 14.0 FTE professional staff.
- *Strategic Planning*: Guide strategic direction for $15.6M federal GEAR UP grant (2005-11), $10M P-3 grant from the W.K. Kellogg Foundation (2007-2014), $1.5M P-20 support from private foundations and $350M of annual institutional commitments to align with DOE Strategic Plan, federal *No Child Left Behind* requirements, UH Strategic Plan, Hawaii P-20 Strategic Plan, and American Recovery and Reinvestment Act.
- *Program Design and Implementation:* Partner with educational and community organizations to develop, implement and evaluate programs, such as the AVID and using

high school assessments for college course placement, that supports improved educational outcomes for Hawaii's youth

Director, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), 2005-2007

Evaluation Specialist, GEAR UP, 2000-2005

- *Grant Administration:* Managed project budget of federal funs and costshare requirement of approximately $4M annually. Authored annual performance reports to federal government to receive annual grant renewal. Managed 6.0 FTE professional staff.
- *Policy Analysis and Evaluation:* Collected and analyzed program and DOE administrative data about educational outcomes and processes for Hawaii. Negotiated for data and analyzed complex data from multiple sources. Conducted surveys and interviews. Analyzed students' transcripts and graduation outcomes. Developed reports that informed policymakers, the P-20 Council and community.
- *Resource Development:* Co-authored a 6-year, $15.6M federal grant on behalf of the State of Hawai'i Department of Education (DOE), University of Hawai'i (UH), and community partners to help more low-income students prepare for college. Authored and implemented more than $.5 M of successful grant proposals from local foundations.
- *Strategic planning:* Guided strategic direction for $10.2M GEAR UP grant (2000-05) and $15.6M grant (2005-11) to align with DOE Strategic Plan, federal *No Child Left Behind* requirements, UH Strategic Plan, and Hawai'i P-20 Initiative Strategic Plan. Incorporated research-based strategies and data-based decision making in grant design and implementation to support educational improvement throughout the state.
- *Program Design and Implementation:* Developed and administered all aspects of student enrichment and teacher training programs. Negotiated annual Memorandum of Agreement with DOE. Developed partnerships with UH faculty, DOE and community leaders. Authored annual performance reports to federal government to receive annual grant renewal.

RAND Santa Monica, CA

Policy Analyst, 1998-2001

- Managed budget and work plans for projects, including the three-year $1.2 million Study to Assess Vocational Education, part of the congressionally mandated National Assessment of Vocational Education.
- Collected data through interviews, observations, and surveys. Analyzed data using quantitative and qualitative methods to measure impact of policies—particularly education and welfare—on individuals and institutions.
- Collaborated to write proposals and reports. Presented results and recommendations to policymakers and at professional conferences.

Consortium for Policy Research in Education (CPRE), University of Pennsylvania

Research Staff, 1996-1998 Philadelphia, PA

- Managed day-to-day operations of $1.2 million, eight-state study. Organized field work plans for staff of six.
- Collected and analyzed quantitative and qualitative data to assess the effectiveness of federal and state policies.
- Collaborated to write case studies and cross-site analyses disseminated to national, state and local elected officials, advocates and educators. Presented research results to policymakers and at professional conferences.

Los Angeles Educational Alliance for Restructuring Now (LEARN) Los Angeles, CA
Intern, 1993-1994, 1995

- Evaluated LEARN's administrative operations and made recommendations implemented by the President and CEO.
- Assisted with media and communications strategy, events planning, and community outreach.
- Developed programs, training materials and organizational archives. Coordinated programs with UCLA School Management Program, Los Angeles Unified School District and community organizations.

U.S. Congress, Office of Congressman Neil Abercrombie Washington, D.C. &
Capitol Hill Intern, 1992; Honolulu District Office Intern, 1991 Honolulu, HI

SELECT PUBLICATIONS

Chun, Tammi and Margaret Goertz (1999), "Title I and State Education Policy: High Standards for All Students?," pp. 120-130 in Orfield, Gary and Elizabeth DeBray (eds), *Hard Work for Good Schools: Facts Not Fads in Title I Reform*. Cambridge, MA: The Civil Rights Project, Harvard University.

Chun, Tammi, Brian Stecher and Gail Zellman (2001). *Evaluation Framework for the Broad Foundation* (DRU-2612). Santa Monica, CA: RAND

Klerman, Jacob, Gail Zellman, Tammi Chun, Nicole Humphrey, Elaine Reardon Pat Ebener, Donna Farley, and Paul Steinberg (2000). *Welfare Reform in California: State and County Implementation of CalWORKs in the Second Year* (MR-1177-CDSS). Santa Monica, CA:RAND.

Stasz, Cathleen, Susan Bodilly, Susan Remes, Tammi Chun, Daniel McCaffrey, Tessa Kaganoff and Dionne Barnes (2004). *Efforts to Improve the Quality of Vocational Education: Impact of Federal and State Policies* (MR-1655). Santa Monica, CA: RAND

Stecher, Brian, Sheila Barron and Tammi Chun (2004), "Effects of Testing on Writing Instruction in Washington State," in Cheng, Liying and Yoshinori Watanabe (eds), *Washback in Language Testing Research Contexts and Methods*. New York: Lawrence Erlbaum Associates.

Stecher, Brian, Tammi Chun, Robert Levine, and Cathy Stasz (2000). "Teaching Mathematics and Language Arts," pp. 67-90 in Stecher, Brian and Bohrnstedt, George (eds), *Class Size Reduction in California: The 1998-99 Evaluation Findings*. Sacramento, CA: California Department of Education.

Zellman, Gail, Jacob Klerman, Elaine Reardon, Donna Farley, Nicole Humphrey, Tammi Chun and Paul Steinberg (1999). *Welfare Reform in California: State and County Implementation of CalWORKs in the First Year* (MR-1051-CDSS). Santa Monica, CA: RAND.

COMMUNITY ACTIVITIES AND HONORS

The Learning Coalition Board of Directors, 2008 – present. Kaka`ako Christian Fellowship Church Management Team, 2003-present. Moanalua High School Kina'ole Award, 2008. Pacific Business News Forty Under 40 Award, 2008. Envision Hawai`i, Young Non-Profit and Public Sector Leaders Network Steering Committee, 2002-2006. Pomona College Alumni Admissions Volunteer, 1994-present. Riordan Volunteer Leadership Development Program (Los Angeles Junior Chamber of Commerce), 1999-2000.

Richard T. Kohnke
University of Hawaii
2425 Campus Road
Sinclair 10
(808) 956-8924
Rkohnke@hawaii.edu

PROFILE

Senior IT Director with over 27 years of experience in information technology. Extensive experience in overall IT management, design and development of custom databases and applications, system implementation and project management, team building and mentoring, vendor negotiations, budgeting and management. Successfully managed a professional staff housed in various locations throughout Hawaii and the continental United States. Results oriented with the vision to develop and implement corporate technology strategy to align with business needs. Demonstrated excellence in providing customer service through technology solutions.

SUMMARY OF PROFESSIONAL EXPERIENCE AND SKILLS

- Strong and varied business knowledge.
- IT strategic planner who effectively aligns technology to business need.
- Successfully completed multiple large and complex systems implementations.
- Well versed in legacy systems and newer technologies.
- High level of skill in business process reengineering and workflow implementations.
- Extensive database and data warehouse design expertise.
- Successful teambuilding and mentoring experience.
- Strong financial foundation including analysis and budgeting.
- Expertise in running a call center that provides a high level of customer satisfaction.
- High degree of success in managing and implementing strategy to support various development efforts through quality assurance teams.
- Highly experienced in call center phone systems and processes.
- Successfully supported multiple business units in their technology needs.
- Recognized as a hands on, proactive troubleshooter with ability to identify problems, formulate plans and execute effective resolutions.

EXPERIENCE

University of Hawaii ITS/MIS 2007- Present
Manager Data Warehousing
Manage MIS staff that provides support for the UH System data marts and Operational Data Store. Directing a team that's been tasked to design and implement a system wide Enterprise Data Warehouse. Key member of the steering committee charged with researching and procuring an Enterprise level Business Intelligence tool.

Fidelity National Information Solutions, Inc. 2001-2006
Director of Client Services and Data Management
Fidelity National Information Solutions is a majority-owned subsidiary of Fidelity National Financial INC. (NYSE:FNF) number 261 on the Fortune 500 and a provider of outsourced products and services to a variety of industries.

My role was to provide overall management and direction for the Database department, Call Center/Help Desk activities, and Quality Assurance groups.

This involved managing teams in Hawaii, California, Kansas, Minnesota and Georgia. In this role, I was required to interface and meet on a regular basis with Internal Executive Management as well as our customers Senior Management staff.

Interisland Systems Design and Integration 1992-2001
Director of Database Services
Management and Support of the Database Management division. In this position I was directly responsible for the support of multiple SQLSesrver configurations utilizing replication processes, support of Oracle and DB2 UDB Databases and Systems, Management of the data aggregation team and processes, Identification and Selection of Hardware and Software, Negotiations of contracts for Services and Overall Staff Management and Budgeting.

Telos Consulting 1991-1992
Senior Systems Analyst / Application Developer
At Telos I worked in a consulting capacity. One primary project I had responsibility for was the redesign and data reload for the California Environmental Protection Agency (CAL EPA) Facility Location System. The development language was NATURAL 2 ADABAS installed on an IBM 3090.

System House 1989-1990
Senior Systems Analyst / Application Developer
At System House, I provided application development and Systems Analysis services for various State of Hawaii Departments.

Royal State Insurance 1986-1988
Senior Systems Analyst
Provided Programming and System Analysis services to support the membership accounting system for the Hawaii State Government Employees Association.

PROFESSIONAL AFFILLIATIONS

Regional Leader – IBM DB2 User Group for the State of Hawaii.

EDUCATION

Computer Information Science, Computer Programming
Cannons College, Honolulu, Hawaii

Certificates

- *IBM Certified Solutions Expert – DB2 UDB V7 Database Administration*
- *IBM Certified Solutions Expert – DB2 UDB V5 Database Administration*
- *DB2 Universal Database Administration* - IBM Corp., Costa Mesa, California
- *DB2 Universal Database Fundamentals* - IBM Corp., Costa Mesa, California
- *Oracle Database Administration* - Oracle Corp. Honolulu, Hawaii
- *Oracle Backup and Recovery* - Oracle Corp., Honolulu, Hawaii
- *PowerBuilder Performance, Tuning, and Techniques* - Tech-Sys Inc., Honolulu, Hawaii
- *PowerBuilder Mastering Data Windows* - Tech-Sys Inc., Honolulu, Hawaii
- *Natural 2 ADABAS Programming Techniques* - Software AG, Honolulu, Hawaii
- *Natural Construct* - Software AG, Honolulu, Hawaii
- *Structured Systems Analysis* - Honolulu, Hawaii
- *S/34 Implementation Topics – IBM Corp., San Francisco, California*

Appendix B – Resumes
Richard Kohnke (3 pages)

Gary Sanehira

Education: BS, Computer Science
University of Hawaii 1986

Professional Experience:

Project Manager 2005 – Present
Enterprise Data Warehouse
DOE, Office of Information Technology Services

Project Manager 1990 - 2005
Public Employees Health Fund
DAGS, Information and Communication Services Division

Systems Analysis 1986 – 1990
Unemployment Insurance Tax
DAGS, Information and Communication Services Division

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, Easytrive, 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 PeoplSoft 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

Dean T. Yoshida
1390 Miller Street, Room 321, Honolulu, HI 96813
808-586-3430
Yoshida@notes.k12.hi.us

Education

Bachelors of Business Administration in Finance — *1996*
***University of Hawaii at Manoa**, Honolulu, HI*
Majored in Business Administration – Finance
National Student Exchange — *1993-1995*
*California State University- Northridge**, Los Angeles, CA***

Professional Experience

Project Management & Contracts Specialist — *2008 to Present*
Office of Information Technology Services (OITS)
***Department of Education,** Honolulu, HI*
Responsible for managing enterprise IT projects, contracts and consultation for the DOE offices and school.

- Provide budget analysis for OITS and branches (IRMB, ISSSB, NSSB)
- Provide IT consulting and support services for offices and schools for their technology planning
- Managed Hosted VoIP system implementation projects at Holomua Elementary and IRMB Centralized Service Desk (CSD)
- Managed the Paperless Memos & Notices database improvement project to streamline operations and cut costs
- Provide Microsoft Active Directory consultation to schools and application based projects
- Conduct IT solution research for offices and schools that provide more efficient operations and cost effective measures (ex. Unified Communications, VoIP, Cloud Computing, Green IT, etc.)
- Assist OITS Branches with project management and contract administration

Network/Database Management Administrator — *2005-2008*
High Technology Development Corporation
***State of Hawaii,** Honolulu, HI*
Responsible for administering all IT projects, contracts and operations for HTDC and the State's High Tech Incubation Centers on Oahu, Maui and Hawaii.

- Negotiated and manage enterprise service contracts with Network, Email, Web, ISP, MFD and Telecom vendors
- Managed HTDC and Incubation Centers IT, Telecom and Cabling projects
- Upgraded HTDC domain network to from Windows NT4 to Windows 2003 Active Directory
- Supported HTDC staff with Server, PC, Network and Email issues
- Developed network policies and Cisco VLAN infrastructure network support for Incubation Centers

- Forecasted and analyze the IT budget for HTDC and Incubation Centers
- Implemented server and network/application solutions for HTDC
- Conducted IT procurement assessments, RFQs and purchases
- Researched IT market trends for latest hardware and software solutions
- Managed Incubation Centers Property Managers on all IT and Telecom related projects and issues
- Provided IT consulting services for HTDC High Tech Incubation Program
- Implemented Hosted VoIP and Video Teleconferencing solution for HTDC and Incubation Centers

IT Administrator II *2002-2005*
Technology & Information Services
Servco Pacific Inc., *Honolulu, HI*
Responsible for designing and supporting a medium size network consisting of 800+ users and computers. Technology solutions include implementing and supporting routers, servers, switches and network printers using Cisco and Microsoft Technology.

- Designed and implemented a Windows NT 4.0 to 2000 Active Directory enterprise migration
- Instituted network security policies into Windows 2000 organizational unit group policies
- Installed a gigabit network backbone backup solution using LTO Technology
- Upgraded legacy data, database (SQL), web (IIS) and application servers to improve efficiency and dependability
- Led a team on various server based application implementation projects (Car, Insurance & Retail)
- Provided network solutions and standards to improve security and business processes
- Redesigned and centralized DHCP, DNS, and WINS servers

Network Administrator, Technology Infrastructure Department *1998-2002*
American Savings Bank, *Honolulu, HI*
Responsible for implementing and supporting a medium size network consisting of 100+ servers, routers and switches for 1200+ end users. Technology solutions include implementing and supporting a Cisco and Microsoft network infrastructure.

- Implemented and supported a Windows NT 4.0 to 2000 Active Directory enterprise upgrade
- Developed network policies and standards for domain controllers, file servers, and workstations
- Interfaced with external and internal IT auditors on network and data security issues
- Implemented and supported specialized client/server network bank applications
- Provided internal technical consulting for Y2K and Metavante conversions
- Led a team on server rollouts and bank system implementation projects

Systems Specialist *1998*
Technology Infrastructure Department
American Savings Bank, *Honolulu, HI*

- Responsible for installing and supporting computer hardware and software to all branches and departments.
- Provided hardware, software, and network support to users on Oahu and neighbor islands
- Upgraded multiple workstations using network imaging technology
- Developed databases for Help Desk and Asset Inventory operations

Programs Analyst *1997-1998*
Human Resources Department
American Savings Bank, *Honolulu, HI*

- Responsible for maintaining Human Resources computer systems and databases.
- Managed HR applications and data conversions
- Developed databases for HR projects and Y2K Committee Administration
- Supported standard PC and application issues

Legislative Assistant *1997*
Commerce, Consumer Protection, and Information Technology (CPI)
State of Hawaii, Senator David Y. Ige (District 17), *Honolulu, HI*
Responsible for organizing and analyzing committee and community information for the Senator. Other duties include:

- Assembled bills and testimonies for Senate hearings
- Recorded information during committee hearings
- Created presentations for committee and community issues
- Analyzed the CPI Budget for the Executive Fiscal Biennium 1997-1998 and 1998-1999

Professional Certifications

- Microsoft Certified Professional (MCP)

Key Skills

Technical
• Network Design, Implementation & Administration
• Windows 2000/2003 Active Directory Design
• Network/Computer Lab Design
• Hardware/Software Troubleshooting
• WAN/LAN/Server Optimization
• VLAN Network
• System/Application Implementation
• Voice over IP (VoIP) Design

Managerial
• Training & Instruction
• Project Management
• IT Productivity/Streamlining Development
• Research & Analysis
• IT Policy and Change Control
• Contract Management
• Budget Forecasting
• IT Solution Consulting

Appendix B – Resumes
Dean Yoshida (3 pages)

Jean M. Osumi
University of Hawaii
Hawaii P-20 Partnerships for Education
2425 Sinclair Library, Rm 504
Honolulu, HI 96822

Education

University of Hawai'i at Manoa
Master of Arts; Psychology
Bachelor of Arts; Psychology

University of Hawai'i – Hawai'i P-20 Partnerships for Education
Senior Associate for Academic Planning and Evaluation 03/08 – present

Coordination of longitudinal pilot demonstration project HI-PASS linking Hawai'i Department of Education student-level records with University of Hawai'i student records; development of data reports, analyses, identification of data elements and business process related to the use and collection of data; development of reports for extracting data from the University of Hawai'i operational data store; management of a GEAR UP dual credit scholarship program for free/reduced lunch Hawai'i Department of Education students; grant writing; management of contracts for services; conducting needs assessment related to identification of business practices and data use, collection and storage; development and writing of memoranda of understanding related to data sharing, governance and process.

University of Hawai'i – West O'ahu
Academic Affairs
Position: Academic Program Officer 12/-07 – 03/08

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), and articulation of coursework to UHWO; servedas an ex-officio on Curriculum and General Education Committees; provision of data, analyses, evaluation and report writing for special projects.

University of Hawai'i – West O'ahu
Student Services Office
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, registration, records, financial aid, disability services, and career services to provide a "one-stop shop" for students, including evaluation of all services; responsible for all personnel

issues for the student services area, including 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.

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; ADA coordinator, including review of activities, and consultation with legal counsel as appropriate.

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 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; 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. Responsible for the drafting and coordination 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 polices, admissions, and matriculation/graduation issues.

Appendix B – Resumes
Jean Osumi (2 pages)

Project Narrative

Project Narrative - Appendix C Current Status of State's Longitudinal Data System

Attachment 1:
Title: **Appendix C Final** Pages: **4** Uploaded File: **Appendix C Final.pdf**

Appendix C: Current Status of State's Longitudinal Data System

12 ESSENTIAL ELEMENTS	Status	Funding Source
With respect to preschool through grade 12 and postsecondary education		
1. A unique statewide student identifier that does not permit a student to be individually identified	• HIDOE: Completed (1995) • UH: Completed (2002) • P20 LDS: Planned	• Prior state (general) funded projects • Hoʻokele (requested in current application)
2. Student-level enrollment, demographic and program participation information	• PreK/Early childhood: Needs assessment initiated • HIDOE: Completed • UH: Completed	• Kellogg Foundation "P-3 Initiative" and Communications Consortium Media Center Grants to P-20 • Prior state (general) funded project
3. Student-level info about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	• PreK/Early childhood: Needs assessment initiated • HIDOE: Completed • UH: Enrollment and completion information available • P20 LDS: Planned	• Kellogg Foundation P-3 Grant • Prior state (general) funded project • Hoʻokele
4. The capacity to communicate with higher education systems	• Existing MOAs allow data sharing, K-16 • HI-PASS proof of concept links DOE and UH data • P20 LDS: Sustained sharing of records through seamless automation of data exchange planned	• Castle Foundation and NGA STEM grant • Hoʻokele (build out) and other funds (sustainability)
5. A state audit system assessing data quality, validity, and reliability.	• HIDOE: Standardization of audit processes planned for SY 2010-11	2009 SLDS grant for K-12 LDS: CFDA, 84.372
With respect to preschool through grade 12 education		
6. Yearly test records of individual students required for ESEA	• HIDOE: Completed • P20 LDS: Plan to include test records	• Prior state-funded project • Hoʻokele (build out) and other funds (sustainability)
7. Information on students not tested, by grade and subject	• HIDOE: Planned for SY 2010-11 as part of transition to on-line testing	• Prior state (general) funded project
8. A teacher identifier system with the ability to match teachers to students	• HIDOE: Completed • P20 LDS: Plan to include linked student and teacher records	• Prior state-funded project • Hoʻokele (build out) and other funds (sustainability)
9. Student-level transcript information, including information on	• HIDOE: Transcript information on single statewide student information system (eSIS)	• Prior state-funded project

courses completed and grades earned	implemented fully (SY 2008-09) • Charter Schools: Data needs to be collected systematically from schools • UH: Transcript information on single statewide student information system (Banner) implemented fully (2002). • P20: HI-PASS proof of concept includes transcripts, secondary and postsecondary • P20 LDS: K-16 transcript information will be included	• Ho'okele (build out) and other funds (sustainability) • Prior state-funded project • Harold K.L. Castle Foundation and NGA STEM grant • Ho'okele (build out) and other funds (sustainability)
10. Student-level college readiness test scores	HIDOE: • State and school-level data collected and maintained • Student-level data collection planned for SY2009-10 • Student-level historical data collection planned	HIDOE: • 2009 SLDS grant for K-12 LDS: CFDA, 84.372 • Ho'okele (build out) and other funds (sustainability)
With respect to postsecondary education		
11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	• Annual school-level reports produced by UH on students enrolled in remedial coursework at UH community colleges • UH: Achieving the Dream tracking reports of college students • P-20: HI-PASS proof of concept for secondary to postsecondary tracking report • P20 LDS: Sustained sharing of records through seamless automation of data exchange planned	• State funds • UH Community Colleges, Office of Hawaiian Affairs, Kamehameha Schools • Harold K.L. Castle Foundation and NGA STEM grant • Ho'okele (build out) and other funds (sustainability)
12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education	• School-level College and Career Indicators Report issued annually by HIDOE, UH and Hawai'i P-20 • HI-PASS proof of concept for secondary to postsecondary transitions • P20 LDS: Sustained sharing of records through seamless automation of data exchange planned	• Harold K. L. Castle Foundation • NGA STEM grant and Office of Career and Technical Education (Perkins funds) • Ho'okele (build out) and other funds (sustainability)

SLDS REQUIRED CAPABILITIES	Status	Funding Source
1. Enable the review and evaluation of student progress and outcomes over time including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. Student-level data will be included from preschool through postsecondary education and the workforce.	• PreK/Early Childhood: Needs assessment initiated • HIDOE: Current capacity to examine K-12 progress and outcomes. Plans for increasing capacity. • UH and workforce: MOU signed by UH, DLIR and HIDOE to include K- workforce data in P20 LDS • Armed Forces: Discussion initiated with U.S. Pacific Command re: military recruitment data	• Kellogg Foundation P-3 Grant • Current: Prior state funds; • Increased capacity: DOE 2009 SLDS grant, CFDA 84.372 • Ho'okele (build out) and other funds (sustainability)
2. Enable the exchange of data to inform policy and practice among agencies and institutions within and between the State(s) by supporting standard data structures, formats and definitions that will ensure linkage among various levels and types of data.	• PreK/Early childhood: Needs assessment initiated • HIDOE: Data governance project in progress. Single student information system (eSIS) implemented fully for K-12 data capture for single LEA/SEA • UH: Single student information system (Banner) implemented fully for public postsecondary data statewide • Workforce: MOU signed by UH, DLIR and HIDOE to include K-workforce data in P20 LDS. Participation in WICHE's Multi-State Human Capital Data Exchange System planned	• Kellogg Foundation P-3 Grant • Data governance: ARRA funds • eSIS: Prior state (general) funded project • Banner: Prior state (general) funded project • Ho'okele (build out) and other funds (sustainability) • Gates Foundation (WICHE application for Gates Funding of multi-state data project pending)
3. Enable the linking of teachers with student-level data.	• HIDOE: Teacher identifier and their students' coursework and performance data can be matched	• Prior state (general) funded project.
4. Enable the linking of information on teacher certification, as well as the linking of teachers to teacher preparation programs.	• HIDOE: Teacher identifier and their students' coursework and performance data can be matched • P20 LDS: In discussion with Hawai'i Teacher Standards Board	• Prior state (general) funded project. • Ho'okele (build out) and other funds (sustainability)

	about inclusion of teacher licensure data; student records of completers of teacher preparation programs at UH will be included.	
5. Enable user-friendly data/report generation in order to inform decision-making for continuous improvement, including timely reporting to parents, teachers, and school leaders on the achievement of their students.	• HIDOE: Aggregate level data decision making dashboards available. • HIDOE: Report generation for decision making in progress. • HIDOE & UH: College access portal for students and parents being developed • UH: Campus- level data decision making dashboards available. • P20 LDS: Reporting of P20 LDS data for decision making planned.	• Prior state (general) funded project. • DOE 2009 SLDS grant, CFDA 84.372 • U.S. ED College Access Challenge Grant (design and pilot) and Ho'okele (implementation) • Prior state (general) funded project • Ho'okele (build out) and other funds (sustainability)
6. Ensure the quality and integrity of data contained in the system	• HIDOE: Expansion and standardization of system of audits in progress • P20 LDS: Incorporation of Pre-K/early childhood, UH, workforce and Armed Forces data planned	• DOE 2009 SLDS grant, CFDA 84.372 • Ho'okele (build out) and other funds (sustainability)
7. Enable the State to meet reporting requirements, especially on metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the EDFacts data collection and reporting system.	• EDFacts: Data collection and reporting completed • SFSF: Analysis of metrics reporting needs and incorporation of those requirements into the system in progress; more efficient reporting using P20 LDS planned	• Prior state (general) funded project. • EDFacts Coordinator Training • ARRA funds • Ho'okele (build out) and other funds (sustainability)

Project Narrative

Project Narrative - Appendix D Letters of Support

Attachment 1:
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EXECUTIVE CHAMBERS

HONOLULU

LINDA LINGLE
GOVERNOR

November 25, 2009

Dr. Tate Gould
Institute of Education Statistics
National Center for Education Statistics
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

On behalf of the State of Hawaii, I would like to express my support for Hawai'i's application for a State Longitudinal Data Systems grant under the (CDFA 84.384). The P-20 State Longitudinal Data System (SLDS) has been designed with the goal of increasing transparency, accountability and educational outcomes to support workforce and economic development in the state.

The proposed P-20 SLDS will track students through Hawai'i's public educational systems and into the workforce in order to shape educational and workforce policies, guide resource allocation decisions, and document program improvements. This grant will build upon the on-going effort of the State of Hawai'i Department of Education, University of Hawai'i, Department of Business, Economic Development and Tourism, Department of Labor and Industrial Relations and the Hawai'i P-20 Partnerships for Education to complete a statewide longitudinal data system.

On October 6, 2009, in a Memorandum of Agreement regarding the use of American Recovery and Reinvestment Act (ARRA) resources to advance education reform, the Superintendent of Education and the President of the University of Hawai'i and I agreed to share longitudinal student and workforce data between agencies. This arrangement is intended to develop a sound inter-agency data governance structure, seek resources to develop, use and maintain a P-20 SLDS system, and use data to guide educational and workforce policy development, resource allocation and program improvements. We agreed to use the data to identify student achievement gaps and to focus on programs to close these gaps.

As Governor, I am committed to the goals of this project. I urge the U.S. Department of Education give this grant submission the highest consideration for funding and implementation.

Thank you for your consideration.

Sincerely,

LINDA LINGLE

Congress of the United States
Washington, DC 20515

December 2, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW
Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

We write in strong support of the Hawaii State Department of Education's grant application to the U.S. Department of Education for funding of a P-20 Statewide Longitudinal Data System (CFDA 84.384).

The proposed P-20 Statewide Longitudinal Data System (SLDS) will track Hawaii's children's participation, progress, and performance from early childhood education to participation in the workforce. The P-20 SLDS will make data about the educational pipeline—longitudinal, interagency data about education and workforce participation—available to inform the decision-making of teachers, parents, students, administrators, and policymakers.

The P-20 SLDS is a partnership of various state agencies and was designed to meet the requirements of the America COMPETES Act. The Governor, Superintendent of Education, and University of Hawaii President agreed (as documented in the Memorandum of Agreement to release American Recovery and Reinvestment Act State Fiscal Stabilization Funds) about the importance of and their commitment to this P-20 SLDS and the use of data for educational improvement. Furthermore, in October 2009, the Hawaii Department of Education, University of Hawaii, and Department of Labor and Industrial Relations formalized their agreement to share data for the P-20 SLDS in an interagency Memorandum of Agreement. Through a W.K. Kellogg Foundation grant, data from early childhood programs will be included in the P-20 SLDS. Finally, the agencies have agreed that the Hawaii P-20 Partnerships for Education at the University of Hawaii will take the lead in developing the P-20 SLDS on behalf of the Hawaii Department of Education.

PRINTED ON RECYCLED PAPER

Hawaii is poised for a significant breakthrough in developing and using a quality, robust P-20 SLDS to inform educational improvement. Your favorable consideration of Hawaii's grant application will significantly accelerate the state's efforts in this critical area. Thank you for your consideration.

Sincerely,

DANIEL K. INOUYE
U.S. Senator

DANIEL K. AKAKA
U.S. Senator

NEIL ABERCROMBIE
U.S. Representative
First District, Hawaii

MAZIE K. HIRONO
U.S. Representative
Second District, Hawaii

STATE OF HAWAII
BOARD OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

November 25, 2009

Dr. Tate Gould
Institute of Education Statistics
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW Room 9023
Washington, DC 20006-5651

RE: Letter of Agreement for grant application to the U.S. Department of Education, Statewide Longitudinal Data System grant opportunity (CDFA 84.384)

Dear Dr. Gould:

On behalf of the Hawaii State Board of Education (BOE), I would like to convey the BOE's commitment to support the Hawaii State Department of Education's partnership with the University of Hawaii System, State Department of Labor and Industrial Relations, State Department of Business, Economic Development and Trade, Early Learning Council, and various agencies and organizations throughout Hawaii to facilitate the planning of a state longitudinal data system for educational improvement. This P-20 State Longitudinal Data System (SLDS) will increase transparency, accountability and educational outcomes to support workforce and economic development in the state.

The proposed P-20 SLDS will track students longitudinally through Hawaii's public educational systems and into the workforce in order to improve education, shape educational and workforce policy development, guide resource allocation decisions and document program improvements. As an integral part of determining policy and being able to make data-based decisions to improve the effectiveness of our educational system, the BOE is committed to this project and to making future funding for the project a priority to ensure sustainability after ARRA project funding ends.

The Hawaii State Department of Education is governed by the BOE. Composed of 13 members elected on a nonpartisan basis and one non-voting public high school representative, the BOE sets statewide educational policy within general laws enacted by the Legislature, adopts student performance standards and assessment models, and monitors school success. The BOE also appoints the

chief executive officer of the public school system, the superintendent of education.

I understand the nature of the commitment of time, space, and resources to the project that will be required if the application is funded. The BOE requests that the U.S. Department of Education give this grant submission the highest consideration for funding and implementation.

If you have any questions, please contact Camille Masutomi, Interim Executive Director, by email at camille_masutomi@notes.k12.hi.us or call (808) 586-3560.

Sincerely,

Garrett Toguchi
Chairperson
Board of Education

c: All Board Members
Patricia Hamamoto, Superintendent

NORMAN SAKAMOTO
SENATOR, 15TH DISTRICT

STATE CAPITOL, ROOM 230
HONOLULU, HAWAII 96813

PHONE: (808) 586-8585
FAX: (808) 586-8588

EMAIL: sensakamoto@capitol.hawaii.gov

The Senate

STATE CAPITOL
HONOLULU, HAWAII 96813

CHAIR, COMMITTEE ON EDUCATION AND HOUSING

VICE-CHAIR, COMMITTEE ON HIGHER EDUCATION

MAJORITY FLOOR LEADER

MEMBER, COMMITTEE ON COMMERCE AND CONSUMER PROTECTION

November 16, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

This letter is in support of the grant application submitted by the Hawaii Department of Education (DOE) to the U.S. Department of Education for a Statewide Longitudinal Data System on behalf of a statewide partnership for an inter-agency, P-20 Statewide Longitudinal Data System (SLDS).

As chair of the Hawaii State Senate Education and Housing Committee, I have long supported development and use of longitudinal data to support decision making by educators and policymakers. Our committee has supported legislation which has facilitated proof of concept projects and ongoing P-20 planning that have well positioned Hawaii to develop a P-20 inter-agency longitudinal data system at this time. In the most recent legislative session, our committee passed Senate Concurrent Resolution 146 which directs Hawaii P-20 Partnerships for Education to report on their collaboration with DOE, University of Hawaii (UH), Department of Labor and Industrial Relations (DLIR), and other agencies on SLDS planning and implementation; this P-20 SLDS application meets these requirements.

We are pleased that the DOE, UH and DLIR leaders have signed a Memorandum of Agreement to share data from K-12 to higher education to employment. This represents unprecedented cooperation and opportunity for meaningful longitudinal data representing the entire educational and workforce pipeline for the state. We are committed to using data to guide our education policy decisions and to introducing legislation needed to support use of longitudinal data for educational improvement.

Thank you for the opportunity for the state to apply for these funds at this time. Hawaii is prepared to make a significant investment of political capital and human resources in the P-20 SLDS for educational improvement, and the significant federal investment in these tight economic times will accelerate local efforts significantly. Thank you for your consideration.

Sincerely,

Norman Sakamoto

Norman Sakamoto, Chair
Senate Committee on Education and Housing
Senator 15th District

Salt Lake • Foster Village • Halawa • Kalihi • Moanalua • Aiea • Mapunapuna
Hickam • Aliamanu • Pearl Harbor • Pearl Ridge

HOUSE OF REPRESENTATIVES

STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813

November 23, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

I would like to express my strong support for the Hawaii State Department of Education's application for the U.S. Department of Education's Statewide Longitudinal Data System grant program (CFDA 84.384). The University of Hawaii is pleased to partner with the Hawaii Department of Education and other state agencies to establish a P-20 Statewide Longitudinal Data System (SLDS).

As Chair of the State House Committee on Education and a member of the Hawai'i P-20 Council, I know that Hawai'i is prepared to execute a P-20 SLDS. Hawai'i P-20 has facilitated successful proof of concept projects, to link K-12 and higher education data to inform instruction through curriculum alignment in mathematics, science and English and to track students' outcomes through our public education systems. Through a W.K. Kellogg Foundation grant to implement "P-3" in Hawai'i with the goal of every child reading at grade level by third grade, Hawai'i P-20 is also developing recommendations for collection of data about children's participation in early childhood education programs so that the data may be included in the P-20 SLDS. This SLDS grant will develop the technological infrastructure and provide training to use inter-agency data to improve decision making for improved instruction and educational outcomes for children and for workforce development.

Thank you for your attention to this matter. I urge your thoughtful consideration of this application.

Sincerely,

Roy Takumi
Chair, Committee on Education

WICHE
Western Interstate Commission for Higher Education
3035 Center Green Drive Suite 200 Boulder, CO 80301-2204 303.541.0200 (ph) 303.541.0291 (fax)

November 30, 2009

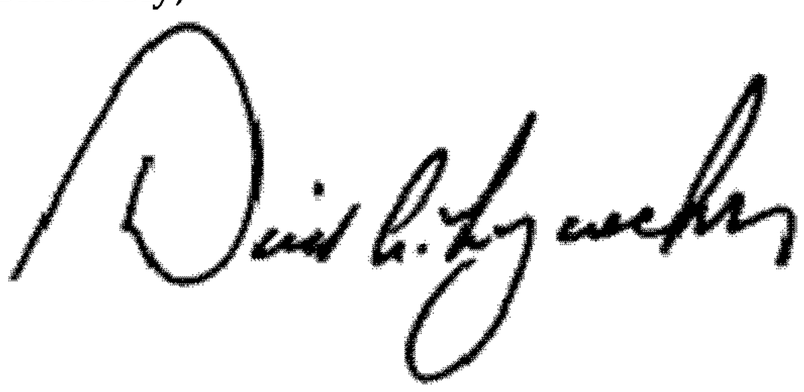
U.S. Department of Education
National Center for Education Statistics
1990 K Street, NW
Washington, DC 20006-5651

To Whom It May Concern,

Please accept this letter from the Western Interstate Commission for Higher Education (WICHE) in support of the State of Hawaii's proposal for an award through the Statewide Longitudinal Data Systems grant program funded by the American Recovery and Reinvestment Act of 2009 (CFDA number 84.384). Hawaii's proposed project features its planned involvement in a pilot effort to share data among a collaboration of states. The multi-state data exchange will allow states to more completely analyze how their production of human capital is meeting state needs by enabling them to look beyond their borders at where they are getting – or losing – their students and labor force participants. At a time when most, if not all, states are working on developing data systems, the collaborative nature of this exchange will help participating states benefit from the experience of others, while also fostering greater compatibility and interoperability among participating states' data systems. A more intentional approach to interstate interoperability will better ensure that state systems can be stitched together more seamlessly in the longer term, especially as the pilot effort shows benefits and potentially attracts other states to the table. Additional major concerns to be addressed in this collaborative effort include how to ensure the protection of private data and how to develop a lasting governance arrangement among several states – and agencies within states.

WICHE plans to lead and facilitate the development of this pilot effort, and we have submitted a separate proposal to the Bill and Melinda Gates Foundation to fund our activities as well as to bear a share of the state costs of participating in this effort. The Gates Foundation has been a key supporter of building more robust data systems in education and, based upon our discussions with them, we are confident they will find this effort worthwhile. With the inclusion of this pilot effort for a multi-state collaboration, we believe Hawaii's proposal stands out as meeting the goals of the SLDS grant program, and we strongly support its selection for an award.

Sincerely,



David A. Longanecker
President

Linda Lingle
Governor

Maunalei Love
Executive Director

Charter School Administrative Office
1111 Bishop Street, Suite 516
Honolulu, Hawaii 96813
Tel: 586-3775 Fax: 586-3776

November 24, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

On behalf of the State of Hawai'i, I would like to express my strong support for Hawai'i's application for a State Longitudinal Data Systems grant under the (CDFA 84.384). This P-20 State Longitudinal Data System (SLDS) will increase transparency, accountability and educational outcomes to support workforce and economic development in the state.

The proposed P-20 SLDS will track students longitudinally through Hawai'i's public educational systems and into the workforce in order to improve education, shape educational and workforce policy development, guide resource allocation decisions and document program improvements. The Charter Schools Administrative Office (CSAO) has been working with Hawai'i charter schools to support their reporting and data collection needs. The CSAO per Hawaii's Charter School Statute shall be responsible for the internal organization, operation, and management of the charter schools system, including: complying with applicable state laws related to the administration of the charter schools; preparing contracts between the charter schools and the department for centralized services to be provided by the department; preparing contracts between the charter schools and other state agencies for financial or personnel services to be provided by the agencies to the charter schools; providing independent analysis and recommendations on charter school issues; representing charter schools and the charter school system in communications with the board, the governor, and the legislature; providing advocacy, assistance, and support for the development, growth, progress, and success of charter schools and the charter school system; providing guidance and assistance to charter applicants and charter schools to enhance the completeness and accuracy of information; serving as the conduit to disseminate communications from the panel, the board, and the department to all charter schools; and determining charter school system needs and communicating those needs to the panel, the board, and the department. Included in the above, is the inherent responsibility to provide data to the department, state, and federal government.

PR/Award # R384A100021

Positions supported by this grant will be committed to developing and implementing processes that will facilitate data use among charter schools to enhance data quality, as well as to support the development of a "culture of data use" to inform school/program improvement efforts. As part of fulfilling the requirements for the America COMPETES Act, the positions will also support charter schools' data collection to encompass all K-12 ten essential elements for extraction to the state education agency for K-12 data transfer to the P20 SLDS.

SLDS funding will play an integral component in building data systems that measure student success and inform teachers and principals how they can improve their practices.
Hawai'i's upcoming application to the ARRA Race to the Top Fund, a competitive grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas.

I am fully committed to the goals of this project and will give my full support to implementing the project. I request that the U.S. Department of Education give this grant submission the highest consideration for funding and implementation. Thank you for your consideration.

Sincerely,

V. Maunalei Love
Executive Director
Charter School Administrative Office
State of Hawai'i

LINDA LINGLE
GOVERNOR

SHARON C. MAHOE
EXECUTIVE DIRECTOR

STATE OF HAWAI'I
HAWAI'I TEACHER STANDARDS BOARD
650 Iwilei Road, Suite 201
Honolulu, Hawai'i 96817

November 19, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

The Hawaii Teacher Standards Board (HTSB) strongly supports the Hawaii Department of Education's application for the U.S. Department of Education Statewide Longitudinal Data Systems (SLDS) Grant. The linking and use of data about students, teachers and higher education including teacher education programs are critical to improving educational outcomes and preparing qualified teachers.

HTSB is responsible for setting and maintaining teacher standards in Hawaii and also for administering teacher licensure and relicensure according to these standards. Over the past several years, the Hawaii Teacher Standards Board has been advocating for and working to establish a data-sharing interface involving us, the Hawaii Department of Education and all Hawaii teacher education institutions. We believe that all three partners can benefit from sharing information about teachers and students. The P-20 SLDS is timely and addresses this critical need.

Our institutions of higher education will be able to meet our requirements for State Approval of Teacher Education as well as the Higher Education Opportunity Act requirements by linking their teacher preparation candidates with P-12 student learning. Doing so will enable the teacher education programs to improve how they prepare teachers. It will also enable us (HTSB) to identify ways to improve our licensing and relicensing requirements to further support teacher quality and student learning.

The Hawaii Teacher Standards Board is committed to including our teacher licensure data in the P-20 SLDS and to using data to improve teacher quality. We are represented on the Hawaii P-20 Council by our Executive Director and we commit to supporting sustainability of the P-20 SLDS through advocacy for legislative and institutional support and to paying a fee, if appropriate, to outsource data linking and reporting for data needs of HTSB.

We encourage you to give the Hawaii application your favorable consideration. Thank you very much.

Sincerely,

Sharon Mahoe
Executive Director

Jonathan Gillentine
Chair

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

LINDA LINGLE
GOVERNOR

PATRICIA HAMAMOTO
SUPERINTENDENT

STATE OF HAWAI'I
DEPARTMENT OF EDUCATION
680 IWILEI ROAD, SUITE 400
HONOLULU, HAWAII 96817

OFFICE OF HUMAN RESOURCES
Personnel Development Branch

November 30, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

On behalf of the Hawaii Teacher Education Coordinating Committee (TECC), I would like to express our strong support for Hawaii's application for the U.S. Department of Education for a Statewide Longitudinal Data System (CFDA 84.384). This P-20 Statewide Longitudinal Data System (SLDS) will increase availability and impact of data to improve teacher preparation, teacher practice and student achievement.

The TECC is comprised of members representing Hawaii's public and private institutes of higher education (IHE) teacher education programs, Hawaii Teacher Standards Board (HTSB), Hawaii P-20, and the Hawaii Department of Education. Convened in 1965 by statute [Section 304A-1202] Hawai'i Revised Statutes], the TECC meets monthly and is the primary forum for discussing the quality and quantity of teacher candidates within the state.

The proposed P-20 SLDS will track students longitudinally through Hawaii's public educational systems and into the workforce. Additionally, it will include data about teacher licensure from the HTSB, assignment of teachers within the public K-12 system, University of Hawaii student records, and student achievement data. Therefore, the SLDS creates a mechanism for tracking teacher preparation programs' graduates into the teaching force and the achievement of their students. P-20 SLDS will also assist the TECC IHE members in meeting the Higher Education Opportunity Act (HEOA) requirements to assess impact of teacher education programs on student outcomes.

As TECC Chair, I am committed to using the SLDS data to better plan and coordinate teacher education efforts statewide. We look forward to SLDS data supporting our efforts to improve the quality of teacher preparation and effectiveness of teachers in supporting student achievement.

Please give Hawaii's application your highest consideration. Thank you.

Sincerely,

Dale Asami
Chair, Hawaii Teacher Education Coordinating Committee
Hawaii Department of Education

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

HAWAI'I
EARLY
LEARNING
COUNCIL

November 12, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW, Room 9023
Washington, D.C. 20006-5651

Dear Dr. Gould:

As leaders of the Hawaii Early Learning Council (ELC), we give our strong support for Hawaii's application to the U.S. Department of Education for State Longitudinal Data System (SLDS) Grant. Hawaii's proposal for the P-20 SLDS brings together educational data from early childhood programs through higher education and the workforce. We are excited about the P-20 SLDS effort to include early childhood data to inform decision making by the ELC, early childhood program leaders and staff, early childhood preparation programs, elementary school educators, and others, such as legislators and researchers.

The Hawaii Early Learning Council was established by Hawaii Legislative Act 14, Keiki First Steps, in 2008. The ELC has the authority to establish and administer a comprehensive and cohesive early learning system for children birth to kindergarten and is developing a framework and strategic plan for early learning in the state. ELC consists of 13 members representing a range of early learning stakeholders include private early childhood program providers, philanthropy, Head Start, and university faculty in early childhood education, and the Council meets monthly.

We believe that the P-20 SLDS plan to identify data reporting needs, data requirements and a data collection strategy will provide foundation for statewide data collection about children's participation in early childhood programs. ELC views the P-20 SLDS early childhood data initiative as being done on its behalf, and the ELC commits to participating with other P-20 SLDS partners to develop a systematic early childhood data collection strategy and expects to consider seriously the P-20's recommendations for ELC action regarding data-based quality improvement and accountability to better outcomes for young children.

We appreciate the opportunity to express our strong support for the state's application for the SLDS grant. Thank you for your consideration.

Sincerely,

Robert Peters
Chair, Early Learning Council
Headmaster, Hanahauoli School

Dee Jay Mailer
Vice Chair, Early Learning Council
President and CEO, Kamehameha Schools

c/o
State of Hawai'i
Department of
Education
P.O. Box 2360
Honolulu, HI 96804
e-mail:
elc@atmail.k12.hi.us
website:
http://elc.k12.hi.us/

COMMANDER, U.S. PACIFIC COMMAND
(USPACOM)
CAMP H.M. SMITH, HAWAII 96861-4028

1 December 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

The Joint Venture Education Forum (JVEF) strongly supports Hawaii's application for the U.S. Department of Education's Statewide Longitudinal Data System grant (CFDA 84.384). JVEF is engaged in continuing conversations with the Hawaii Department of Education (DOE) and Hawaii P-20 Partnerships for Education about collecting and analyzing longitudinal student data to address students' progress and performance to promote quality education. We are pleased to support this grant application to develop a P-20 State Longitudinal Data System (SLDS).

The Joint Venture Education Forum (JVEF) is a cooperative venture between the Pacific Command (PACOM) military community and the Hawaii Department of Education, supporting more than $40 million in projects such as curriculum support, transition and technology grants and repair and maintenance for Hawaii's public schools. JVEF is co-chaired by the USPACOM Director of Manpower, Personnel and Administration and the Hawaii Superintendent of Education. Approximately 15,000 military dependents attend Hawaii's public schools, representing more than 8 percent of the public school enrollment.

JVEF has been long interested in longitudinal data to track our students' progress and in the data being used to improve instruction and educational outcomes. We believe that a P-20 State Longitudinal Data System (SLDS) is critical to informed decision making of JVEF, the DOE, legislators, principals, classroom teachers and parents. JVEF will support military-impacted schools in using the data to improve instruction, and JVEF will use the output of the P-20 SLDS to inform our own initiatives.

We hope that you will view the Hawaii application favorably. Thank you for your consideration.

Sincerely,

MICHAEL F. DAVINO
Colonel, USA
Director for Manpower,
Personnel and Administration

LINDA LINGLE
GOVERNOR

GREGG YAMANAKA
CHAIRPERSON

JAMES P. HARDWAY
EXECUTIVE DIRECTOR

STATE OF HAWAII
WORKFORCE DEVELOPMENT COUNCIL
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS
830 PUNCHBOWL STREET, ROOM 417
HONOLULU, HAWAII 96813
www.hawaii.gov/labor/wdc
Phone: (808) 586-8672 / Fax: (808) 586-8674
Email: dlir.workforce.council@hawaii.gov

November 18, 2009

November 18, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

The Hawaii Workforce Development Council ("WDC") supports the Hawaii Department of Education's application for the Statewide Longitudinal Data System grant (CFDA 84.384). The application supports the partnership of the Hawaii Department of Education, University of Hawaii, Hawaii P-20 Partnerships for Education, and other agencies including the WDC to develop a P-20 statewide longitudinal data system containing inter-agency data.

The WDC is mandated by State law to develop and update a Comprehensive Workforce Development Plan for the State, as well as the State Workforce Investment Act plan for the use of federal Workforce Investment Act funds. The WDC is comprised of 31 private and public sector members appointed by the Governor who provide direction to the State's workforce development efforts and support and encourage best use of resources for those purposes. The WDC's mission is to promote and facilitate the development of a skilled workforce that meets the needs of business and industry, enhances workplace productivity and increases opportunity for high wage employment and entrepreneurship. K-12 and postsecondary education are high priorities for the WDC with the first of four WDC goals focusing on improving our educational pipeline: delivering timely education and training to close gaps in producing future workers for high-demand operations.

The proposed P-20 statewide longitudinal data system will include early childhood education, K-12, higher education and employment data. WDC supports the inclusion of employment data from the state's Unemployment Insurance records. The P-20 SLDS will provide reports linking training programs and employment outcomes of participants which will be used to evaluate and improve WDC's education and training programs. The longitudinal data will inform workforce

development planning and strategies.

As the WDC, we commit to encouraging our colleagues at the Department of Labor and Industrial Relations to continue partnering with the DOE, UH and Hawaii P-20 in the P-20 SLDS. We also commit to using the analyses of longitudinal data to enhance our ability to evaluate and improve the effectiveness of State of Hawai'i's workforce development plans and programs.

Please give this application your highest consideration. Mahalo.

Sincerely,

GREGG YAMANAKA
Chairperson

c. Darwin Ching, DLIR
Mark Anderson, DBEDT
Carole Furuya, DOE
Tammi Oyadomari-Chun, P-20
James P. Hardway, WDC

LINDA LINGLE
GOVERNOR
THEODORE E. LIU
DIRECTOR
MARK K. ANDERSON
DEPUTY DIRECTOR

DEPARTMENT OF BUSINESS, ECONOMIC DEVELOPMENT & TOURISM

No. 1 Capitol District Building, 250 South Hotel Street, 5th Floor, Honolulu, Hawaii 96813
Mailing Address: P.O. Box 2359, Honolulu, Hawaii 96804
Web site: www.hawaii.gov/dbedt

Telephone: (808) 586-2355
Fax: (808) 586-2377

December 1, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

On behalf of the State of Hawai'i, I would like to express my strong support for Hawai'i's application for a State Longitudinal Data Systems grant under the (CDFA 84.384). This P-20 State Longitudinal Data System (SLDS) will increase transparency, accountability and educational outcomes to support workforce and economic development in the state.

The proposed P-20 SLDS will track students through Hawai'i's public educational systems and into the workforce in order to shape educational and workforce policies, guide resource allocation decisions, and document program improvements. This grant will build upon the on-going effort of the State of Hawai'i Department of Education, University of Hawai'i, Department of Business, Economic Development and Tourism, Department of Labor and Industrial Relations and the Hawai'i P-20 Partnerships for Education to complete a statewide longitudinal data system.

Through our office, the State has led the State's STEM initiatives, including a STEM grant from the National Governor's Association (NGA). The proposed P-20 statewide longitudinal data system is an extension of the Outcomes Accountability System (OAS) being developed through the NGA STEM grant in cooperation with Hawai'i P-20. We envision the OAS as a tool to track students' STEM participation and coursetaking in high school and their outcomes in postsecondary education. The P20 LDS will provide the State with a better tool to evaluate student educational outcomes and its relationship to college and career readiness and career pathways. Additionally, DBEDT will be able to utilize data from the P20 LDS to evaluate the impact of educational achievement and outcomes on workforce development, planning and training programs.

As the Director of the Department of Business Economic Development and Tourism, I am fully committed to the goals of this project and will give my full support to implementing and

Dr. Tate Gould
December 1, 2009
Page two

facilitating inter-agency cooperation. Additionally, I have committed the time of DBEDT staff, such as Pearl Imada Iboshi, our State Economist to the overall strategic planning and oversight to this project. Dr. Iboshi is a member of the P20 LDS Executive Oversight Committee.

Please give this application your highest consideration. Thank you.

Sincerely,

Theodore E. Liu

Appendix D - Letters of Support
Hawaii Dept. of Business, Economic Development & Tourism (2 pages)

November 30, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

I am writing in strong support of Hawaii's application for the U.S. Department of Education for a Statewide Longitudinal Data System (CFDA 84.384) on behalf of the Hawaii Association of Independent Schools (HAIS).

Founded in 1969, HAIS is an organization of member schools that advocates on behalf of independent education in Hawaii and participates actively in the educational dialogue in our community. It provides services that strengthen our individual schools, and it supports their efforts to achieve educational quality and excellence for students. Currently, HAIS has 98 member schools representing the spectrum from parochial schools to secular schools, from early childhood education to K-12 to postsecondary education, and across all major islands.

HAIS is involved in Hawaii P-20's efforts to improve educational attainment statewide. Hawaii P-20 and HAIS have been discussing the collection and use of longitudinal student data for years. In the past, Hawaii P-20 and HAIS have collaborated to introduce the National Student Clearinghouse to independent schools to allow schools to track their high school graduates to postsecondary education to inform their planning as well as accreditation self-studies. While this phase of the proposed P-20 SLDS will focus on public school students' data, we look forward to working with Hawaii P-20 and SLDS leadership and staff to develop a strategy to incorporate student data from independent K-12 and postsecondary institutions into the SLDS to inform educational planning and accountability statewide. Also, independent schools are represented on a number of SLDS partners, including the Hawaii Early Learning Council, Hawaii Teacher Standards Board, Teacher Education Coordinating Committee and Hawaii P-20 Council; we will work through those organizations, as well, to support the development and use of the SLDS to improve educational outcomes for Hawaii.

Thank you for your consideration.

Sincerely,

Robert Witt
Executive Director

Ala Moana Pacific Center · 1585 Kapiolani Blvd. #1212 · Honolulu, HI 96814-4527 · tel. 808.973.1545 · www.hais.org

UNIVERSITY of HAWAI'I SYSTEM

Office of the State Director
for Career and Technical Education

November 23, 2009

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

I would like to express my strong support for the Hawaii State Department of Education's application for the U.S. Department of Education's Statewide Longitudinal Data System grant program (CFDA 84.384). The Office of the State Director for Career and Technical Education is pleased to partner with the Hawaii Department of Education and other state agencies to establish a P-20 Statewide Longitudinal Data System (SLDS).

The Office of the State Director for Career and Technical Education (CTE) is the administrative arm of the State Board for Career and Technical Education. As Director, I am responsible for the State CTE plan, recommending CTE policies, disbursing federal Carl D. Perkins CTE Improvement Act of 2006 funds, and assisting the Hawai'i Department of Education and the University of Hawai'i Community College System in planning, coordinating and evaluating CTE programs, activities and services. One of our Perkins-funded state leadership projects has been the Maui Consortium's HI-PASS initiative. Through the initiative, K-12 teachers and administrators engage in discussions about improving instruction, curriculum alignment, teacher training and student learning in mathematics, science and English using longitudinal student data which tracks students from Maui high schools to Maui Community College as an anchor for the educators' conversations.

We are excited about the P-20 SLDS that will be implemented if this grant is awarded. The P-20 SLDS will make the data analyses that we have supported for the Maui Consortium systemic and statewide. Additionally, the SLDS will allow our staff to track students longitudinally between the education systems and to the workforce; these longitudinal data will improve the quality of accountability and performance measures and will improve the

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An Equal Opportunity/Affirmative Action Institution

UNIVERSITY of HAWAI'I® SYSTEM

Office of the State Director
for Career and Technical Education

efficiency of preparing our annual Perkins report. We commit to using the P-20 SLDS for instructional improvement within CTE programs and for evaluating allocation of CTE resources.

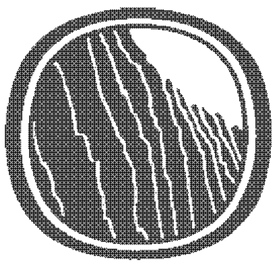
Please support this important investment for educational improvement in Hawai'i. Thank you for your consideration.

Sincerely,

Angela Meixell
Interim State Director

Lunalilo I, Lower Campus Road
Honolulu, Hawai'i 96822
Telephone: (808) 956-7461
Fax: (808) 956-9096

An Equal Opportunity/Affirmative Action Institution



HAROLD K.L. CASTLE FOUNDATION

November 19, 2009

Building Resources for Hawaii's Future

Dr. Tate Gould
Institute of Education Sciences
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

On behalf of the Harold K. L. Castle Foundation and its Directors, I am pleased to strongly endorse the State of Hawai'i Department of Education application for a State Longitudinal Data System Grant. We are truly excited by the opportunities presented by this work. The proposed data collection and dissemination capability enshrined in this proposal constitutes a significant step forward in our state's ability to effectively monitor and respond to the needs and aspirations of our students as well as all stakeholders in Hawaii's future. This effort also propels forward our foundation's ability to assess the effectiveness of our own grantmaking in public education by enabling us to track the impact of our investments on key student achievement and attainment indicators over time. To that end, we recommit ourselves to the longstanding partnership between the Hawai'i Department of Education, the University of Hawai'i, Hawai'i P-20 Partnerships for Education and other organizations vested in improving the availability and accuracy of student longitudinal data. Without such metrics and without a robust system for collecting, analyzing and sharing this data, our foundation cannot in good conscience assess progress towards our philanthropic mission in public education.

Founded in 1962, the Harold K.L. Castle Foundation works to build resources for Hawaii's future. We do so by investing in promising initiatives and organizations through grantmaking, using our convening power, and introducing and spreading new ideas and approaches to help solve some of Hawaii's most pressing problems. Specifically, our mission in education is to close the achievement and preparation gaps in public education so that all of Hawaii's children, regardless of their socioeconomic background, have access to and benefit from high-quality education, from pre-kindergarten through 12th grade, that prepares them for a successful future.

As one of P-20's largest private funders, we have long been committed to their goal of developing a longitudinal data system. The Foundation was a pioneering funder in HI-PASS, the precursor to the proposed project. We have long supported the state in efforts to develop tools that better track student achievement and attainment. In addition to HI-PASS, we have invested in efforts to develop a student growth model. We herein commit to active participation in the Hawai'i Partnership for Educational Research Consortium. We are willing to participate in a research advisory committee for the P-20 state longitudinal data

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96734

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fax 808-261-6918
www.castlefoundation.org

system (SDLS) and will use data from the P-20 SLDS in our research and to populate our foundation's education dashboard. We look forward to seeking new research opportunities and will include the Hawai'i Partnership for Educational Research as a partner when seeking future funding for educational research.

Sincerely,

Terrence R. George

Terrence R. George
Vice President and Executive Director

HAWAI'I EDUCATIONAL POLICY CENTER
Informing the Education Community

November 3, 2009

Dr. Tate Gould
Institute of Education Statistics
National Center for Education Science
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Subject: Letter of Support for Hawai'i Application for U.S. Department of Education for the Statewide Longitudinal Data Systems under the American Recovery and Reinvestment Act of 2009

Dear Dr. Gould:

As Director of the Hawaii Educational Policy Center (HEPC), I am pleased to provide this letter of support for the Hawaii Department of Education's application for a State Longitudinal Data System Grant.

HEPC is an independent policy research organization that provides timely, concise, relevant, and objective policy briefs, reports, articles, studies, forums, and workshops that reflect the needs and requests of Hawaii policy makers. HEPC strives to become a trusted partner with policy makers in efforts to understand, nurture, improve, and adopt the best and most appropriate policies for our life-long learners in Hawaii.

Over the years HEPC staff have conducted studies ranging from early childhood education and readiness for Kindergarten, to longitudinal studies of student performance in elementary programs, to teacher professional preparation, induction, mentoring and retention, to higher education workforce development. These studies required access to various databases, which were found to be disconnected, discontinuous, incomplete, and controlled by organizational gatekeepers that prevented staff from meaningfully answering policy questions. As early as 2002, HEPC conducted a study of access to student databases that would enable researchers to respond to policy questions. Findings showed that while data existed in diverse organizations there was no way to connect the data sets in a meaningful way except through a trusted third party. Now in 2009 we have the opportunity to address these problems by creating the Partnership for Educational Research Consortium and a statewide longitudinal data system. Doing so will require external funding since no one organization has any incentive to connect their data with others.

HEPC confirms there is a long-standing need for this project and commits its resources to supporting the application and the resulting consortium. The existence of a student longitudinal database will enable HEPC to better respond to policy makers on issues critical to improving education in Hawaii.

Sincerely,

Donald B. Young, Director

1776 University Avenue, Castle Memorial Hall 133 • Honolulu, Hawaii 96822
Phone (808) 956-7961 • Fax (808) 956-9486

HAWAI'I PACIFIC UNIVERSITY

VICE PRESIDENT OF
ACADEMIC AFFAIRS

November 4, 2009

Dr. Tate Gould
Institute of Education Studies
National Center for Education Statistics
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

On behalf of Hawai'i Pacific University, I am submitting a letter of support for the State of Hawai'i Department of Education application for a State Longitudinal Data System Grant. Hawai'i Pacific University is excited about the potential to partner with the Hawai'i Department of Education, the University of Hawai'i, Hawai'i P-20 Partnerships for Education and other organizations to improve use of research and longitudinal data analyses to provide informed decisions about educational improvements for the state of Hawai'i.

Hawai'i Pacific University looks forward to active participation in the Hawai'i Partnership for Educational Research Consortium. Representatives from the University are willing to participate in a research advisory committee for the P-20 state longitudinal data system (SDLS) and hopes to use data from the P-20 SLDS in our research. We look forward to seeking new research opportunities and will include the Hawai'i Partnership for Educational Research as a partner when seeking future funding for educational research.

Sincerely

John M. Kearns, Ph.D.

Vice President Office of Academic Affairs

1188 Fort Street Mall, Suite 440 • Honolulu, Hawai'i 96813-2784 • Telephone: (808) 544-0216 • FAX: (808) 544-9306
E-mail: jkearns@hpu.edu

PR/Award # R384A100021

KAMEHAMEHA SCHOOLS

Strategic Planning and Implementation
Research & Evaluation Division

November 5, 2009

Dr. Tate Gould
Institute of Education Statistics
National Center for Education Statistics
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

On behalf of the Research & Evaluation Division of Kamehameha Schools (KS-R&E), I am pleased to submit a letter of support for the State of Hawai'i Department of Education application for a State Longitudinal Data System Grant. KS-R&E is excited about the opportunity for our research to include analyses of longitudinal student data and to partner with the Hawai'i Department of Education, the University of Hawai'i, Hawai'i P-20 Partnerships for Education and other organizations to improve use of research and longitudinal data analyses for the purposes of monitoring and developing the educational outcomes, capabilities, and well-being of people of Hawaiian ancestry.

As a charitable educational trust committed to creating educational opportunities to improve the capability and well-being of Native Hawaiians, Kamehameha Schools depends upon accurate and reliable data in order to inform and guide its educational policies, programs, services, and collaborations. Since the majority of constituents impacted by KS are served by its plethora of community outreach and extension programs and do not attend KS's preschool and K-12 campuses, it is imperative that comprehensive data regarding Native Hawaiians in non-KS school systems, higher education, and the workforce is compiled and analyzed in a timely manner. To date, this has been undertaken in piecemeal fashion for each disparate sector of KS constituents, and the creation and maintenance of a viable comprehensive longitudinal data system would greatly assist KS in monitoring the well-being of its learners served, so that its programs, services, and collaborations can better serve the Hawai'i community.

KS-R&E commits to active participation in the Hawai'i Partnership for Educational Research Consortium. We are willing to participate in a research advisory committee for the P-20 state longitudinal data system (SDLS) and would like to use data from the P-20 SLDS in our research. The P-20 SLDS will allow us to conduct a variety of informative program monitoring and evaluation studies, ranging from long-term longitudinal tracking of Native

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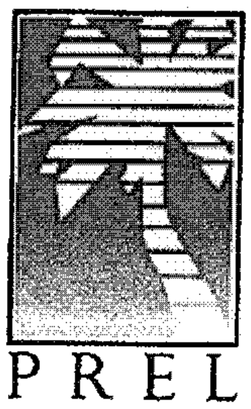
Hawaiian children who attend early childhood education programs, to broadening the scope of evaluation for career and post-high counseling programs by incorporating labor and workforce data. As KS has recently sought to develop and integrate its own pipeline of services, the parallel efforts of Hawai'i P-20 Partnerships for Education on the SLDS will undoubtedly prove to be an invaluable resource for the Hawai`i education community.

Sincerely,

Nolan Malone
Director, Research & Evaluation Division
Kamehameha Schools
567 South King Street, Suite 400
Honolulu, Hawai'i 96813



October 30, 2009

Dr. Tate Gould
Institute of Education Statistics
National Center for Education Statistics
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

Pacific Resources for Education and Learning (PREL) is pleased to submit a letter of support for the State of Hawai'i Department of Education application for a State Longitudinal Data System Grant. PREL is excited about the research opportunities that will be provided by the proposed longitudinal student data system. These will greatly contribute to the depth and breadth of the research that can be conducted and thus enhance our ability to fulfill our mission, which is to build capacity through education. We look forward to working closely with the Hawai'i Department of Education, the University of Hawai'i, Hawai'i P-20 Partnerships for Education and other organizations to improve use of research and longitudinal data analyses.

Pacific Resources for Education and Learning (PREL) is an independent, not-for-profit 501(c)(3) corporation governed by a 20-member Board of Directors, whose members include representatives of K–12 education, higher education, business, and government in Hawai'i, American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Republic of the Marshall Islands, and the Republic of Palau. Our work includes 1) evaluation of the effectiveness of educational programs; 2) development and dissemination of research-based educational products and practices research on educational needs and issues; 3) design, development, scoring, analysis, and interpretation of large-scale, standards-based assessments and surveys; 3) training for teachers, administrators, parents, and others to support improved education; and 4) organization and facilitation of collaborative forums for discussing, learning about, and resolving educational issues. Since its inception in 1990, PREL has been awarded numerous major grants and contracts from the U.S. Department of Education, National Science Foundation, and other agencies and organizations to conduct innovative educational projects in Hawai'i and throughout the Pacific region.

PREL is staffed by specialists in many areas of education such as vocational education, parental involvement, information and computer sciences, distance learning, psychology, assessment, training, curriculum development, applied research, evaluation and measurement, cultural literacy, and data management and utilization.

Building Capacity Through Education

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Email: askprel@prel.org ▪ Website: www.prel.org

PR/Award # R384A100021

PREL commits to active participation in the Hawai'i Partnership for Educational Research Consortium. We also look forward to participating in a research advisory committee for the P-20 state longitudinal data system (SDLS). The kinds of research that would be advantaged by this include, for example, evaluating the effects of student interventions in high school on post-secondary educational outcomes. We also regularly conduct needs assessments, tracking the educational progress of important subgroups such as Native Hawaiian and Pacific Islander students. The proposed longitudinal data system will enhance our ability to shape new research opportunities, and we will include the Hawai'i Partnership for Educational Research as a partner when seeking future funding for educational research.

Sincerely,

Paul Dumas

Acting President and Chief Executive Officer

University of Hawai'i Community Colleges
Academic Affairs

UNIVERSITY of HAWAI'I SYSTEM

November 10, 2009

Dr. Tate Gould
Institute of Education Statistics
National Center for Education Statistics
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

On behalf of University of Hawai'i Community Colleges (UHCC), I am pleased to submit a letter of support for the State of Hawai'i Department of Education application for a State Longitudinal Data System Grant. UHCC is excited about opportunities for our research to include analyses of longitudinal student data and to partner with the Hawai'i Department of Education, the University of Hawai'i, Hawai'i P-20 Partnerships for Education and other organizations to improve use of research and longitudinal data analyses to inform educational improvement in Hawai'i.

The University of Hawaii Community College System is deeply invested in strategic and performance driven data in a longitudinal context and framework. This initiative is vital for the UHCC System to continue to refine implementation and measurement of goals and to allow for proper allocation and monitoring of resources.

UHCC commits to active participation in the Hawai'i Partnership for Educational Research Consortium. We are willing to participate in a research advisory committee for the P-20 state longitudinal data system (SDLS) and will use data from the P-20 SLDS in our research. We are particularly interested in seeing more clearly how student success initiatives improve retention and persistence rates.

We look forward to seeking new research opportunities and will include the Hawai'i Partnership for Educational Research as a partner when seeking future funding for educational research.

Sincerely,

Peter S. Quigley
Associate Vice President for Academic Affairs

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PR/Award # R384A100021

UNIVERSITY OF HAWAI'I AT MĀNOA

Center on the Family
College of Tropical Agriculture and Human Resources

November 6, 2009

Dr. Tate Gould
Institute of Education Statistics
National Center for Education Statistics
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

On behalf of the Center on the Family at the University of Hawai'i-Mānoa, I am pleased to submit a letter of support for the State of Hawai'i Department of Education application for a State Longitudinal Data System Grant. We are excited about the opportunity to include the analyses of longitudinal student data into our research initiatives and to partner with the Hawai'i Department of Education, the University of Hawai'i, Hawai'i P-20 Partnerships for Education and other organizations to improve knowledge and understanding of children's educational development.

The Center on the Family conducts applied and basic research on family issues and increases public awareness of the status and well-being of families, including their children and elders. Our faculty and staff have developed curricula and educational materials on promoting children's healthy development and academic success, including guides on school readiness. We were recently awarded an Early Reading First grant of $3.8 million from the federal Department of Education for which the HCAP Head Start Program will serve as a partner. We also maintain databases and widely disseminate data on Hawaii's children through the Kids Count and Center on the Family websites.

We are very supportive of the Hawaii State Longitudinal Data System Grant application and commit to active participation in the Hawai'i Partnership for Educational Research Consortium. We are willing to participate in a research advisory committee for the P-20 state longitudinal data system (SDLS) and will use data from the P-20 SLDS in our research. Our faculty's research on the effects of personality qualities, family status and characteristics, and language/literacy curriculum on children's development would be greatly enhanced with the availability of longitudinal student data. We look forward to seeking new research opportunities and will include the Hawai'i Partnership for Educational Research as a partner when seeking future funding for educational research.

Sincerely,

Sylvia Yuen, Ph.D.
Director

2515 Campus Road, Miller Hall 103, Honolulu, Hawai'i 96822
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cof@ctahr.hawaii.edu www.uhfamily.hawaii.edu
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UNIVERSITY OF HAWAI'I AT MĀNOA

College of Education
Curriculum Research & Development Group (including University Laboratory School)

November 3, 2009

Dr. Tate Gould
Institute of Education Statistics
National Center for Education Sciences
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Subject: Letter of Support for Hawai'i Application for U.S. Department of Education for the Statewide Longitudinal Data Systems under the American Recovery and Reinvestment Act of 2009

Dear Dr. Gould:

As Director of the Curriculum Research & Development Group (CRDG) in the College of Education at the University of Hawaii at Manoa, I am pleased to provide this letter of support for the Hawaii Department of Education's application for a State Longitudinal Data System Grant.

CRDG is an organized research unit established in 1967 whose mission is creating, evaluating, disseminating, and supporting quality educational programs for all students and teachers, preschool through grade 12. CRDG brings together teams of teacher-researchers, scholars, evaluators, editors, publication specialists, and teacher trainers who work collaboratively with public and private school systems, universities, and other educational agencies to carry out its work. CRDG has curriculum development projects in a variety of subject areas including science, mathematics, English, and Pacific and Asian studies. Research and school service projects focus on educational evaluation, teacher development, reduction of in-school segregation of students, and programs for students educationally at risk. CRDG-developed programs are generally recognized as exemplary in their particular subject areas and being used in the U.S. and other countries.

An integral part of our work includes longitudinal studies of student development and achievement. One of the greatest barriers to research and development has been the lack of accessible data on students, especially the ability to follow students from early childhood, through elementary and secondary schooling, into post secondary education and work. The proposed development of a statewide longitudinal data system will not only enhance our work, but will also enable us to address long-standing educational issues and use state-of the-art methods such as growth modeling that are not possible with today's dispersed and uncoordinated data sets.

The proposed Partnership for Educational Research Consortium will provide data warehousing that is not currently coordinated. Our researchers also have large student and teacher performance data sets that can be included in the data warehouse for access and analysis by others. Further, we have faculty who understand the research questions of importance and how to

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structure data systems to present statistics that will support analysis of these pressing questions. CRDG will be an active player in the Consortium contributing data and expertise while accessing the available data for ongoing research and school improvement. As appropriate, we will also provide advisory services to the partnership on the development and use of the student longitudinal data system.

We look forward to contributing to and seeking new research opportunities. Further, the availability of the data sets and collaboration with the Hawaii Partnership for Educational Research will enhance our success in competing for future funding for educational research.

Sincerely,

Donald B. Young, Director

UNIVERSITY of HAWAI'I• MĀNOA

John A. Burns School of Medicine
Department of Psychiatry

November 1, 2009

Dr. Tate Gould
Institute of Education Statistics
National Center for Education Statistics
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

On behalf of Asian/Pacific Islander Youth Violence Prevention Center (APIYVPC), I am pleased to submit a letter of support for the State of Hawai'i Department of Education application for a State Longitudinal Data System Grant. The APIYVPC is excited about the opportunity for our research to include analyses of longitudinal student data and to partner with the Hawai'i Department of Education, the University of Hawai'i, Hawai'i P-20 Partnerships for Education, and other organizations to improve use of research and longitudinal data analyses to inform educational improvement in Hawai'i. This would include examining indicators of psycho-social development and its association with academic achievement.

The APIYVPC's mission is to reduce and prevent interpersonal youth violence, especially for Asian American and Pacific Islander adolescents by developing an effective, comprehensive, public-health, and culturally competent model for one Asian American and Pacific Islander community to serve as a national prototype. The APIYVPC was founded in 2000, is part of the Department of Psychiatry (John A. Burns School of Medicine, University of Hawai'i at Mānoa), and is funded by the Centers for Disease Control and Prevention (CDC). One of the major obstacles to evaluation and research in the area of youth violence prevention and positive youth development has been the lack of longitudinal education data within the Department of Education. The present project will GREATLY enhance the ability to perform such studies.

The APIYVPC commits to active participation in the Hawai'i Partnership for Educational Research Consortium. We are willing to participate in a research advisory committee for the P-20 state longitudinal data system (SDLS) and will use data from the P-20 SLDS in our research. We would also be willing to link any data that we may have with the longitudinal education data, pending appropriate approvals.

We look forward to seeking new research opportunities and will include the Hawai'i Partnership for Educational Research as a partner when seeking future funding for educational research.

Sincerely,

Earl S. Hishinuma, Ph.D.
Professor & Associate Chair of Research
Principal Investigator, Asian/Pacific Islander Youth Violence Prevention Center

1356 Lusitana Street, 4thFloor Honolulu, Hawai'i 96813
Telephone: (808) 586-2900 Fax: (808) 586-2940
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Student Services Office

UNIVERSITY of HAWAI'I® WEST O'AHU

November 13, 2009

Dr. Tate Gould
Institute of Education Statistics
National Center for Education Statistics
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

On behalf of the Division of Student Affairs of the University of Hawai'i – West O'ahu, I consider it an honour to be able to submit a letter of support for the State of Hawai'i Department of Education application for a State Longitudinal Data System Grant. The Division of Student Affairs of the University of Hawai'i – West O'ahu_is excited about the opportunity for our research to include analyses of longitudinal student data and to partner with the Hawai'i Department of Education, the University of Hawai'i, Hawai'i P-20 Partnerships for Education and other organizations to improve use of research and longitudinal data analyses to inform educational improvement in Hawai'i.

Improved communication between K-12 and higher education institutions helps to create seamless paths of entry into college for students from lower-education. Currently, the lack of such a system essentially forces students to re-establish themselves once they graduate from high school and enter higher education. Every aspect of student data – from demographics to academic performance – would be of tremendous benefit in creating support for students *prior* to the entry into college. As a former elementary educator, I am clearly aware of how diligently teachers work to track individual students toward success. As a university administrator, I am painfully aware of how none of that rich information is passed on once a student graduates from high school. Even if the student consented, no such system exists for any data to be shared. I am nearly giddy with the potential of such a longitudinal system.

As you well know, Hawaii is the only state in the nation with one public system of education. All public K-12 schools are unified, all public institutions of higher education are governed as one system. This unique organizational structure aligns us to be the perfect site for a longitudinal student database. The possibilities of such a system are endless. From a consumer perspective, the implications are tremendous and can work to only improve the quality of education students receive in the State of Hawai'i.

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Dr. T. Gould
November 13, 2009
Page 02

The Division of Student Affairs of the University of Hawai'i – West O'ahu commits to active participation in the Hawai'i Partnership for Educational Research Consortium. We are willing to participate in a research advisory committee for the P-20 state longitudinal data system (SDLS) and will use data from the P-20 SLDS in our research. We look forward to seeking new research opportunities and will include the Hawai'i Partnership for Educational Research as a partner when seeking future funding for educational research.

Sincerely,

Lori M. Ideta, Ed.D.
Vice Chancellor for Student Affairs

USC
ROSSIER
SCHOOL OF
EDUCATION

Associate Dean for
Faculty

November 3, 2009

Dr. Tate Gould
Institute of Education Statistics
National Center for Education Statistics
1990 K Street, NW Room 9023
Washington, DC 20006-5651

Dear Dr. Gould:

On behalf of the Rossier School of Education (RSOE) at the University of Southern California, I am pleased to submit a letter of support for the State of Hawai'i Department of Education application for a State Longitudinal Data System Grant. RSOE at USC is excited about Hawaii Department of Education's partnership with other state agencies to develop a P-20 Statewide Longitudinal Data System (SLDS). Our hope is that this system will provide data for our students to conduct analyses and research about Hawaii's educational issues to improve educational outcomes, and we will be able to incorporate the longitudinal data into our educational program to train Hawaii's educational leaders.

RSOE at USC has a long history of developing educational leaders in Hawaii. Since 1979, USC has had a Hawaii-based doctoral program in educational administration. We have graduated dozens of Ed.D.s who currently lead a variety of educational institutions—K-12 and higher education—throughout the state. Currently, we have 54 candidates progressing through our Ed.D. program. These doctoral candidates conduct analyses and research on Hawaii's educational issues. For example, currently, we have a thematic group of ten dissertation research projects focused on improving Hawaii's educational pipeline, and these projects would be enhanced by availability of longitudinal student data.

Leadership of USC's RSOE Ed.D. Hawaii program commits to active participation in the Hawaii Partnership for Educational Research Consortium. We are willing to participate in a research advisory committee for the P-20 State Longitudinal Data System. We plan to use P-20 SLDS data sets in our doctoral program coursework and for research in coordination with P-20 and DOE. The longitudinal student

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Southern California
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data will increase the quality and potential impact of our students' analyses and research, and using the data in our coursework will prepare our students to use data effectively in their practice.

If you have any questions, please contact me at 213.821.1953 or by email at dominicb@usc.edu.

Sincerely,

Dominic J. Brewer, Ph.D.
Associate Dean for Research and Faculty Affairs
Clifford H. and Betty C. Allen Professor in Urban Leadership
Professor of Education, Economics and Policy

Budget Narrative

Budget Narrative - Budget Justification

Attachment 1:
Title: **Budget Narrative Final** Pages: **14** Uploaded File: **Budget Narrative Final.pdf**

7. BUDGET NARRATIVE (Justification by Outcome)

Ho'okele will be accomplished in a three-year timeframe at a projected total cost of $11,945,286.00. The first year and second years will be spent on acquiring and implementing target architecture for projected budget costs of $5,023,126 and $4,149,072 respectively. Expenses in Year One and Two are higher due to the acquisition of the P20 LDS data warehouse, associated hardware, software, training, and consultant fees. Year Three's projected cost is $2,773,089 and will be spent continuing Year One and Two's development, governance and training efforts. The indirect rate of 13.3% will be applied to the total costs in accordance with the negotiated Indirect Cost Rate (Agreement 2009-116). Total indirect costs are $1,155,592.00.

Budget narrative details are by Outcomes as specified in Section II. Proposed Outcomes Related to System Requirement and Implementation.

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

Budget Categories	Year 1	Year 2	Year 3	Total
1. Personnel	73,432	73,432	73,432	220,297
2. Fringe Benefits	28,125	28,125	28,125	84,375
3. Travel	0	0	0	0
4. Equipment	0	0	0	0
5. Supplies	7,400	0	0	7,400
6. Contractual	0	0	0	0
7. Construction	0	0	0	0
8. Other	0	0	0	0
9. Total Direct Costs (lines 1-8)	108,957	101,557	101,557	312,072
10. Indirect Costs	0	0	0	0
11. Training Stipends	0	0	0	0
12. Total Costs (lines 9-11)	108,957	101,557	101,557	312,072

Personnel: All personnel expenses are budgeted for Years One, Two and Three of this grant. Each of the positions noted (including the Project Director) is targeted to be sustained after the grant ends to support the ongoing maintenance and updating of the P20 LDS.

Project Director (25% FTE): The P20 LDS Project Director is directly responsible for Outcome 1 and will allocate 25% of his/her time. This position will work directly with the EOC, Data Governance and Access Committee and other data governance structures to facilitate the establishment of a P20 data governance structure. The Project Director's on-going responsibilities for this outcome will focus on sustaining the data governance processes within the data governance structure to facilitate the seamless collection, quality control, storage and transfer of P20 LDS data. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Data Governance Coordinator (80%): This position is allocated at 80% FTE with Outcome 1. P20 data governance will be coordinated with HIDOE data governance activities to reduce redundancy, capitalize on

negotiated agreements, and streamline statewide policies and procedures. Key responsibilities include: administrative support for Data Governance and Access Committee and Multi-state Human Capital Data System data exchange; development, implementation and monitoring of a research data request system/database; in conjunction with Reporting Tools and Data Use Trainers the Coordinator will incorporate data governance policy and procedures into the development and implementation of stakeholder data use and certification training, and assist in the development, documentation and publication of protocols, and processes for end users. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Fringe: Fringe for all of the above positions has been calculated at the State of Hawai'i's standard rate of 38.3%.

Supplies: Year One: Supply costs cover the purchase of computers (1 each), monitors (1 each) and printers (1 each) for the two positions.

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

Budget Categories	Year 1	Year 2	Year 3	Total
1. Personnel	307,371	307,371	307,371	922,113
2. Fringe Benefits	117,724	117,724	117,724	353,172
3. Travel	0	0	0	0
4. Equipment	680,258	243,060	0	923,318
5. Supplies	700,193	46,500	129,432	876,125
6. Contractual	674,864	1,324,400	299,889	2,299,153
7. Construction	0	0	0	0
8. Other	49,173	134,978	137,319	321,470
9. Total Direct Costs (lines 1-8)	2,529,582	2,174,033	991,735	5,695,351
10. Indirect Costs	680,258	243,060	0	923,318
11. Training Stipends	0	0	0	0
12. Total Costs (lines 9-11)	3,209,840	2,417,093	991,735	6,618,669

Personnel: All personnel are budgeted for Years One, Two and Three of this grant. Each of the positions noted (including the Project Director) is targeted to be sustained after the grant ends to support the ongoing maintenance and updating of the P20 LDS.

Project Director (15% FTE): For the purpose of Outcome 2, the Project Director is responsible for facilitating contracting consultants; ensuring communication with UH IT Technical Lead Richard Kohnke (non-project funded), consultants, Hawai'i P-20 Executive Director, and the EOC. The Project Director will manage timeline and projected milestones in the design, development and implementation of the P20 LDS data warehouse, and ensure adherence to federal, state and UH procurement policy and procedure in the

contracting and purchasing processes. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

System Administrator (100% FTE; project funded): This position will have primary responsibility to install, test, document, and maintain systems and network hardware, including firmware upgrades, and operating security patches; assist with the testing of software products and administrative applications; monitor system usage and troubleshoot performance issues of applications, systems, services and the network. This position will work in conjunction with consultants and UH IT Technical Lead to design, develop and implement the technology infrastructure. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

System Database Administrator (100% FTE; project funded): This position will have primary responsibility to install, configure, document, maintain and optimize databases to help sustain and improve performance and efficiency. This position will perform technical problem diagnosis and problem resolution with the assistance of system administrator, developer, and vendor technical support as necessary and recommend, implement, maintain and enforce standards and practices that ensure the security, integrity and manageability of databases including disaster recovery. This position will work in conjunction with the consultants and UH IT Technical Lead to design, develop and implement the technology infrastructure. Projected salary is based on UH average salary for position classification.

Application Database Administrator (100% FTE; project funded): This position will have primary responsibility as database designer and developer for the P20 LDS during the developmental and production cycles; specifies and defines user access levels; test, correct and refine changes and errors to database; will design code and test extract, transform and load (ETL) components, as well work with subject matter experts to understand source data structures and definitions, translating business rules into the physical data model; and define and plan backup and recovery requirements. This position will work in conjunction with the consultants and UH IT Technical Lead to design, develop and implement the technology infrastructure. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Application Database Administrator (50% FTE; project funded): This position will have primary responsibility as database designer and developer for the College Access Portal application and database during the developmental and production cycles; specifies and defines user access levels; test, correct and refine changes and errors to database; will design code and test extract, transform and load (ETL) components, as well work with subject matter experts to understand source data structures and definitions, translating business rules into the physical data model; and define and plan backup and recovery requirements. This position will work in conjunction with the consultants and UH IT Technical Lead to design, develop and implement the technology infrastructure. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Fringe: Fringe for all of the above positions has been calculated at the State of Hawai'i's standard rate of 38.3%.

Equipment: UH IT staff reviewed current market costs and equipment needs required to build the P20 LDS infrastructure. Infrastructure equipment costs are staggered through Years One and Two.

Year One: The following budget items are equipment purchases for the technology infrastructure in Year One: data warehouse (DW) non-production database server (1); business intelligence (BI) non-production web servers (3); BI non-production application servers (3); non-production database server (1); disk array storage; backup tape drives (8); backup media server (1); SAN switches (2); load balancer (2); and firewall (2).

Year Two: The following budget items are equipment purchases for the technology infrastructure in Year Two: DW production database server (1); BI tool production web servers (3); BI production application server (3); and BI production database server (1).

Supplies: A Request for Information (RFI) was posted during October, 2009 by UH on behalf of the Hawai'i State Education Agency in order to understand the spectrum of available services, providers and costs associated with building a longitudinal data system. The P20 LDS Technical Advisory Group received 10 responses and reviewed products and solutions offered, staffing requirements, and projected costs and timelines for completion. (see Appendix A-15, for sample Letter of Agreement)

Year One: DW software; Veritas Netbackup software; Veritas Storage Foundation Software; VPN; backup tapes (900); host bus adapters (2 per server). First year supply costs include computers and monitors for the four Information Technology staff.

Year Two: DW software

Year Three: DW software; Oracle Advanced Security Option software; Oracle tuning Pack Software

Contractual: The October 2009 RFI responses ranged from "full-spectrum" providers to project management models that could be scaled to the particular needs and objectives of clients. After review of the RFI's, it was determined to purchase a commercial-off-the-shelf (COTS) data warehouse product, and to contract with a professional services firm that specializes in education decision support systems that focus on data warehousing and BI solutions which will support a UH implementation team in building and deploying its P20 inter-agency longitudinal data system. In compliance with state procurement policy and procedure, a Request for Proposals will be released once awards and sub-contracts have been secured. As such, details for anticipated contract costs are considered reasonable estimates based on RFI responses to timelines and projected costs. (see Appendix A-15, for sample Letter of Agreement)

Year One: Contract costs include: Project Manager (8 mo); Data Modeler (6 mo); Report Developer (6 mo). Contract costs include reasonable cost estimates for consultants based on RFI responses, and federal allowable travel costs.

Year Two: Contract costs include: Project Manager (12 mo); Data Modeler (4 mo); Report Developer (12 mo); BI tool use Trainer (12 mo). Contract costs include reasonable cost estimates for consultants based on RFI responses, and federal allowable travel costs.

Year Three: Contract costs include: Project Manager (3 mo); Report Developer (3 mo); Trainer (3 mo). Contract costs include reasonable cost estimates for consultants based on RFI responses, and federal allowable travel costs.

Other: This budget category contains maintenance costs associated with the P20 LDS. UH IT staff reviewed current market costs and maintenance needs required to maintain the P20 LDS infrastructure. Maintenance costs are staggered through Years One, Two and Three.

Year One: Maintenance: Veritas Netbackup; Veritas Storage foundation; Backup Tape Drives; and Backup Backup Media server.

Year Two: Maintenance: DW production database server; DW non-production database server; BI production web servers; BI production application servers; BI production database server; BI non-production web server; BI non-production application servers; BI non-production database server; Veritas Netbackup; Veritas Storage Foundation; Disk storage array; backup tape drives; backup media server; SAN switch; Load balancer; and firewall.

Year Three: Maintenance: DW production database server; DW non-production database server; BI production web servers; BI production application servers; BI production database server; BI non-production web server; BI non-production application server; BI non-production database server; Veritas Netbackup; Veritas Storage Foundation; Disk storage array; backup tape drives; backup media server; SAN switch; Load balancer and firewall.

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

Budget Categories	Year 1	Year 2	Year 3	Total
1. Personnel	44,100	44,100	44,100	132,301
2. Fringe Benefits	16,891	16,891	16,891	50,673
3. Travel	19,140	19,140	19,140	57,420
4. Equipment	0	0	0	0
5. Supplies	3,700	0	0	3,700
6. Contractual	239,240	198,572	204,104	641,916
7. Construction	0	0	0	0
8. Other	32,225	22,225	22,225	76,675
9. Total Direct Costs (lines 1-8)	355,296	300,928	306,460	962,685
10. Indirect Costs	197,240	196,572	202,104	595,916
11. Training Stipends	0	0	0	0
12. Total Costs (lines 9-11)	552,536	497,500	508,564	1,558,601

Personnel: Personnel listed in this section directly support the activities of Outcome 3. The Project Director position is targeted to be sustained after the grant ends to support the ongoing maintenance of the P20 LDS.

Project Director (15% FTE): The Project Director is responsible for overall supervision of Outcome 3 ensuring communication with Hawai'i P-20 Executive Director, and the EOC. The Project Director will

ensure that timelines for sub-tasks for Outcome 3 are coordinated with time-sensitive Outcomes/sub-tasks across the project to meet projected project milestones. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Reporting/Data Use Program Manager (33.3% FTE; project-funded): This position will facilitate and manage the Objectives and sub-tasks for Outcome 3. Outcome sub-tasks are tied to augmenting, piloting new data collections such as pre-K, HTSB; facilitating charter schools data quality and use implementation plans; coordination of the purchase of student-level data not currently archived or collected by HIDOE, UH or other partner agencies; hiring a consultant to clean and format archived student-level data; development of plan to incorporate Armed Forces data; implementation of programming and transmission of DLIR/UID data; augmentation of current data elements. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Fringe: Fringe for all positions has been calculated at the State of Hawai'i's standard rate of 38.3%.

Travel: Travel has been budgeted for annual conferences for Hawai'i agency partners and other stakeholders. Costs are calculated based on federal allowable travel costs.

Supplies: Supply costs include a computer (1), printer (1) and monitor (1) for the Reporting/Data Use Program Manager.

Contractual: There are three contracts to be executed under Outcome 3:

1. DLIR/UID programmer and analyst will be contracted to execute a computer program to extract, clean and format archived unemployment insurance data for transmission to the P20 data warehouse. The contract will also include quarterly preparation of the UID data for cleaning and formatting for the quarterly transmission to the P20 data warehouse.

2. A consultant will be hired at $150/hr for 166 hours to clean, format and prepare archival student-level data from HIDOE data sources for a one-time transmission to the P20 data warehouse. Archival records include records dating to 1997 and are not included in the current transactional database or HIDOE data warehouse.

3. Charter Schools Administrative Office (CSAO): The CSAO will be contracted to develop and implement processes to collect and transmit quality data from public charter schools to the SEA's data warehouse to include required essential data elements. There are two positions, travel and supplies in this contract.

Charter Schools Registrar (100% FTE; project-funded): This position will design, develop and implement a data quality training program for all charter school registrar/clerical staff. Key responsibilities include: on-site training; development of data manuals, training materials; documentation of business rules and processes for student registration, course registration, transcript/academic history.

Charter Schools IT Programmer (100% FTE; project-funded): This position will support school-reporting needs on student information, coursetaking, and ad hoc reporting needs with information from the charter schools student information systems. Key responsibilities include: development of standard

and ad hoc reports accessible by charter schools; support current Charter Schools Administrative Office programmer in the continued development of the student information system; documentation of IT best practices, policies and procedures; problem solving with charter school staff; and translating business rules into user-friendly reports.

Travel: The Charter Schools Registrar will conduct on-site training for 19 neighbor island charter schools. The Registrar will visit each school site on a quarterly basis, providing hands-on training, troubleshooting, problem-solving and demonstrations of student information modules and data entry best practices.

Supplies*:* Supply costs cover the purchase of computers, monitors and printers for the Charter School registrar and IT programmer positions.

Other: This budget category includes expenses related data purchases and expenses related to the annual conferences. An annual conference is planned for all Hawai'i agency partners, stakeholders, external researchers who utilize data on a regular basis for each of the years of the grant. Anticipated attendance at each annual event is 180 participants.

Year One: Data purchases include archival student records from the College Board (SAT/AP scores); National Student Clearinghouse and General Equivalency Diploma scores. This total reflects the purchase of archival records dating back to 1997.

The Year One annual conference will be a FERPA/confidentiality training workshop to include national best practices, address concerns about data sharing, best practices on data security, updates on national trends on inter-agency and multi-state data sharing.

Year Two: Data purchases include archival student records from the College Board (SAT/AP scores), National Student Clearinghouse and General Equivalency Diploma scores. Year Two total reflect ongoing purchase of each year's data.

The Year Two annual conference will be on the use of data as information; longitudinal data analyses; policy questions answered by longitudinal data; and the sharing of best practices.

Year Three: Data purchases include archival student records from the College Board (SAT/AP scores), National Student Clearinghouse and General Equivalency Diploma scores. Year Three total reflect ongoing purchase of each year's data.

The Year Three annual conference will be a dissemination of research findings, reports and the utility of longitudinal data and analyses to inform practice and policy.

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

Budget Categories	Year 1	Year 2	Year 3	Total
1. Personnel	311,598	386,922	386,922	1,085,443
2. Fringe Benefits	119,343	148,193	148,193	415,729
3. Travel	0	6,600	0	6,600
4. Equipment	5,021	0	0	5,021
5. Supplies	23,266	2,966	2,966	29,199
6. Contractual	0	0	0	0
7. Construction	0	0	0	0
8. Other	462,220	83,040	57,057	602,317
9. Total Direct Costs (lines 1-8)	921,449	627,722	595,139	2,144,309
10. Indirect Costs	5,021	5,021	5,021	15,063
11. Training Stipends	0	0	0	0
12. Total Costs (lines 9-11)	926,470	632,743	600,160	2,159,372

Personnel: Personnel listed in this section directly support the activities of Outcome 4. Except for the Program Manager, each of the positions noted (including the Project Director) is targeted to be sustained after the grant ends to support the ongoing maintenance and updating of the P20 LDS.

Project Director (15% FTE): The Project Director is responsible for overall supervision of Outcome 4 ensuring communication with Hawai'i P-20 Executive Director, and the EOC. The Project Director will ensure that timelines for sub-tasks for Outcome 4 are coordinated with time-sensitive Outcomes/sub-tasks across the project to meet projected project milestones. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Reporting/Data Use Program Manager (33.3% FTE; project-funded): This position will facilitate and manage the Objectives and sub-tasks for Outcome 4. Outcome sub-tasks are tied to end user implementation of the business intelligence tool such as P20 automated reports, dashboards and interactive query tools; establishing process for soliciting and prioritizing data reporting needs; facilitate training for College Access Portal use; ensure development and documentation of all associated training tasks. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Report Developer (100% FTE; project funded): This position 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 with appropriate stakeholder groups to determine reporting needs and be supervised by the P20 LDS Reporting/Data Use Program Manager. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Report Writer (100% FTE; project-funded): This position will be responsible for writing the specifications reports from output for the P20 LDS, in conjunction with input from the analyst and Program Manager. The

position will begin mid-year in Year One. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Analyst (100% FTE; project-funded): This position will be responsible for defining, analyzing and writing P20 reports, working closely with the Report Writer and Program Manager to develop relevant reports based on prioritized reporting needs. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Reporting Tool Trainer (100% FTE; project-funded): This position will support HIDOE's 288 schools with the objective and sub-tasks for Outcome 4. Key responsibilities include: development and implementation in the use of Ho'okele reporting tools and reports; deployment of training materials online; and work with the Communication Specialist in the development of strategies for effective use of reporting tools and access to data. Projected salary is based on HIDOE average salary for position classification, with no anticipated raises in the three year grant period.

Reporting/Data Use Trainer (50% FTE; project-funded): This position will support the objectives and sub-tasks for Outcome 5. The Reporting/Data Use trainer will support UH and other external stakeholders. 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 use training focused on the use Ho'okele output relative to school-, research-, and institution-based deployment of training materials online and; work with Communication Specialist to develop a communication strategies to develop a culture of quality data use. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Webmaster (50% FTE; project-funded): This position will be responsible for the development of a Ho'okele website with secured and public access. The webmaster will also provide the technical support for the posting of all materials for online training, published P20 data dictionary, and all relevant materials for public and role-based access to Ho'okele materials. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Fringe: Fringe for all positions has been calculated at the State of Hawai'i's standard rate of 38.3%.

Travel:
Year Two: Travel has been budgeted for: Twenty participants from neighbor island HIDOE and UH to attend and participate in focus group meetings on the design and development of reporting tools. Costs were calculated on federal allowable travel rates.

Equipment:
Year One: Data plotter is to be used in the development of data models by Application Database Administrator and Report Developer.

Supplies:
Year One: Supply costs cover the purchase of computers (5), monitors (5) and printers (4) for the Report Developer, Report Writer, Analyst, Reporting Tool Trainer, Reporting/Data Use Trainer; color laser printer and supplies (to be used in the development of training materials); data plotter supplies (for Data Plotter).

Other:
Year One: BI Tool software (5 Administrator; Professional Developer/Analyst (10); Business Author Users (35 across UH and HIDOE); Business Development Tool software (Dev/Test/Production environments (5); Web-based query tool software (2 server licenses); Database monitoring software (Toad Database Administrator Suite (4); Data modeling software (2); Training for HIDOE and UH application database administrators and report developers to effectively interface and utilize data warehouse/business intelligence tools: Data warehouse/modeling/design, dimensional data modeling, Olap cube model, reporting tool metadata modeling.

Year Two: BI Tool 16% maintenance cost; Business Development 16% maintenance cost; Web-based query tool 16% maintenance cost; Database monitoring 16% maintenance cost; meeting expenses for 100 participants at a focus group meeting for the input from stakeholders on the design and development of reporting tools; Training for HIDOE and UH reports writers and developers to effectively utilize BI tool: Reporting tool training level 1 – 2 sessions.

Year Three: BI Tool 16% + 5% maintenance cost; Business Development 16% + 5% maintenance cost; Web-based query tool 16% maintenance cost; Database monitoring 16% maintenance cost.

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

Budget Categories	Year 1	Year 2	Year 3	Total
1. Personnel	223,722	223,722	163,038	610,483
2. Fringe Benefits	63,676	63,676	62,444	189,796
3. Travel	0	0	0	0
4. Equipment	0	0	0	0
5. Supplies	7,500	0	0	7,500
6. Contractual	50,000	0	0	50,000
7. Construction	0	0	0	0
8. Other	25,000	26,000	27,040	78,040
9. Total Direct Costs (lines 1-8)	369,898	313,398	252,522	935,819
10. Indirect Costs	0	0	0	0
11. Training Stipends	0	0	0	0
12. Total Costs (lines 9-11)	369,898	313,398	252,522	935,819

Personnel: Personnel listed in this section directly support the activities of Outcome 5. The Project Director, Data Use Trainer, and the Reporting/Data Use positions are targeted to be sustained after the grant ends to support the ongoing maintenance of the P20 LDS.

Project Director (15% FTE): The Project Director is responsible for overall supervision of Outcome 5 ensuring communication with Hawai'i P-20 Executive Director, and the EOC. The Project Director will ensure that timelines for sub-tasks for Outcome 5 are coordinated with time-sensitive Outcomes/sub-tasks across the project to meet projected project milestones. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Reporting/Data Use Program Manager (33.3% FTE; project-funded): This position will facilitate and manage the Objectives and sub-tasks for Outcome 5. Outcome sub-tasks are tied to establishing the use of data to inform practice, policy- and decision-making. This position will ensure development and documentation of all associated training tasks; plan and implement dissemination strategies for Ho'okele findings in conjunction with Data Use trainers and stakeholder groups; work with HPERC researchers to inform data collection and reporting; incorporate standardized reports for public access; research and develop feedback template reports for pre-K, K-12, IHE's and workforce programs on participants performance; establish appropriate venues for dissemination of Ho'okele findings in order to promote expectations, availability of data and importance of data use. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Data Use Trainer (100% FTE; project-funded): This position will support the objectives and sub-tasks for Outcome 5. This position will support HIDOE's 288 schools. 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 use training focused on the use Ho'okele output relative to school-, research-, and institution-based deployment of training materials online and; work with Communication Specialist to develop a communication strategies to develop a culture of quality data use. Projected salary is based on HIDOE average salary for position classification, with no anticipated raises in the three year grant period.

Reporting/Data Use Trainer (50% FTE; project-funded): This position will support the objectives and sub-tasks for Outcome 5. The Reporting/Data Use trainer will support UH and other external stakeholders. 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 use training focused on the use Ho'okele output relative to school-, research-, and institution-based deployment of training materials online; work with the Program Manager to develop and publish a catalog of P20 LDS research projects and list of HPERC researchers; work with Webmaster to develop and implement a website for listing reports and providing links to publicly released reports and findings and; work with Communication Specialist to develop a communication strategies to develop a culture of quality data use. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

College Access Portal Trainer (100% FTE; project-funded; Year One and Two): This position will work directly with HIDOE school-based administrators, teachers and counselors on using the College Access Portal application. This position will design, develop and implement training manuals and curriculum (in-person and online), collect data on school, parent and student usage, provide technical support for school-based staff and; in conjunction with Reporting Tool trainers develop dashboard indicators of college and career readiness for student comparison of individual progress against state averages. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Communication Specialist (50% FTE; project-funded): This position will work with the Program Manager to develop communication strategies towards statewide use of data as information. This position will develop and implement communication strategies towards establishing a culture of data use among stakeholder groups. This position will also manage communications to keep stakeholder groups informed of timeline, progress towards project/sub-tasks completion, integration of project activities with overall goals, outcomes

and objectives of this project. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Fringe: Fringe for all positions has been calculated at the State of Hawai'i's standard rate of 38.3%.

Supplies: Supply costs cover the purchase of computers (1 each), monitors (1 each) and printers (1 each) for the College Access Portal trainer and the Communications Specialist.

Contractual: In Year One and part of Year Two, it is anticipated that data output is reliant upon the timelines for implementing the P20 data warehouse and reporting tools in Outcomes 2 and 4. Early training (Year One) on longitudinal output, use of data for information, and managing expectations on the kind of data output from P20 LDS will use data from the demonstration project HI-PASS. HIPASS currently contains a subset of HIDOE and UH student-level data. It is expected that output from the P20 LDS will begin in Year Two and the HIPASS project will be discontinued.

Other: Year One, Two and Three: In August, 2009 Hawai'i P-20 posted a Request for Information (RFI) in order to understand the spectrum of available services, providers, costs and timelines associated with developing and implementing a College Access Portal. Four responses were received and a HIDOE and UH steering committee reviewed the potential services and products. In compliance with state procurement policy and procedure, a Request for Proposals will be released once awards and sub-contracts have been secured. As such, details for anticipated contract costs related to maintenance of the College Access Portal are considered reasonable estimates based on RFI responses to timelines and projected costs.

College Access Portal software to support a student and parent College Access Portal to provide one-on-one, one-stop college and career planning which incorporates longitudinal student records. The cost includes 4% annual increases in Year Two and Year Three.

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

Budget Categories	Year 1	Year 2	Year 3	Total
1. Personnel	27,068	27,068	27,068	81,203
2. Fringe Benefits	10,367	10,367	10,367	31,101
3. Travel	28,920	28,920	28,920	86,760
4. Equipment	0	0	0	0
5. Supplies	0	0	0	0
6. Contractual	39,000	39,000	39,000	117,000
7. Construction	0	0	0	0
8. Other	0	0	0	0
9. Total Direct Costs (lines 1-8)	105,355	105,355	105,355	316,064
10. Indirect Costs	0	0	0	0
11. Training Stipends	0	0	0	0
12. Total Costs (lines 9-11)	105,355	105,355	105,355	316,064

Personnel: Personnel listed in this section directly support the activities of Outcome 6. The Project Director position is targeted to be sustained after the grant ends to support the ongoing maintenance of the P20 LDS.

Project Director (15% FTE): The Project Director is responsible for overall management of Outcome 6 ensuring communication with Hawai'i P-20 Executive Director, and the EOC. The Project Director will ensure that timelines for sub-tasks for Outcome 6 are coordinated with time-sensitive Outcomes/sub-tasks across the project to meet projected project milestones. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Data Governance Coordinator (20% FTE): This position is allocated at 20% FTE with Outcome 6. Multi-State data governance will be coordinated with P20 data governance activities to reduce redundancy, capitalize on negotiated agreements, and streamline statewide policies and procedures. Key responsibilities include: administrative support for Data Governance and Access Committee and Multi-state Human Capital Data System data exchange. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Travel: Travel is anticipated in Year One, Two and Three for three Governor appointed representatives to the multi-state data exchange group on a quarterly basis. WICHE anticipates providing travel funds for the three year project via grant funds provided by the Gates Foundation. However, travel costs are budgeted at this time in lieu of a formal award notification from WICHE.

Fringe: Fringe for all positions has been calculated at the State of Hawai'i's standard rate of 38.3%.

Other: Expenses are related to the costs of matching individual-level records from secondary to postsecondary and workforce data sources.

General Administration and Grant Required Activities

Budget Categories	Year 1	Year 2	Year 3	Total
1. Personnel	69,666	69,666	69,666	209,998
2. Fringe Benefits	26,682	26,682	26,682	80,046
3. Travel	33,550	33,550	33,550	100,650
4. Equipment	0	0	0	0
5. Supplies	13,700	10,000	10,000	33,700
6. Contractual	0	0	0	0
7. Construction	0	0	0	0
8. Other	0	0	0	0
9. Total Direct Costs (lines 1-8)	143,598	139,898	139,898	423,394
10. Indirect Costs	0	0	0	0
11. Training Stipends	0	0	0	0
12. Total Costs (lines 9-11)	143,598	139,898	139,898	423,394

Personnel: Personnel listed in this section directly support the activities of Outcomes 1-6.

Hawai'i P-20 Executive Director (25% FTE): This position is responsible for management of Hawai'i P-20 projects and staff which includes the P20 LDS. Chun will supervise the P20 LDS Project Director, approving staff workplans, timelines and budgets prepared by the P20 LDS Project Director and overseeing status of the P20 LDS Project. Chun will ensure alignment of Hawai'i P-20 objectives and resources, such as administrative and communications, to support development and implementation of P20 LDS, and convene the EOC. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Administrative Support: 1 position (100% FTE; project funded): This position will be full-time and support the fiscal, personnel and other administrative functions for Outcomes 1-6. Key responsibilities include: processing of procurement, human resources, purchasing, travel, and reconciliation of budgets in compliance with federal, state and university requirements. Projected salary is based on UH average salary for position classification, with no anticipated raises in the three year grant period.

Travel: Travel is anticipated for the following: IES Annual National Conference (3 representatives); two professional development conferences per year (2 representatives, 2 conferences, Years One, Two and Three)

Fringe: Fringe for all positions has been calculated at the State of Hawai'i's standard rate of 38.3%.

Equipment: Equipment costs cover the purchase of computer (1), monitor (1) and printer (1) for the Administrative Support.

Supplies: Supplies are anticipated for objectives and sub-tasks for Outcomes 1-6 and will be managed centrally through Hawai'i P-20.

Budget Narrative

Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:
Title: **Section C Itemized Budget Final** Pages: **11** Uploaded File: **Section C Itemized Budget Final.pdf**

LDS Out #	Fed B/C	Description	Y1	Y2	Y3	Y1-Y3 Total
Outcome 1: Develop a P20 data governance structure to enhance data quality and stewardship.						
1.0	1	Personnel: Project Director (25% FTE)	24,885	24,885	24,885	74,655
1.0	1	Personnel: Data Governance Coordinator (80% FTE)	48,547	48,547	48,547	145,642
1.0	2	Fringe: Project Director (38.30%)	9,531	9,531	9,531	28,593
1.0	2	Fringe: Data Governance Coordinator (38.30%)	18,594	18,594	18,594	55,782
1.0	5	Computer Supplies: Printer	2,400	0	0	2,400
1.0	5	Computer Supplies: Workstation (2 computer @2500)	5,000	0	0	5,000
			108,957	101,557	101,557	312,072
		B (indirect adjustments)	0	0	0	0

LDS Out #	Fed B/C	Description	Y1	Y2	Y3	Y1-Y3 Total
Outcome 2: Implement a technology infrastructure representing the P20 educational pipeline from early childhood through the workforce with flexibility to include planned and additional data sources and elements.						
2.0	1	Personnel: Project Director (15% FTE)	14,931	14,931	14,931	44,793
2.0	1	Personnel: System Database Administrator (100% FTE)	84,960	84,960	84,960	254,880
2.0	1	Personnel: System Administrator (100% FTE)	80,040	80,040	80,040	240,120
2.0	1	Personnel: Application Database Administrator/Data Modeler (100% FTE)	84,960	84,960	84,960	254,880
2.0	1	Personnel: College Access Portal Application Database Administrator (50% FTE)	42,480	42,480	42,480	127,440
2.0	2	Fringe: Project Director (38.30%)	5,719	5,719	5,719	17,157
2.0	2	Fringe: System Database Administrator (38.30%)	32,540	32,540	32,540	97,620
2.0	2	Fringe: System Administrator (38.30%)	30,655	30,655	30,655	91,965
2.0	2	Fringe: Application Database Administrator/Data Modeler (38.30%)	32,540	32,540	32,540	97,620
2.0	2	Fringe: College Access Portal Application Database Administrator (38.30%)	16,270	16,270	16,270	48,810
2.0	4	Equipment: DW Production Database Server	0	81,675	0	81,675
2.0	4	Equipment: DW Non-Production Database Server	81,675	0	0	81,675
2.0	4	Equipment: BI Production Web Servers	0	39,855	0	39,855
2.0	4	Equipment: BI Production Application Servers	0	39,855	0	39,855
2.0	4	Equipment: BI Production Database Server	0	81,675	0	81,675
2.0	4	Equipment: BI Non-Production Web Servers	39,855	0	0	39,855
2.0	4	Equipment: BI Non-Production Application Servers	39,855	0	0	39,855
2.0	4	Equipment: Non-Production Database Server	81,675	0	0	81,675
2.0	4	Equipment: Disk Storage Array	122,408	0	0	122,408
2.0	4	Equipment: Backup Tape Drives	167,540	0	0	167,540

LDS Out #	Fed B/C	Description	Y1	Y2	Y3	Y1-Y3 Total
2.0	4	Equipment: Backup Media Server	53,010	0	0	53,010
2.0	4	Equipment: SAN Switch	52,356	0	0	52,356
2.0	4	Equipment: Load Balancer	20,942	0	0	20,942
2.0	4	Equipment: Firewall	20,942	0	0	20,942
2.0	5	Supplies: Data Warehouse software	550,000	46,500	46,500	643,000
2.0	5	Supplies: Oracle Advanced Security Option Software	0	0	57,801	57,801
2.0	5	Supplies: Oracle Tuning Pack Software	0	0	25,131	25,131
2.0	5	Supplies: Veritas Netbackup Software	6,702	0	0	6,702
2.0	5	Supplies: Veritas Storage Foundation Software	83,770	0	0	83,770
2.0	5	Supplies: VPN	10,000	0	0	10,000
2.0	5	Server Supplies: Backup Tapes	1,414	0	0	1,414
2.0	5	Server Supplies: Host Bus Adapters	33,508	0	0	33,508
2.0	5	Computer Supplies: Workstations (4 computers @ $2,500/station)	10,000	0	0	10,000
2.0	5	Computer Supplies: Printer	4,800	0	0	4,800
2.0	6	Contractual: Data Warehousing/LDS Consultant/Data Model/Rpt Developer	674,864	1,324,400	299,889	2,299,153
2.0	8	Other: Maintenance (DW Production Database Server)	0	4,188	4,188	8,377
2.0	8	Other: Maintenance (DW Non-Production Database Server)	0	4,188	4,188	8,377
2.0	8	Other: Maintenance (BI Production Web Servers)	0	6,283	6,283	12,565
2.0	8	Other: Maintenance (BI Production Application Servers)	0	6,283	6,283	12,565
2.0	8	Other: Maintenance (BI Production Database Server)	0	4,188	4,188	8,377
2.0	8	Other: Maintenance (BI Non-Production Web Servers)	0	6,283	6,283	12,565
2.0	8	Other: Maintenance (BI Non-Production Application Servers)	0	6,283	6,283	12,565
2.0	8	Other: Maintenance (BI Non-Production Database Server)	0	4,188	4,188	8,377
2.0	8	Other: Maintenance (Veritas Netbackup)	1,005	1,156	1,329	3,491
2.0	8	Other: Maintenance (Veritas Storage Foundation)	12,565	14,450	16,618	43,633

LDS Out #	Fed B/C	Description	Y1	Y2	Y3	Y1-Y3 Total
2.0	8	Other: Maintenance (Disk Storage Array)	31,414	31,414	31,414	94,241
2.0	8	Other: Maintenance (Backup: Tape Drives)	0	26,806	26,806	53,612
2.0	8	Other: Maintenance (Backup: Media Server)	4,188	4,188	4,188	12,565
2.0	8	Other: Maintenance (SAN Switch)	0	8,377	8,377	16,754
2.0	8	Other: Maintenance (Load Balancer)	0	3,351	3,351	6,702
2.0	8	Other: Maintenance (Firewall)	0	3,351	3,351	6,702
			2,529,582	2,174,033	991,735	5,695,351
		B (indirect adjustments)	680,258	243,060	0	923,318

LDS Out #	Fed B/C	Description	Y1	Y2	Y3	Y1-Y3 Total
Outcome 3: Enhance data collection to expand the capability of the P20 LDS to inform education and workforce decisions with the addition of relevant quality data elements across the P20 education pipeline.						
3.0	1	Personnel: Project Director (15% FTE)	14,931	14,931	14,931	44,793
3.0	1	Personnel: Program Manager (33% FTE)	29,169	29,169	29,169	87,508
3.0	2	Fringe: Project Director (38.30%)	5,719	5,719	5,719	17,157
3.0	2	Fringe: Program Manager (38.30%)	11,172	11,172	11,172	33,516
3.0	3	Travel: Training - Inter-Island Travel (2 people/complex area and UH campus)	19,140	19,140	19,140	57,420
3.0	5	Computer Supplies: Workstation (1 computer @ $2,500/station)	2,500	0	0	2,500
3.0	5	Computer Supplies: Printer	1,200	0	0	1,200
3.0	6	Contractual: Registrar (includes 38.30% fringe)	66,384	69,150	71,916	207,450
3.0	6	Contractual: Programmer (includes 38.30% fringe)	99,576	102,342	105,108	307,026
3.0	6	Contractual: Workstation (2 computers @ $2,500/station)	5,000	0	0	5,000
3.0	6	Contractual: Printer	1,200	0	0	1,200
3.0	6	Travel: Registrar travel to neighbor island charter schools to train for data quality and use of IST quarterly basis - ea/school 4x/yr	25,080	25,080	25,080	75,240
3.0	6	Contractual: Programmer and analyst	15,000	0	0	15,000
3.0	6	Contractual: Extracts ($500/qtr for running 3 programs)	2,000	2,000	2,000	6,000
3.0	6	Subcontract: Data and Business Process Reengineering	25,000	0	0	25,000
3.0	8	Other: data buys GED/SAT/AP/NSC	17,500	7,500	7,500	32,500
3.0	8	Other: Meeting Expenses (Meals, Room Rental)	4,500	4,500	4,500	13,500
3.0	8	Training: FERPA Data Storage/Use/Confidentiality	10,225	0	0	10,225
3.0	8	Training: Data Use as Information	0	10,225	0	10,225
3.0	8	Training: Research-based results dissemination from LDS	0	0	10,225	10,225
			355,296	300,928	306,460	962,685
		B (indirect adjustments)	197,240	196,572	202,104	595,916

LDS Out #	Fed B/C	Description	Y1	Y2	Y3	Y1-Y3 Total
Outcome 4: Implement reporting tools for P20 longitudinal data analyses and output.						
4.0	1	Personnel: Project Director (15% FTE)	14,931	14,931	14,931	44,793
4.0	1	Personnel: Program Manager (33% FTE)	29,169	29,169	29,169	87,508
4.0	1	Personnel: Report Writer (100% FTE)	75,456	75,456	75,456	226,368
4.0	1	Personnel: Report Developer (100% FTE)	42,480	84,960	84,960	212,400
4.0	1	Personnel: Analyst (100% FTE)	32,844	65,688	65,688	164,220
4.0	1	Personnel: Reporting Tool Trainer (100% FTE)	60,684	60,684	60,684	182,052
4.0	1	Personnel: Reporting/Data Use Trainer (50% FTE)	30,342	30,342	30,342	91,026
4.0	1	Personnel: Webmaster (50% FTE)	25,692	25,692	25,692	77,076
4.0	2	Fringe: Project Director (38.30%)	5,719	5,719	5,719	17,157
4.0	2	Fringe: Program Manager (38.30%)	11,172	11,172	11,172	33,516
4.0	2	Fringe: Report Writer (38.30%)	28,900	28,900	28,900	86,700
4.0	2	Fringe: Report Developer (36N; 38.30%)	16,270	32,540	32,540	81,350
4.0	2	Fringe: Analyst (38.30%)	12,579	25,159	25,159	62,897
4.0	2	Fringe: Reporting Tool Trainer (38.30%)	23,242	23,242	23,242	69,726
4.0	2	Fringe: Reporting/Data Use Trainer (38.30%)	11,621	11,621	11,621	34,863
4.0	2	Fringe: Webmaster (38.30%)	9,840	9,840	9,840	29,520
4.0	3	Travel: Focus Group meeting re: reporting tools development - Inter-Island Travel (2 people/complex area and UH campus)	0	6,600	0	6,600
4.0	4	Equipment: Data Plotter	5,021	0	0	5,021
4.0	5	Computer Supplies: Workstation (1 computer @ $2,500/station)	2,500	0	0	0
4.0	5	Computer Supplies: Workstation (2 computers @ $2,500/station)	7,500	0	0	7,500
4.0	5	Equipment: Workstation (1 computer @ $2,500/station)	2,500	0	0	2,500
4.0	5	Computer Supplies: Printer (1)	1,200	0	0	1,200
4.0	5	Computer Supplies: Printer (2)	2,400	0	0	2,400
4.0	5	Computer Supplies: Printer (1)	1,200	0	0	1,200

LDS Out #	Fed B/C	Description	Y1	Y2	Y3	Y1-Y3 Total
4.0	5	Computer Supplies: Color Laser Printer	3,000	0	0	3,000
4.0	5	Supplies: Data Plotter supplies	1,196	1,196	1,196	3,589
4.0	5	Supplies: Color Laser Printer supplies	1,770	1,770	1,770	5,310
4.0	8	Other: Business Intelligence Tool software & maint.	151,625	24,260	25,473	201,358
4.0	8	Other: Business Development Tool software & maint.	160,000	25,600	26,880	212,480
4.0	8	Other: Web-based Query Tool software & maint.	8,000	1,280	1,344	10,624
4.0	8	Other: Database monitoring software & maint.	20,000	3,200	3,360	26,560
4.0	8	Other: Software & maint. for data modeling	10,540	0	0	10,540
4.0	8	Other: Meeting Expenses (Meals, Room Rental)	0	2,500	0	2,500
4.0	8	Training: Data Warehouse Modeling/Design	28,155	0	0	28,155
4.0	8	Training: Dimensional Data Modeling	27,950	0	0	27,950
4.0	8	Training: Olap Cube Model	25,000	0	0	25,000
4.0	8	Training: Reporting Tool Metadata Modeling	30,950	0	0	30,950
4.0	8	Training: Reporting Tool Training-Level 1(Session 1)	0	13,100	0	13,100
4.0	8	Training: Reporting Tool Training-Level 1(Session 2)	0	13,100	0	13,100
			921,449	627,722	595,139	2,144,309
		B (indirect adjustments)	5,021	5,021	5,021	15,063

LDS Out #	Fed B/C	Description	Y1	Y2	Y3	Y1-Y3 Total
Outcome 5: Cultivate a culture of quality data use for critical decision-making.						
5.0	1	Personnel: Project Director (15% FTE)	14,931	14,931	14,931	44,793
5.0	1	Personnel: Program Manager (33% FTE)	29,169	29,169	29,169	87,508
5.0	1	Personnel: Data Use Trainer (100% FTE)	60,684	60,684	60,684	182,052
5.0	1	Personnel: Reporting/Data Use Trainer (50% FTE)	30,342	30,342	30,342	91,026
5.0	1	Personnel: College Access Portal Trainer (100% FTE)	60,684	60,684	0	121,368
5.0	1	Personnel: Dissemination (Communication) Specialist (50% FTE)	27,912	27,912	27,912	83,736
5.0	2	Fringe: Project Director (38.30%)	5,719	5,719	5,719	17,157
5.0	2	Fringe: Program Manager (38.30%)	11,172	11,172	11,172	33,516
5.0	2	Fringe: Data Use Trainer (38.30%)	23,242	23,242	23,242	69,726
5.0	2	Fringe: Reporting/Data Use Trainer (38.30%)	11,621	11,621	11,621	34,863
5.0	2	Fringe: College Access Portal Trainer (2.03%)	1,232	1,232	0	2,464
5.0	2	Fringe: Dissemination (Communication) Specialist (38.30%)	10,690	10,690	10,690	32,070
5.0	5	Computer Supplies: Workstation (2 computers @ $2,500/station)	5,000	0	0	5,000
5.0	5	Computer Supplies: Workstation (1 computers @ $2,500/station)	2,500	0	0	2,500
5.0	6	Contractual: HIPASS	50,000	0	0	50,000
5.0	8	Other: College Access Portal software	25,000	26,000	27,040	78,040
			369,898	313,398	252,522	935,819
		B (indirect adjustments)	0	0	0	0

LDS Out #	Fed B/C	Description	Y1	Y2	Y3	Y1-Y3 Total
Outcome 6: Participate in the Western Interstate Commission on Higher Education (WICHE) development of the "Multi-State Human Capital Development Data System" to pilot a multi-state data exchange of K-12, postsecondary education and workforce.						
6.0	1	Personnel: Project Director (15% FTE)	14,931	14,931	14,931	44,793
6.0	1	Personnel: Data Governance Coordinator (20% FTE)	12,137	12,137	12,137	36,410
6.0	2	Fringe: Project Director (38.30%)	5,719	5,719	5,719	17,157
6.0	2	Fringe: Data Governance Coordinator (38.30%)	4,648	4,648	4,648	13,944
6.0	3	Travel: Mainland Travel (Site Visits)	28,920	28,920	28,920	86,760
6.0	6	Contractual: Annual costs for matching student records for multi-state data exchange	39,000	39,000	39,000	117,000
			105,355	105,355	105,355	316,064
		B (indirect adjustments)	0	0	0	0

LDS Out #	Fed B/C	Description	Y1	Y2	Y3	Y1-Y3 Total
General Administration and Grant Required Activities						
7.0	1	Personnel: Hawaii P-20 Exec Dir (25% FTE)	32,250	32,250	32,250	96,750
7.0	1	Personnel: Administrative Support (100% FTE)	37,416	37,416	37,416	112,248
7.0	2	Fringe: Hawaii P-20 Exec Dir (38.30%)	12,352	12,352	12,352	37,056
7.0	2	Fringe: Administrative Support (38.30%)	14,330	14,330	14,330	42,990
7.0	3	Travel: Mainland Travel (National Conference-D.C)	2,410	2,410	2,410	7,230
7.0	3	Travel: Mainland Travel (National Conference)	4,820	4,820	4,820	14,460
7.0	3	Travel: Mainland Travel (Other Conferences)	13,160	13,160	13,160	39,480
7.0	3	Travel: Mainland Travel (Other Conferences)	13,160	13,160	13,160	39,480
7.0	5	Computer Supplies: Workstation (1 computer @ $2,500/station)	2,500	0	0	2,500
7.0	5	Computer Supplies: Printer	1,200	0	0	1,200
7.0	5	Supplies: General Office Supplies	10,000	10,000	10,000	30,000
			143,598	139,898	139,898	423,394
		B (indirect adjustments)	0	0	0	0

LDS Out #	Fed B/C	Description	Y1	Y2	Y3	Y1-Y3 Total
U.S. Department of Education Budget Categories						
			Y1	**Y2**	**Y3**	**Y1-3 Total**
01-Salary and Wages			1,056,958	1,132,282	1,071,598	3,260,838
02-Employee Benefits			382,808	411,658	410,426	1,204,892
03-Travel			81,610	88,210	81,610	251,430
04-Equipment			685,279	243,060	0	928,339
05-Materials and Supplies			755,759	59,466	142,398	957,624
06-Consultants and Contracts			1,003,104	1,561,972	542,993	3,108,069
07-Construction			0	0	0	0
08-Other			568,618	266,243	243,641	1,078,502
09-Direct Costs			4,534,136	3,762,892	2,492,667	10,789,694
10-Indirect Costs			488,990	386,180	280,422	1,155,592
11-Training Stipends			0	0	0	0
Grand Total			5,023,126	4,149,072	2,773,089	11,945,286