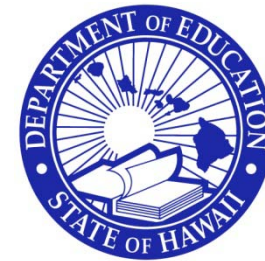State of Hawaii　　　　　　　Department of Education

Race to the Top
State Scope of Work

Submitted to the
U.S. Department of Education

March 17, 2011

Table of Contents

Hawaii Race to the Top Overall Goals

Baseline, annual, and overall targets under Hawaii's Common Education Agenda

Hawaii's Common Education Agenda sets forth targets for increasing academic rigor and achievement from early childhood education through lifelong learning. The "Preschool-Grade 20" (P-20) focus highlighted in the State's Race to the Top plan will:

1. Raise overall K-12 student achievement;
2. ensure college- and career-readiness;
3. Increase higher education enrollment and completion rates;
4. Ensure equity and effectiveness by closing achievement gaps; and
5. Emphasize Science, Technology, Engineering and Mathematics (STEM) competencies essential for college and career success in today's world, and essential for the knowledge-based economy the State is dedicated to building.

Annual Targets for Key Performance Measures

Raise Overall Student Achievement	2010	2011	2012	2013	2014	2015	2016	2017	2018
NAEP Ranking for all tested grades – Math		31-43		29-41		27-39		25-37	25
NAEP Ranking for all tested grades - Reading		35-47		32-44		29-41		25-37	25
HSA Math	46%	64%	64%	82%	82%	92%	95%	97%	100%
HSA Reading	70%	75%	80%	85%	90%	92%	95%	97%	100%

College and Workforce Targets	2010	2011	2012	2013	2014	2015	2016	2017	2018
High School Graduation Rate	80%	85%	85%	85%	90%	90%	90%	90%	90%
College Prep: Recognition Diploma	5%	10%	25%	50%	60%	70%	80%	85%	100%
(Possibly mandatory for class of 2018)									
College Enrollment	51%	51%	52%	53%	55%	56%	57%	59%	62%

Achievement Gap	2010	2011	2012	2013	2014	2015	2016	2017	2018
HSA Math (Hawaiian Students)	-11%	-10%	-9%	-8%	-7%	-5%	-3%	-1%	0%
HSA Reading (Hawaiian Students)	-10%	-9%	-8%	-7%	-6%	-5%	-4%	-2%	0%
HSA Math (Disadvantaged Students)	-9%	-8%	-7%	-6%	-5%	-4%	-3%	-2%	0%
HSA Reading (Disadvantaged Students)	-11%	-10%	-9%	-8%	-7%	-6%	-4%	-2%	0%
College Enrollment: All Students	51%	51%	52%	53%	55%	56%	57%	59%	62%
College Enrollment: (Disadvantaged) Students	41%	42%	44%	46%	49%	52%	55%	58%	62%
College Enrollment: Native Hawaiian Students	38%	39%	41%	43%	47%	49%	52%	56%	62%

Assurance Area: Section A – System Alignment and Performance Monitoring			Below + indirect cost (p. A-431 & also referenced on p. A-437) $520,433 = $6,869,493
Portfolio	**Goals & Objectives**	**Projects**	**Budget**
Accountability and Issue Resolution	Ensure a focus on outcomes at the level of the student and throughout the system: 1. Establish a clear, connective path between every State function and the benefit to student learning in the classroom; 2. Establish a clear accountability and oversight structure that includes staff and community; 3. Ensure that resources to the schools are maximized; 4. Realign the HIDOE's unique SEA/LEA structure to accelerate the reforms in the 2011-18 Strategic Plan; 5. Leverage and expand community partnerships to realize the ambitious goals of the HIDOE Reform Action Plan; and 6. Use effective external and internal communication	Aligned Planning (Academic and Financial Plan/Strategic Plan/BSC)	Criteria A, p. A-433-436 • Travel for BSC & strategic initiatives training - $119,040; • BSC training mtg expenses - $42,240; • Mileage for complex area training on Oahu - $19,800; • BSC Consultant - $100,000;
		Federal Programs Alignment	N/A
		Accountability Framework	Criteria A, p. A-434 • External Contractor - $2,000,000
		Community Access Portal	p. A-435 – Professional Services - Community access portal $667,940
System Transformation	Cross Budget items for Criteria A projects, including RTTT project oversight positions: Personnel/fringe, travel, equipment, and supplies not designated to specific projects as detailed under "budget" column	Reorganization of Offices	Criteria A, p. A-435 • OSR Personnel - $2,077,584; • Fringe - $769,536; • Travel by OSR staff for onsite strategic initiative trainings on neighbor islands - $148,800 • Out of state travel $116,600; • Equipment $12,000; • Supplies $14,440; • Fees for RTTT conferences $20,000
Community Engagement		Community Engagement	Criteria A, p. A-433-6; • Travel expenses for strategic initiative advisory groups $124,000 • Travel for neighbor island participants on Supt's advisory groups - $59,520 • Strategic initiative mtg expenses $36,000; • Supt advisory council mtg expenses - $21,600

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Peter Kawamura	Date: 3/16/11

Project Scope of Work/Status Report		
Name of Project Portfolio: Accountability and Issue Resolution **Name of Project:** Aligned Planning (Academic and Financial Plan/Strategic Plan/Balanced Scorecard [BSC]) Race to the Top Section: A(5) Pg 9, 16, 24	**Desired Result (Goal):** A fully developed Tri-Level (state, complex, school) school improvement and planning process aligned with the Hawaii Department of Education strategic plan used to allocate resources, evaluate implementation progress, adjust activities and strategies, and assess the attainment of goals.	

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	**Develop Stakeholder Group**				
1.1	Identify relevant advisory groups	RN/OOS	11/2010	12/2010	State general funds
1.2	Select representative group of practitioners	RN/OOS	12/2010	1/2011	
1.3	Develop project plan and meeting schedule	RN/OOS	1/2010	2/2011	
2.0	**Strategic Plan SY 2011- 2018**				
2.1	Draft Strategic Plan presentation to educational leaders	KM/OOS	6/2010	10/2010	State general funds
2.2	Final Strategic Plan presented to BOE (made public)	KM/OOS	10/2010	1/2011	
3.0	**Project Management Oversight and Balanced Scorecard Operating Guidelines, Training Material, and Training Plan**				
3.1	Develop project management guidelines/training material	RN/OOS	6/2010	8/2010	p. A-434 – Consultant for training HIDOE staff, Year 1 ($100,000)
3.2	Balanced Scorecard guidelines/training material	RN/OOS	6/2010	8/2010	
3.3	Implement training schedule	RN/OOS	6/2010	8/2011	
4.0	**Aligned Strategic Plan 2011-2018 and Balanced Scorecard**				
4.1	Balanced Scorecard measures	RN/OOS	6/2010	3/2011	State general funds
4.2	Presentation of Balanced Scorecard to Hawaii BOE	KM/OOS	1/2011	1/2011	
4.3	Presentation to educational leaders	KM/OOS	1/2011	3/2011	State general funds
5.0	**HIDOE Implemented Project Management Oversight Committees (PMOCs)**				
5.1	Project management training, including usage of BSC, for project managers and HIDOE leadership	RN/OOS	8/2010	1/2011	• State general funds; • p. A-436 - BSC training mtg expenses - $42,240
5.2	Creation of a Project Management Oversight Committee (PMOC)	KM/OOS	8/2010	8/2010	
5.3	Create regular PMOC scheduling process	RN/OOS	9/2010	10/2010	

5.4	Creation of a project portal for the retention of tools and documents for each active project	PK/FCPMO	9/2010	11/2010	
5.5	Formation of complex area-level PMOCs	RN/OOS	4/2011	6/2011	• p. A-433 - Travel for BSC & strategic initiatives training - $119,040;
5.6	Formation of school-level PMOCs	RN/OOS	7/2011	12/2011	• p. A-433 - Mileage for complex area training on Oahu - $19,800;

Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment	Status

State of Hawaii: SEA and LEA Scope of Work	Project Manager: __Linda Unten__	Date: 3/16/11

Project Scope of Work/Status Report				
Name of Project Portfolio: Accountability and Issue Resolution **Name of Project:** __Federal Programs Alignment__ Race to the Top Section: A, Pg 16		**Desired Result (Goal):** Developed, piloted, and transferred plan for the maximization of federal funds to achieve strategic goals.		
Item #	**Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)**	**Responsible Person**	**Start Date**	**Projected End Date**	**Funding Source**
1.0	**Develop Stakeholder Group**				
1.1	Identify relevant federal fund advisory groups	RN/OOS	11/2010	12/2010	State general funds
1.2	Select representative group of practitioners	RN/OOS	12/2010	1/2011	
1.3	Develop project plan and meeting schedule	RN/OOS	1/2011	3/2011	
2.0	**Develop a prioritization process definition for the use of federal program funds**				
2.1	Establish work groups	RN/OOS	3/2011	4/2011	State general funds
2.2	Review of draft prioritization review process by leadership	RN/OOS	4/2011	4/2011	
2.3	Review of draft prioritization review process by relevant advisory groups	RN/OOS	4/2011	4/2011	
2.4	Tri-Level review of draft prioritization review process	RN/OOS	5/2011	5/2011	
2.5	Draft monitoring plan of Federal fund use	RN/OOS	5/2011	5/2011	
3.0	**Pilot the process for prioritizing the use of federal funds for SY 2011-2012**				
3.1	Categorize and crosswalk allowable uses	RN/OOS	4/2011	5/2011	State general funds
3.2	Identify scientifically-based interventions	RN/OOS	4/2011	5/2011	
3.3	Prioritize allowable use and interventions	RN/OOS	5/2011	8/2011	
3.4	Publish annual Tri-Level Guidance on "use of funds"	SG/COM	8/2011	8/2011	
4.0	**Communication Plan**				
4.1	Develop communications plan for project	RN/OOS	11/2010	11/2010	State general funds
4.2	Develop communications plan for process	RN/OOS	8/2011	8/2011	
5.0	**Transition Plan**				
5.1	Identify appropriate "Office" to own process	KM/OOS	9/2011	11/2011	State general funds
5.2	Transfer project documentation and knowledge	RN/OOS	11/2011	11/2011	
Item #	**Major Dependent Deliverables**	**Date Due**	**Project Plan Adjustment**		**Status**

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Jerry Wang	Date: 3/16/11

Project Scope of Work/Status Report		
Name of Project Portfolio: Accountability and Issue Resolution Name of Project: Accountability Framework Race to the Top Section: A(2) Pg 27; A(2) Pg 28; A(3) Pg 43; E(2) Pg 176	Desired Result (Goal): A transparent accountability system that includes internal and external evaluation, publicly available reports on the Race to the Top and Education Reform Agenda activities, and parent access portal for parent-school communications and transactions.	

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	Develop Stakeholder Groups				
1.1	Membership lists	RN/OOS	8/2010	1/2011	Federal funds (Department of Defense)
1.2	Meeting schedule and protocols	RN/OOS	10/2010	1/2011	
1.3	Convene stakeholder meetings	RN/OOS	1/2011	ongoing	
2.0	RTTT Evaluation Plan				
2.1	Framework for evaluation	RN/OOS	11/2010	2/2011	Federal funds (Department of Defense)
2.2	Request for Proposal – external evaluation	RN/OOS	2/2011	4/2011	
2.3	Procure contract for external evaluation	RN/OOS	4/2011	5/2011	
2.4	RTTT evaluation plan	RN/OOS	5/2011	7/2011	p. A-434 – external evaluator ($500,000 x 4 yrs = $2,000,000)
2.5	Annual evaluation reports	RN/OOS	9/2011	ongoing	

Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment	Status

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Carole Furuya Kwock	Date: 3/16/11

Project Scope of Work/Status Report				
Name of Project Portfolio: Community Engagement Name of Project: Community Access Portal Race to the Top Section: A(5) Pg 27-29	Desired Result (Goal): An interactive public website to make school and system outcomes data available to parents, educators, policymakers and the community. The project will include a parent access portal for parent-school communications and transactions.			
Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	Public Reporting and Community Access Portal				
1.1	Establish workgroup	RN/OOS	11/2010	2/2011	State general funds
1.2	Ensure adequate capacity of technology infrastructure	DW/OITS	12/2010	2/2011	
1.3	Define Scope of Work	RN/OOS	2/2011	4/2011	
1.4	Request for Proposal – Public Reporting and Community Access Portal	RN/OOS	4/2011	5/2011	
1.5	Procured Contract for Public Reporting and Community Access Portal	RN/OOS	5/2011	9/2011	
1.6	Pilot public reporting tool	Contractor	9/2011	10/2011	p. A-435; Professional services to engage parents and communities through public reporting and accountability, and community input – Year 1 $186,985 (pilot public tool); Year 2 - $500,955 for development
1.7	Develop Community Access Portal	RN/OOS	9/2011	3/2012	
1.8	Develop training materials on Community Access Portal process and tool	RN/OOS	3/2012	5/2012	
1.9	Deliver Tri-Level training on Community Access Portal process and tool	RN/OOS	5/2012	6/2012	State general funds
1.10	Deploy Community Access Portal	RN/OOS	6/2012	9/2012	
1.11	Implement transition plan of Community Access Portal process and tool	RN/OOS	6/2013	9/2013	
Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment		Status
1.0	Website functionality which includes interactivity around school and system outcomes data for parents, educators, policymakers and the community				

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Christina Tydeman	Date: 3/16/11

Project Scope of Work/Status Report

Name of Project Portfolio: System Transformation Name of Project: Reorganization of Offices Race to the Top Section: A(5) Pg 24	Desired Result (Goal): The goals of the organizational redesign of HIDOE are to ensure a focus on outcomes at the level of the student and throughout the system. This will be accomplished at the state, complex, and school (Tri-) levels by: 1) Establishing a clear, connective path between every state function and the benefit to student learning in the classroom; 2) Realigning HIDOE's unique SEA/LEA structure to accelerate the reforms in the 2011-18 Strategic Plan; and 3) Ensuring that resources to the schools are maximized. In addition, HIDOE will leverage and expand community partnerships to realize the ambitious goals of the HIDOE Reform Action Plan and establish a clear accountability and oversight structure that includes staff and community.

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source/ Recurring Cost?
1.0	Reorganization of the Office of the Superintendent (OOS)				
1.1	Analysis of the functions and organizational structure within the OOS offices	CT/FCPMO	6/2010	8/2010	State general funds
1.2	Creation of Office of Strategic Reform (OSR)	RN/OOS	6/2010	6/2010	
1.3	Appointment of OSR Executive Assistant for Strategic Reform	KM/OOS	6/2010	6/2010	
1.4	Recruitment, selection and appointment of Race-funded OOS staff (data governance and OSR positions)	RN/OOS	11/2010	2/2011	Criteria A, p. A-432-434 • OSR Personnel ($534,996 x 4 years=$2,077,584) • Fringe - $769,536 • Travel by OSR staff for onsite strategic initiative trainings on neighbor islands - $148,800 • Equipment $12,000 • Supplies $14,440
1.5	Attend technical assistance workshops and conferences	RN/OOS	9/2010	9/2013	Pg. A-432-434 • Fees for conferences $20,000 • Out of state travel $116,600;

1.6	Reorganization plan for OOS, including a community affairs office to enhance the support structures for HIDOE goals	CT/FCPMO	9/2010	12/2010	State general funds
1.7	Consult and Confer with unions regarding reorganization	CT/FCPMO	10/2010	12/2010	
1.8	BOE approval of OOS reorganization	KM/OOS	12/2010	12/2010	
1.9	Implementation of OOS reorganization to enhance the support structures for HIDOE goals	KM/OOS	9/2010	12/2010	
1.10	Communication to stakeholders regarding purpose and intended outcomes of reorganization	RN/OOS	9/2010	12/2010	
1.11	Transition OSR funding and functions to OOS	RN/OOS	5/2014	9/2014	
2.0	**Aligned Office of Curriculum Instruction and Student Support (OCISS)**				
2.1	Analysis the functions and organizational structure within the OCISS offices	RN/OOS; JB/OCISS	6/2010	11/2010	State general funds
2.2	Reorganization plan for OCISS to enhance the support structures for HIDOE goals	JB/OCISS	9/2010	11/2010	
2.3	Consult and Confer with unions regarding reorganization	KT/OHR	12/2010	1/2011	
2.4	BOE approval	JB/OCISS	2/2011	3/2011	
2.5	Implementation of OCISS reorganization to enhance the support structures for HIDOE goals	JB/OCISS	3/2011	6/2011	
2.6	Communication to stakeholders regarding purpose and intended outcomes of reorganization	JB/OCISS	9/2010	12/2010	
3.0	**Aligned Office of Information Technology Services (OITS)**				
3.1	Analysis the functions and organizational structure within the OITS offices	DW/OITS	6/2010	8/2010	State general funds
3.2	Reorganization plan for OITS offices to enhance the support structures for reform goals	DW/OITS	9/2010	11/2010	
3.3	Consult and Confer with unions regarding reorganization	DW/OITS	11/2010	12/2010	
3.4	BOE approval	DW/OITS	12/2010	12/2010	
3.5	Implementation of OITS reorganization to enhance the support structures for HIDOE goals	DW/OITS	9/2010	12/2010	
3.6	Communication to stakeholders regarding purpose and intended outcomes of reorganization	DW/OITS	9/2010	12/2010	
4.0	**Aligned Office of Human Resources (OHR)**				
4.1	Analysis the functions and organizational structure within the OHR offices	KT/OHR	6/2010	8/2010	State general funds
4.2	Reorganization plan for OHR offices to enhance the support structures for reform goals	KT/OHR	9/2010	11/2010	

Item #		Date Due	Project Plan Adjustment		Status
4.3	Consult and Confer with unions regarding reorganization	KT/OHR	11/2010	12/2010	
4.4	BOE approval	KT/OHR	12/2010	12/2010	
4.5	Implementation of OHR reorganization to enhance the support structures for HIDOE goals	KT/OHR	9/2010	12/2010	
4.6	Communication to stakeholders regarding purpose and intended outcomes of reorganization	KT/OHR	9/2010	12/2010	
Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment		Status

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Sandy Goya	Date: 3/16/11

Project Scope of Work/Status Report

Name of Project Portfolio: Community Engagement Name of Project: Community Engagement Race to the Top Section: A(5) Pg 27-29	Desired Result (Goal): The community will be engaged to mobilize the entire community's resources to support achievement of reform goals and to transform the community's expectations for children and schools, as well as to provide friendly external pressure necessary to facilitate improvements as well as environment to support schools and families to achieve more. Timely information will be provided to stakeholders to demonstrate progress, develop understanding, and mobilize action to achieve goals.

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	**Strategic Community Engagement Plan**				
1.1	Community engagement strategy	KM/OOS	11/2010	11/2010	State general funds and grant funds from private and community foundations
1.2	Communications experts and key stakeholders' review of strategy	KM/OOS	11/2010	12/2010	
1.3	Approved community engagement plan	KM/OOS	12/2010	12/2010	
1.4	Key messages for strategic community engagement plan for different stakeholder groups	KM/OOS	11/2010	9/2014	
1.5	Market research to measure impact of engagement and guide messaging (e.g., focus groups and surveys)	KM/OOS	11/2010	9/2014	
1.6	Branding for RTTT (e.g., HIDOE reform, RTTT)	KM/OOS	11/2010	6/2011	
1.7	Evaluation plan for community engagement strategy	KM/OOS	1/2011	6/2011	
2.0	**Community Accountability Plan**				
2.1	Community accountability strategy	KM/OOS	11/2010	12/2010	State general funds
2.2	Community of Practitioners Advisory Council Compact (Council purpose, membership, commitments and structure)	SG/P-20	5/2010	9/2014	• p. A-433 – Travel for neighbor island participants to attend quarterly meetings for 3 councils ($59,520 over 4 yrs)
2.3	Native Hawaiian Educational Outcomes Council Compact (Council purpose, membership, commitments)	SG/P-20	5/2010	9/2014	
2.4	JEDI Council Compact (Council purpose, membership, commitments and structure)	SG/P-20	5/2010	9/2014	• p. A-436 Mtg expenses - $21,600
3.0	**Communications regarding basic information about Race to the Top**				
3.1	Race to the Top information on HIDOE website	SG/COM	2/2010	12/2010	State general funds

3.2	Standard presentation, protocol, and training on Race to the Top/reform implementation	KM/OOS	11/2010	12/2010	
4.0	**Communication Plan for Internal Audiences (Educators)**				
4.1	Internal communications strategy	SG/COM with P-20 support	11/2010	1/2011	State general funds and grant funds from private and community foundations
4.2	Schedule for promoting awareness of key initiatives among HIDOE employees (e.g., Common Core, performance based evaluation)	KM/OOS	11/2010	12/2010	
4.3	Long segment informational pieces via public television (8x/year)	SG/COM (with LW/Consultant)	2/2010	9/2014	
4.4	Quarterly "chats" with Superintendent for HIDOE staff (in person or virtual)	SG/COM	1/2011	9/2014	
4.5	Messages coordinated with HSTA and HGEA for HSTA and HGEA communications	SG/COM	2/2010	9/2014	
5.0	**Communication Plan for HIDOE Leaders (Complex Area superintendents, principals, state office)**				
5.1	Annual Educational Leadership Institute for HIDOE leaders	KM/OOS	10/2010	9/2014	State general funds
5.2	Updates and opportunities to review key initiatives and Balanced Scorecard with Assistant Superintendents, Complex Area Superintendents and principal representatives	KM/OOS	11/2010 (1x/month at Supt's Leadership Team Mtg)	ongoing	
5.3	Briefings and review of key initiatives for HIDOE leaders	CT/SAO	1/2011	ongoing	
5.4	Protocol for HIDOE leaders to contact RTTT project managers or leaders with questions about key initiatives	KM/OOS with CT/SAO	1/2011	6/2011	
6.0	**Communication Plan for External Audiences (primarily families and students)**				
6.1	External communications plan – See 3.0 of Accountability Framework Project	SG/COM	11/2010	12/2010	State general funds and grant funds from private and community foundations
6.2	Posting of reports on the public reporting and community access portal	RN/OOS	9/2011	ongoing	
7.0	**Communication Plan for Key Opinion Leaders**				
7.1	Informational legislative briefing annually	KM/OOS	1/2011	ongoing	State general funds
7.2	Educational policymakers briefing on key strategic initiatives (annual forum traditionally co-sponsored by Hawaii Business Roundtable and Hawaii P-20)	KM/OOS	9/2010	ongoing	
7.3	Strategy for reporting to BOE	KM/OOS	11/2010	12/2010	
7.4	Strategy for reporting to congressional delegation	KM/OOS	11/2010	12/2010	

Item #	Major Dependent Deliverables		Date Due	Project Plan Adjustment	Status
7.5	Strategy for reporting to military partners	KM/OOS	11/2010	12/2010	
7.6	Semi-annual report to Hawaii P-20 Council (see 2.1 above)	RN/OOS	Fall 2010/ Winter 2011	ongoing	
7.7	Updated Common Education Reform Agenda in MOA with Governor and UH President	RN/OOS	8/2010	11/2010	
7.8	Working groups of HIDOE and community partners to advise HIDOE on strategic initiatives identified for Office of Strategic Reform oversight ala current Committee on Weights, American Diploma Project State Leadership Team, and P20 Statewide Longitudinal Data System Executive Committee	KM/OOS	11/2010	1/2014	• p. A-433; travel for quarterly meetings ($124,000 for 5 initiatives over 4 yrs) • p. A-435 advisory mtg expenses ($36,000 for 5 initiatives over 4 years)
7.9	Semi-annual retreat (including external stakeholders) to review RTTT	KM/OOS	12/2010	ongoing	State general funds and grant funds from private and community foundations
7.10	Strategy for engaging local and national foundations in knowledge sharing and funding of key initiatives	KM/OOS with funders	11/2010	1/2011	
7.11	Strategy for engaging national advocacy groups in knowledge sharing and funding of key initiatives	KM/OOS	11/2010	1/2011	
7.12	List of opportunities for local partners to support capacity for RTTT implementation	KM/OOS	11/2010	1/2011	
Item #	**Major Dependent Deliverables**		**Date Due**	**Project Plan Adjustment**	**Status**

Assurance Area: Section B – Standards and Assessments			Below + indirect cost (p. A-438 & also referenced on p. A-442) ($175,451) = **$8,366,692**
Portfolio	**Goals**	**Projects**	**Budget**
High Standards	Hawaii will adopt a mandatory statewide curriculum, "Common Core Curriculum," for the first time. The Common Core Curriculum will be a major lever for change that will dramatically improve HIDOE's ability to: 1. Make statewide improvements in K-12 academic planning, especially the horizontal and vertical articulation of academic expectations; 2. Provide consistent, targeted teacher training, support, evaluation and professional development; 3. Achieve efficiencies in the procurement of instructional materials; 4. Improve support to transient students; 5. Provide needed continuity for vulnerable students in schools that currently have a high level of teacher turnover. 6. Modifying Statewide Response to Intervention Programs to Prevent Academic Failure and Remediation for All Students and Especially for High-Need Students	Common Core State Standards Implementation	Criteria B-3, p. A-438 to A-443 ($1,191,231)
		College and Career Ready Diploma Implementation	
		Assessment Literacy	
Assessments		End of Course Assessments	
		Interim and Summative Assessments	Criteria B-3, p. A-440 ($7,000,000)
Student Support		Continuum of Proactive Student Supports for Early Intervention & Prevention	State general funds

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Clayton Kaninau	Date: 3/16/11

Project Scope of Work/Status Report		
Name of Project Portfolio: High Standards Name of Project: Common Core State Standards Implementation Race to the Top Section: B(1), B(2), B(3); Pg 46, 55, 56-59, 78-79	Desired Result (Goal): Hawaii will successfully transition to the new Common Core State Standards and adopt an accompanying statewide English language arts, mathematics, science, and social studies Common Core Curriculum.	

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	**Crosswalk documents mapping the Common Core State Standards (CCSS) to the Hawaii Content and Performance Standards (HCPS) III**				
1.1	Convene groups of teachers to analyze the CCSS and HCPS III and to recommend the degree of alignment of common learning expectations	JB/OCISS	7/2010	9/2010	Title II
1.2	Review, finalize and disseminate (online access) crosswalk documents	CK/OCISS	8/2010	11/2010	
1.3	Conduct statewide curriculum inventory of primary instructional materials used for ELA and mathematics	CK/OCISS	10/2010	1/2011	
2.0	**Curriculum Framework**				
2.1	Collaborate with partner states in the SMARTER Balanced Assessment Consortium (SBAC), to develop a document that will provide a common interpretation and understanding of the CCSS (i.e., "what the CCSS means")	SBAC	10/2010	modify according to SBAC timeline*	SBAC MOU
2.2	English language arts and mathematics content panels review curriculum framework	JB/OCISS	12/2010	2/2011*	Title II
2.3	Post the English language arts and mathematics curriculum framework online on the HIDOE website	CK/OCISS	6/2012*	7/2012*	
2.4	Review the transition plan and develop curriculum framework for the new CCSS for science and social studies	JB/OCISS	Per SBAC* timeline	Per SBAC* timeline	Title II
3.0	**Digital Resources to Support Classroom Instruction**				
3.1	Create criteria for evaluating open-source digital resources that teachers can use to initially address those CCSS that are new learning expectations prior to SBAC framework and common curriculum	JB/OCISS	10/2010	3/2011	Title II
3.2	Contract a provider to identify and evaluate open-	JB/OCISS	6/2011	1/2012	Funds to be identified

	source digital instructional resources (aligned to CCSS) based on criteria provided by content specialists				
3.3	Post the digital resources on HIDOE's website for statewide access until it can be housed on the DSI and HIDOE standards toolkit website	CK/OCISS	2/2012	3/2012	
3.4	Ongoing management of digital resources database	CK/OCISS	1/2012	ongoing	State general funds
4.0	**Adoption of Common Instructional Materials**				
4.1	Develop criteria for reviewing, evaluating and selecting common instructional materials (i.e., adoption process)	GD/PDB	10/2010	1/2011	State general funds
4.2	RFP to procure vendor to search for and vet materials	JB/OCISS	2/2011	3/2011	State General Funds (proposed-see Dependencies)
4.3	Execute contract with vendor to search for and vet materials	JB/OCISS	5/2011	6/2012	
4.4	Communication to field regarding guidelines for school purchases of approved materials	JB/OCISS	7/2011	10/2011	
4.5	Purchase approved common instructional materials based upon selected funding strategy	JB/OCISS	10/2012	1/2013	
4.6	Training on the newly adopted common instructional materials to address the CCSS	JB/OCISS	1/2013	7/2013	
4.7	Implementation phase: Sustain ongoing professional development and monitor the implementation of common instructional materials utilizing the Literacy for Learning Tri-Level system	JB/OCISS	8/2013	7/2014	
5.0	**Comprehensive Plan for Professional Development on the CCSS**				
5.1	Recruit and fill two Resource Teacher (RT) positions to assist with coordination and statewide training of CCSS	JB/OCISS	11/2010	6/2014	p. A-439; Yr 1-4 personnel ($652,608); fringe ($246,207); travel ($125,280); Yr 1-4 - registration fees ($32,000); Equipment ($4,000); Mileage ($5,456)
5.2	Expand knowledge base and skill of state staff to develop and deliver professional development in CCSS through attendance at national conferences and trainings	JB/OCISS	1/2011	7/2014	
5.3	Develop a professional development plan for transitioning from HCPS III to CCSS	JB/OCISS	8/2010	11/2010	Title II (see Dependencies)
6.0	**Implementing the Professional Development Plan for Transitioning from HCPS III to CCSS**				
6.1	Create and disseminate CSSS training tools (including training videos and support documents) as part of an implementation kit	JB/OCISS	10/2010	1/2011	Title II (see Dependencies)

6.2	Academic/Financial Plans identify staff positions and other resources as appropriate support for teachers	CASs	11/2010	2/2011	
6.3	Conduct professional development institutes on each island (or fly 3 representatives per neighbor island complex area for training on Oahu) to train the trainers for each level of the Tri-Level Professional Development and Support Team	JB/OCISS	1/2011	4/2011	p. A-439; Year 1-4: Substitutes ($46,080); Year 1: Travel ($44,640)
6.4	Coordinate with publishers to provide professional development sessions supporting schools to use their current resources to implement the CCSS	JB/OCISS	10/2012	ongoing	
6.5	Conduct professional development on utilizing professional learning communities to focus upon effective instruction aligned to the CCSS	JB/OCISS	8/2011	7/2013	
6.6	Coordinate on-going train-the-trainer professional development sessions for grades K-12 teachers utilizing the Literacy for Learning Tri-Level structure, including the use of the curriculum framework, open-source digital resources, the common instructional materials, and SBAC developed materials and resources	JB/OCISS	8/2012	ongoing	p. A-439 - Year 1-4: Substitutes / p. A-440 - Years 2-4: Travel ($66,960);
7.0	**CCSS Community of Learners Venue**				
7.1	Convene a work group to develop a mechanism to allow teachers to pose questions and receive timely responses related to CCSS	CK/OCISS	11/2010	3/2011	State general funds
7.2	Implement an "online hotline" (co-located with the Common Core Curriculum's Digital Resources) to enable teachers to submit questions	CK/OCISS	5/2011*	ongoing	

Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment	Status
2.0	Work of SBAC in creating the curriculum framework	3/2011		
3.2	Identified contractor to identify and evaluate the digital resources	6/2011		
3.3	Identified personnel to maintain the site of electronic database	12/2011		
4.0	Published curriculum materials developed for CCSS	5/2011		
4.2	Add funding of common instructional materials to budget for legislature	10/2010		
4.5	Funding to purchase common instructional materials	5/2012		
5.0 and 6.0	Funding for professional development efforts	Annual Title II Request		2010-11 Title II request submitted

*   *The above implementation is based on SMARTER Balanced Assessment Consortium's (SBAC) timeline for summative test, 2014-15. This way the teachers are teaching the standards being assessed on the state test.*

State of Hawaii: SEA and LEA Scope of Work	Project Manager: <u>Clayton Kaninau</u>	Date: 3/16/11

Project Scope of Work/Status Report		

Name of Project Portfolio: High Standards Name of Project: <u>College and Career Ready Diploma Implementation</u> Race to the Top Section: A(1); Pg 6, 12	Desired Result (Goal): As required by the Common Education Agenda MOA among the Governor, State Superintendent, and UH President described in Section (A)(1), Hawaii will adopt and support the "college- and career-ready" diploma for students entering high school from SY 2013 on, with 90% of students graduating and earning a CCR diploma by SY 2018.

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Budget Source/ Recurring Expense?
1.0	**BOE Adoption of the College and Career Ready (CCR) Diploma Requirements**				
1.1	Conduct data analyses (e.g., data pertaining to student course-taking patterns, Highly Qualified teachers, etc.) and needs assessments of infrastructures (facilities, electrical, network, etc.) to identify necessary support structures for promoting student attainment of the CCR diploma and Science, Technology, Engineering and Math (STEM) goals	JB/OCISS	4/2010	Science facilities inventory: 12/2010; Data analyses: ongoing	State general funds
1.2	Present CCR Diploma (BOE Policy 4540) proposal to the Board of Education for consideration and approval	JB/OCISS	5/2010	11/2011	
1.3	Develop an action plan to address findings of state capacity studies to ensure the capacity of schools to provide equitable access to graduation requirements	JB/OCISS	11/2011	7/2011	
1.4	Monitor action plan implementation	JB/OCISS	8/2011	ongoing	
1.5	Crosswalk the GLOs with the Profile of a Literate Learner, 21st Century Skills, the Vision of a High School Graduate and College and Career Ready indicators. Use the General Learner Outcomes (GLOs) as a common component for the criteria of the Senior Project	JB/OCISS	8/2010	12/2010	
2.0	**Plan for CCSS exit courses to meet placement expectations for IHEs**				
2.1	Collect and analyze data on student performance in UH credit-bearing mathematics courses based on the *Three-year Plan for Placement into UH Mathematics Courses* (Innovative Policy on Placement)	JB/OCISS	10/2010	9/2011	State general funds

2.2	Work with IHEs to determine placement options for English 100 via Expository Writing classes or other options	JB/OCISS	1/2011	9/2011	
2.3	Use data to inform placement plan	JB/OCISS	9/2011	9/2012	
2.4	Define equivalent courses for CCR	JB/OCISS	10/2013	10/2014	
3.0	**CCR Implementation**				
3.1	Convene a task force to define and recommend criteria for special designations to be noted on the CCR diploma: Academic Honors, Technical Honors Pathway (CTE Pathway) (BOE Policy 2103), and STEM Honors	JB/OCISS	8/2010	7/2011	State general funds
3.2	Present task force recommendations for BOE approval and adoption	JB/OCISS	8/2011	12/2011	
3.3	Develop and execute CCR Implementation monitoring plan to ensure schools will be able to provide students the opportunities to meet the graduation requirements (e.g., school organizational structures, distance learning and dual-credit options)	JB/OCISS	10/2010	ongoing	
3.4	Conduct educational opportunity audits to identify barriers to equal access to meet the high school graduation requirements	JB/OCISS	10/2010	4/2011	
3.5	Analyze the educational opportunity audit findings to determine implications such as accreditation, and including a review of existing audit processes used in HIDOE, and develop a plan to support CCR beyond CCSS	JB/OCISS	4/2011	7/2011	
3.6	Incorporate tools and lessons learned into improvement plans, Academic and Financial (Ac/Fin) plans, and AYP response teams	JB/OCISS	7/2011	12/2011	
3.7	CCR Diploma becomes "default" diploma for students entering high school from SY 2013-2014 and conferred upon graduation in SY 2017-2018	JB/OCISS	8/2013	ongoing	State general funds

Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment		Status
3.1	BOE to adopt the college-career ready diploma pathways	7/2011			

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Monica Mann	Date: 3/16/11

Project Scope of Work/Status Report

Name of Project Portfolio: High Standards Name of Project: Assessment Literacy Race to the Top Section (Page #): B(3), C(2); Pg 36, 49, 76, 88, 92	Desired Result (Goal): To improve the quality of our comprehensive assessment system through the statewide Data for School Improvement (DSI) project. The full implementation includes coordinated professional development through the Literacy for Learning Tri-Level structure. All classroom teachers, administrators, and Complex Area Superintendents and staff in Hawaii will have access to a rich bank of formative assessment items—multiple choice, constructed response, and performance tasks—that enable teachers to develop their own assessments, score student responses, and store the results securely on the central server.

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Budget Source
1.0	Comprehensive implementation plan for the Data for School Improvement (DSI) system				
1.1	Convene DSI project team to develop a DSI plan for statewide implementation including training structure and schedule and ongoing support	MM/OCISS	6/2010	11/2010	State general funds
1.2	Meet with Project Management Oversight Committee for approval of the DSI plan	MM/OCISS	11/2010	12/2010	
1.3	Coordinate initial training on the use of the system with the vendor	MM/OCISS	5/2010	1/2011	
1.4	Build capacity by training complex managers and lead teachers to sustain efforts	MM/OCISS	8/2010	6/2011	
1.5	Work with state leadership on expanding the use of the DSI system (K-12, all teachers in all content areas) and continuing training beyond navigation	MM/OCISS	9/2010	4/2011	
1.6	Collect feedback from various stakeholders including teachers, principals, CASs, for ongoing system improvement as part of a program evaluation plan	MM/OCISS	10/2010	ongoing	
2.0	Formative Assessment Item Bank				
2.1	Compile items from a variety of sources and align to HCPS III	MM/OCISS	9/2009	12/2010	State general funds
2.2	Realign items currently in DSI to CCSS and expand the item pool to include items aligned to CCSS	MM/OCISS	12/2010	7/2014	

2.3	Meet with Superintendent's Leadership Team to determine venues to expand the item bank (across grade levels and content areas), such as contracting teachers, purchasing aligned items, etc.	JB/OCISS	12/2010	ongoing	
3.0	**Plan to Maximize Formative Assessment**				
3.1	Create and conduct training modules on the use of formative assessment to drive instruction, including the principles of the Literacy for Learning framework	JB/OCISS	8/2010	ongoing	State general funds
3.2	Collaborate with SMARTER Balanced Assessment Consortium (SBAC) to ensure formative assessment practices are part of the assessment system agreed upon by partner states	MM/OCISS	11/2010	6/2014	
3.3	Create new training modules on writing and editing items in the DSI. Items to include a variety of methods including multiple-choice, constructed response and performance assessments	JB/OCISS	7/2011	ongoing	
Item #	**Major Dependent Deliverables**	**Date Due**	**Project Plan Adjustment**		**Status**

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Cara Tanimura	Date: 3/16/11

Project Scope of Work/Status Report

Name of Project Portfolio: Assessments Name of Project: Interim and Summative Assessments Race to the Top Section: B(2); Pg 50	Desired Result (Goal): To ensure that all students leave high school prepared for postsecondary success in college or a career through a planned sequence of educational experiences and opportunities. Meeting the goal will require the reform and coordination of many elements across the education system, that: includes a quality assessment system that strategically balances summative, interim, and formative components; provides valid measurement across the full range of common rigorous academic standards; and establishing clear, internationally benchmarked performance expectations. The summative assessments reflect the challenging CCSS content, emphasizing not just students "knowing", but also "doing." The interim assessments will work in concert with the summative assessments, and will allow for more innovative and fine grained measurement of student progress toward the CCSS. The interim assessments will also provide diagnostic information that can help tailor instruction and guide students in their own learning efforts.*

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Budget Source
1.0	**State commitment to Common Core State Standards**				
1.1	Administer the online adaptive Hawaii State Assessment (HSA) based on the Hawaii Content and Performance Standards III	CT/SAO	10/2010	5/2014	State general funds
1.2	BOE adopt the CCSS, which are college and career ready standards, and to which the consortium's assessment system will be aligned	KM/OOS	10/2010	12/2011	
1.3	Collaborate with partner states in the SMARTER Balanced Assessment Consortium (SBAC) to develop a document that will provide a common interpretation and understanding of the CCSS	CT/SAO	11/2010	12/2011	
1.4	Collaborate with partner states in the SMARTER Balanced Assessment Consortium (SBAC) to determine the feasibility of a bridge (interim) assessment	CT/SAO	11/2010	ongoing	

2.0	Contracts				
2.1	Release RFP for item writing specifications, protocols, and training materials	CT/SAO	10/2010	11/2010	State general funds
2.2	Select contractor(s) for test specifications, item writing specifications, protocols, and training materials	CT/SAO	11/2010	4/2011	
2.3	Contractor(s) produces test specifications, item writing specifications, protocols, and training materials	CT/SAO	04/2011	7/2011	
2.4	Pilot item writing protocols and training materials	CT/SAO	04/2011	6/2011	
2.5	Establish item writing goals based on test specifications	CT/SAO	04/2011	8/2011	
2.6	Train State/State delegates for item writing	CT/SAO	08/2011	12/2011	
3.0	Item Development				
3.1	Evaluate Consortium-submitted items and conduct gap analysis	CT/SAO	12/2010	4/2011	Page A-441 – Contractual; item development, Year 2 ($3,000,000)
3.2	Distributed item writing	CT/SAO	12/2011	ongoing	
3.3	Conduct content panel validation review I	CT/SAO	3/2012	3/2012	
3.4	Targeted small-scale pilot assessment	CT/SAO	4/2012	4/2012	
3.5	Revise item writing protocols and training	CT/SAO	4/2012	5/2012	
3.6	Conduct content panel validation review II	CT/SAO	12/2012	12/2012	
3.7	Item bias review	CT/SAO	12/2012	12/2012	
4.0	Test Development, Delivery, Scoring and Reporting				
4.1	Contract for consultant to write RFP for test delivery application	CT/SAO	10/2010	11/2010	Page A-441 – Contractual; Year 3 ($2,000,000); Year 4 ($2,000,000)
4.2	RFP released	CT/SAO	11/2010	12/2010	
4.3	Select vendor(s) for test development, delivery, scoring, and reporting application	CT/SAO	12/2010	4/2011	
4.4	Create application specifications	CT/SAO	4/2011	8/2011	
4.5	Unit test and system test application	CT/SAO	4/2011	8/2012	
4.6	Pilot item authoring system	CT/SAO	4/2011	8/2011	
4.7	Pilot delivery, scoring, and reporting application	CT/SAO	4/2011	12/2012	
4.8	Revise application in preparation for field test	CT/SAO	4/2011	3/2013	

4.9	Field test items using State existing online applications and/or stand alone implementation of new online system as operational pilot	CT/SAO	2/2013	7/2013	
4.10	Assessment administration training	CT/SAO	2/2013	2/2013	
4.11	Embedded and stand alone field test	CT/SAO	3/2013	6/2013	
4.12	Field test analysis file complete	CT/SAO	7/2013	7/2013	
4.13	Field Test Item Performance Review (Data review)	CT/SAO	8/2013	8/2013	
4.14	Data review meetings	CT/SAO	8/2013	8/2013	
5.0	**Adoption of Achievement Standards**				
5.1	Representative stakeholders participate in achievement standard setting	CT/SAO	8/2014	8/2014	State general funds
5.2	Executive Committee reviews the standard setting process and achievement standards and approves the standards and recommends achievement standards to Steering Committee	CT/SAO	8/2014	11/2014	
5.3	Standard-setting verification using operational results and makes final recommendations for approval	CT/SAO	7/2015	7/2015	
5.4	Governing States vote to approve achievement standards	CT/SAO	7/2015	7/2015	
5.5	Total State Membership adopts achievement standards	CT/SAO	8/2015	8/2015	
6.0	**Test Administration**				
6.1	Operational assessment is available	CT/SAO	10/2014	6/2015	State general funds
6.2	Fully implement Statewide the Consortium summative assessment in grades 3–8 and high school for both English language arts and mathematics	CT/SAO	10/2014	6/2015	
6.3	Operational results reported	CT/SAO	6/2015	ongoing	
7.0	**Financial Planning**				
7.1	Governance/Finance Working Group identify ranges of options regarding Consortium financing options	CT/SAO	10/2010	10/2011	State general funds
7.2	Governance/Finance Working Group revises operational cost estimates using format established through finance options	CT/SAO	10/2011	6/2012	

7.3	Steering Committee selects finance option(s) for Governing vote based on Executive Committee review	CT/SAO	6/2012	1/2013	
7.4	Governing States vote on financial plan	CT/SAO	1/2013	6/2013	
8.0	**Technical Advisory Committee**				
8.1	Quarterly meetings	CT/SAO	10/2010	ongoing	State general funds
8.2	SBAC planning and management meetings	CT/SAO	10/2010	ongoing	

Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment		Status
1.0	Specification of the learning progressions as a first step in the development process. Once identified, these learning progressions will be mapped to the CCSS	TBD			
3.0	Building both the summative and interim assessment banks by collecting existing items and performance events from states. All contributed items will be subjected to a centralized review for technical adequacy, appropriateness, and alignment that will involve extensive cross-state participation	TBD			

State of Hawaii: SEA and LEA Scope of Work	Project Manager: <u>Cara Tanimura</u>	Date: 3/16/11

Project Scope of Work/Status Report

Name of Project Portfolio: Assessments Name of Project: <u>End-of-Course Assessments</u> Race to the Top Section: B(3); Pg 54, 60-61, 64, 68-69, 78, 110 – 112, 115, 195-196, 200, 211	**Desired Result (Goal):** Provide an End-of-Course assessment in key courses to assure that students are proficient in the course content standards and standardize course expectations. To provide information and data regarding a student's learning growth and proficiency of the standards and the course's academic standards are rigorous and high quality. To provide feedback that will assist teachers in providing quality instruction that will allow for a student to be success for life after high school either at a postsecondary institute or career. Meeting the goal will require the development of standardized statewide curriculum, standards, and expectations for courses with End-of-Course Assessments. This coordination will provide continuity across the state with consistency of high-quality academic standards for these content areas. In addition, the End-of-Course Assessments will provide a technically valid and reliable assessment system that could be considered anchor to providing indicators of readiness for college or careers. The End-of-Course Assessments will work in concert with other assessments to allow for more inventive and refined measurement of student growth toward a content area academic and achievement standards, and provide diagnostic information and data that can help adapt or improve instruction methods, strategies, professional development, and materials as well as guide students in their own learning efforts.

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	**End-of-Course Assessment**				
1.1	Prioritize courses for development of End-of-Course Assessments (e.g., Algebra I, English I, etc.)	JB/OCISS	10/2010	1/2011	State general funds
1.2	Sequence of development and implementation timeline for each course	JB/OCISS	11/2010	1/2011	
1.3	Identify information technology implications for state and schools and possible solutions	DW/OITS	11/2010	3/2011	
1.4	Determine if End-of-Course Assessments will be used for system and program evaluation	JB/OCISS	11/2010	11/2011	
1.5	Develop and implement communication plan regarding End-of-Course Assessments	JB/OCISS	11/2011	ongoing	

1.6	Purchase and use off the shelf Algebra I and II and Biology End-of- Course exams*	JB/OCISS	8/2011	5/2012	
2.0	**Standards Development for CCSS content courses**				
2.1	Develop cross-walk of present standards and align to CCSS	JB/OCISS	11/2010	1/2011	State general funds
2.2	Develop and implement communication plan to inform field, students, and community of scope and sequence of End-of-Course Assessments	JB/OCISS	2/2011	6/2014	
3.0	**Standards Development for Non-CCSS content courses**				
3.1	Select content area Focus Groups panelists	JB/OCISS	2/2011	6/2014	State general funds
3.2	Develop, revise, and review statewide standards for identified courses	JB/OCISS	3/2011	6/2014	
3.3	Convene content area Focus Groups panels to evaluate course standards and conduct gaps analyses	JB/OCISS	4/2011	6/2014	
4.0	**Item Development for identified End-of-Course Assessments**				
4.1	Develop item and item writing specifications, protocols, timelines, and training materials for item writers	JB/OCISS	11/2011	1/2012	State general funds
4.2	Train item writing panelists and develop items	JB/OCISS	1/2012	6/2014	
4.3	Develop item bank system, specifications, procedures, and process	JB/OCISS	1/2012	7/2012	
4.4	Train review panelists and conduct review procedures for items	JB/OCISS	6/2012	ongoing	
4.5	Populate item bank with approved items	JB/OCISS	9/2012	ongoing	
5.0	**Test Development**				
5.1	Identify mode of test delivery	JB/OCISS	11/2011	12/2011	State general funds
5.2	Develop test format and administration specifications, blueprints, protocols, timelines and identify possible off-the-shelf tests	JB/OCISS	1/2012	3/2012	
5.3	Develop protocols for panelists and reviews	JB/OCISS	4/2012	6/2012	
5.4	Develop test forms	JB/OCISS	5/2012	3/2014	
5.5	Conduct reviews and revise necessary items	JB/OCISS	6/2012	6/2014	
5.6	Develop specifications, protocols, and delivery of data files	JB/OCISS	6/2012	6/2012	
5.7	Data review meetings	JB/OCISS	6/2013	6/2014	

6.0	Test Delivery System (TDS)				
6.1	Identify mode of delivery of assessment for all students	JB/OCISS	11/2011	12/2011	State general funds
6.2	Release RFP for test delivery system	JB/OCISS	12/2011	1/2012	
6.3	Assess infrastructure demands and capabilities; provide technical support	DW/OITS	11/2011	ongoing	
6.4	Procure test delivery system vendor	JB/OCISS	1/2012	5/2012	
6.5	Develop specifications, protocols, security, monitoring, and back-up system	JB/OCISS	1/2012	5/2012	
6.6	Develop registration system design, process, decision rules, tracking system and Test Delivery System interface	JB/OCISS	1/2012	5/2012	
6.7	Monitory quality control and back-up system	JB/OCISS	11/2011	ongoing	
6.8	Verify security of test and items	JB/OCISS	1/2012	ongoing	
6.9	Deploy Test Delivery System and test system	JB/OCISS	6/2012	9/ 2012	
7.0	Test Scoring and Reporting System				
7.1	Identify modes for scoring various items (e.g., human, computer, artificial intelligence, etc.)	JB/OCISS	11/2011	1/2012	State general funds
7.2	Develop scoring specifications, process, and procedures	JB/OCISS	1/2012	3/2012	
7.3	Develop report specifications, protocols, format of reports and data files	JB/OCISS	4/2012	6/2012	
7.4	Pilot testing of scoring and reporting system	JB/OCISS	7/2012	9/2012	
7.5	Monitory quality control and security	JB/OCISS	1/2012	ongoing	
7.6	Deploy scoring and reporting system	JB/OCISS	10/2012	6/2013	
8.0	Test Administration				
8.1	Develop test administration guidelines, training materials	JB/OCISS	3/2012	6/2012	State general funds
8.2	Train test administrators	JB/OCISS	3/2012	ongoing	
8.3	Administer field test of End-of-Course Assessments	JB/OCISS	12/2012	5/2013	
8.4	Deliver field test results file	JB/OCISS	12/2012	6/2013	
8.5	Deliver operational results file	JB/OCISS	12/2013	ongoing	

9.0	Adoption of Achievement Standards				
9.1	Establish standard setting method, procedures, process, panels	JB/OCISS	1/2013	4/2013	State general funds
9.2	Convene standard setting panels to develop performance level descriptors	JB/OCISS	5/2013	5/2013	
9.3	State Board of Education approval of standard setting recommendations	JB/OCISS	6/2013	6/2013	
Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment		Status

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Jean Nakasato	Date: 3/16/11

Project Scope of Work/Status Report				
Name of Project Portfolio: Student Support Name of Project: Continuum of Proactive Student Supports for Early Intervention & Prevention Race to the Top Section: B(3) Pg 75 - 80		Desired Result (Goal): A fully supported comprehensive Student Support System that incorporates a systemwide Early Intervention and Prevention process that supports student attainment of a college and career ready diploma.		

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	A review of current Response to Intervention (RTI) policies and practices			
1.1	Statewide RTI advisory group charter	JN/OCISS	2/2010	9/2011	ARRA - Individuals with Disabilities Education Improvement Act funds (IDEIA)
1.2	RTI policies and procedures manual	JN/OCISS	12/2010	6/2011	
1.3	RTI Implementation Plan	JN/OCISS	1/2011	6/2011	
1.4	RTI Evaluation Plan	JN/OCISS	1/2011	6/2011	
2.0	A review of current Comprehensive Student Support System (CSSS) policies and practices			
2.1	CSSS Policy and Practices Review and Recommendation	JN/OCISS	12/2010	3/2011	State general funds
2.2	CSSS Policy and Practices Gap Analysis	JN/OCISS	12/2010	3/2011	
2.3	CSSS Evaluation Plan	JN/OCISS	2/2011	5/2011	
3.0	CSSS/RTI Training Program			
3.1	Statewide CSSS/RTI advisory group charter	JN/OCISS	2/2011	6/2012	IDEIA and Title II funds
3.2	Training materials and documentation (e.g. framework, guidelines and procedures)	JN/OCISS	3/2011	7/2011	
3.3	Schedule statewide Tri-Level professional development sessions on CSSS/RTI procedures and practices	JN/OCISS	7/2011	7/2011	
3.4	Provide statewide professional development on CSSS/RTI procedures and practices via the Knowledge Transfer System	JN/OCISS	8/2011	3/2012	
3.5	Technology-based CSSS/RTI support plan	JN/OCISS	3/2011	8/2011	
4.0	CSSS/RTI Administration			
4.1	Advisory Group review of CSSS/RTI implementation	JN/OCISS	6/2012	7/2012	IDEIA and Title II funds
4.2	CSSS/RTI Annual Monitoring Report	JN/OCISS	7/2012	ongoing	

Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment	Status

Assurance Area: Section C – Use Data to Improve Instruction			$9,809,178
Portfolio	**Goals**	**Projects**	**Budget**
Technology Support	Key aspects of Hawaii's new data system will include: 1. The "Data for School Improvement" (DSI) system, which includes a bank of formative assessment items that will provide immediate feedback to teachers about students' progress;† 2. A single integrated data warehouse for all student, program, teacher, and school data that allows creation of school-level dashboards to facilitate decisions related to instruction and management; 3. A college and career access web portal that will help counselors, students, and parents to make informed decisions for college and career planning and to spot "early warning indicators" signaling whether students are on track for graduating; and 4. Strong data governance policies and practices along with extensive training to improve the quality of data entry and analysis.	Longitudinal Data System*†	RTTT, Criteria C-2 (Data Governance), p. A-444 to A-448 ($6,138,062)
		Infrastructure (Single Sign On)	
		Network Work Plan	
System Transformation		Hawaii Partnership for Educational Research Consortium and Research Symposium	RTTT, Criteria C-3 budget; p. A-449 to A-453 ($3,671,116)

* *In regard to Data Systems to Support Instruction, Hawaii has been awarded $3.47 million for its 2009 Statewide Longitudinal Data System (SLDS Grant). These funds are targeted to support the complex areas, complexes and schools, and are woven into the Race to the Top efforts. General funds (approximately $1.8 million) are used to support personnel working with FERPA/Information access, data governance, data warehouse, School Improvement Project, Principal's Dashboard (Versifit) Project and Strategic Plan/Dashboards*

† DSI is the largest component in our single statewide instructional improvement system. The LDS is another component of this system and is already implemented (with ongoing improvements planned). DSI is slated to be implemented in SY2011-12, with full training and implementation complete in 2013.

State of Hawaii: SEA and LEA Scope of Work	Project Manager: David Hawkins	Date: 3/16/11

Project Scope of Work/Status Report

Name of Project Portfolio: Technology Support Name of Project: Longitudinal Data System Race to the Top Section: C(2) Pg 86-87	Desired Result (Goal):

Hawaii Department of Education (HIDOE) personnel, teachers, and administrators have web access to a fully functioning and operational State Longitudinal Data System (SLDS) with trained end-users who use the longitudinal data system to inform instruction supporting improved student performance and educational practices within HIDOE.

HIDOE maintains a database documenting research study requests and data releases with a single point of entry for research/data requests and provides reference of approved projects and completed reports.

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	**Administrator access to Longitudinal Data System dashboard**				
1.1	Establish rollout plan for principal and complex area superintendents	GD/PDB	6/2010	7/2010	SLDS grant
1.2	Develop longitudinal data analysis mechanisms	DGD/DGO	7/2010	3/2011	
1.3	Develop end-user training curriculum for the use of the SLDS in conjunction with HIDOE data driven decision-making efforts	JB/OCISS	2/2010	8/2010	
1.4	Conduct training	DGD/DGO	7/2010	10/2010	
1.5	Support new users	DGD/DGO	07/2010	ongoing	
2.0	**Teacher access to Dashboard**				
2.1	Establish rollout plan for teachers	DGD/DGO	5/2010	9/2011	SLDS grant
2.2	Develop longitudinal data analysis mechanisms	DGD/DGO	9/2010	3/2011	
2.3	Develop end-user training curriculum for the use of the SLDS in conjunction with HIDOE data driven decision-making efforts	JB/OCISS	10/2011	4/2011	
2.4	Conduct training	DGD/DGO	5/2011	6/2011	
2.5	Support new users	DGD/DGO	7/2011	5/2012	
3.0	**K12 LDS with indicators**				
3.1	Develop data analysis tools and processes	DGD/DGO	7/2010	2/2011	SLDS grant
3.2	Establish a team of data analysts and report developers	DGD/DGO	6/2010	7/2010	
3.3	Develop enhanced analysis mechanisms (e.g., early	DGD/DGO	7/2010	7/2010	

	warning indicators)				
3.4	Establish a process for requesting data reports	DGD/DGO	3/2011	4/2011	
3.5	Build link to school improvement planning process and tool	DGD/DGO	3/2011	5/2011	
4.0	**Data Governance Director and Staff**				
4.1	Secure approval of position descriptions	DW/OITS	8/2010	8/2010	State general funds
4.2	Submit Request to Fill director position	DW/OITS	10/2010	10/2010	
4.3	Recruit for Data Governance Director	DW/OITS	11/2010	11/2010	p. A-445-446 – Data Governance Director $102,416 x 4 years = $409,664; Institutional Analyst II $89,401 x 4 years =$357,604; Secretary IV $40,588 x 4 years = $162,352; Fringe benefits (4 years for personnel = $344,332); out of state travel $46,640 + $8,000 over 4 years (p. A-447); Equipment $6,000 + $2,000; office supplies for 4 years = $7,200
4.4	Furnish staff work stations	DW/OITS	11/2010	11/2010	
4.5	Appointment approved by Superintendent	DW/OITS	11/2010	11/2010	
4.6	Submit Request to Fill analyst and secretary position	DGD/DGO	12/2010	12/2010	
4.7	Recruit and appoint positions	DGD/DGO	12/2010	2/2011	
4.8	Staff attend technical assistance workshops and conferences	DGD/DGO	11/2010	8/2013	
5.0	**Data Ethics training**				
5.1	Develop training materials	DGD/DGO	8/2010	9/2010	SLDS grant
5.2	Schedule training sessions	DGD/DGO	10/2010	ongoing	
5.3	Deliver trainings	DGD/DGO	11/2010	ongoing	
6.0	**Data Quality audits embedded in Longitudinal Data System**				
6.1	Data audits distributed through display embedded in LDS, including audits of data quality and data entry practices for high-stakes accountability	DGD/DGO	7/2010	6/2011	SLDS grant
6.2	Data quality and data governance trainings	DGD/DGO	9/2010	ongoing	p. A-446 – Travel by the Institutional Analyst to on-site training and facilitation at 6 neighbor island complex areas of the data quality and governance processes (12 trips x 4 years x $310 = $14,480) (also referenced on SOW p. 38)
6.3	Create accountability system of data quality	DGD/DGO	7/2011	6/2012	(also referenced above, items 4.2 to 4.8)

P20 Longitudinal Data System (including all the America COMPETES Act components)					
7.0	**Build demand for inter-agency longitudinal data**				
7.1	Continue to use Cal-PASS for reporting	DGD/DGO	6/2010	5/2012	(referenced on page 36, items 4.2 to 4.8)
7.2	Implement Cal-PASS "SMART tools" to present cross-tabs of data organized by research question: a) K-12; b) UH program review; c) Transition (K-12 to UH); and d) Teacher prep programs [IHEs to HIDOE HR/HTSB to students]	DGD/DGO	12/2010	5/2012	
7.3	Engage researchers/analysts in analyzing inter-agency datasets a. From HI-PASS b. Labor data	DGD/DGO	10/2010	5/2012	
7.4	Disseminate analysis and reports (e.g., College and Career Readiness Indicators report)	DGD/DGO	11/2010	ongoing	
7.5	Implement other tools relying on inter-agency data exchange (e.g., college access portal)	DGD/DGO	1/2011	ongoing	
8.0	**Develop capacity for inter-agency longitudinal data**				
8.1	Develop and implement a fund to support seed funds for research on P20 LDS research priorities	DGD/DGO	11/2010	ongoing	(referenced on page 36, items 4.2 to 4.8)
8.2	Identify, collect, and integrate additional data types and sources into P-20 data exchange (e.g., more employment data, early childhood, private IHEs, independent schools)	DGD/DGO	11/2010	ongoing	
9.0	**Establish inter-agency data governance as foundation for long-term P20 Longitudinal Data System (e.g., data sharing, security, privacy, record matching, access, quality, documentation, reporting)**				
9.1	Implement four data governance committees outlined in June 30 memo to governor's office	DGD/DGO	6/2010	2/2011	(referenced on page 36, items 4.2 to 4.8)
9.2	Establish necessary MOU and procedures to facilitate data exchange, analyses and reporting	DGD/DGO	6/2010	ongoing	
10.0	**Develop "master plan" for P20 LDS**				
10.1	Develop "master plan" based on projected capacities and needs of key agencies as well as compliance requirements, best practices, and Hawaii research agenda	DGD/DGO	10/2010	3/2011	(referenced on page 36, items 4.2 to 4.8)
10.2	Seek resources from participating agencies and other sources (e.g., state legislative allocation, grants) to implement plan	DGD/DGO	11/2010	ongoing	
Item #	**Major Dependent Deliverables**	**Date Due**	**Project Plan Adjustment**		**Status**
	Funding of P20 LDS				

State of Hawaii: SEA and LEA Scope of Work	Project Manager: David Hawkins	Date: 3/16/11

Project Scope of Work/Status Report

Name of Project Portfolio: Technology Support Name of Project: Infrastructure (Single Sign On) Race to the Top Section: C	Desired Result (Goal): Enhance and strengthen HIDOE's technology infrastructure's identity management system to have one sign on for all key applications.

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	**Single sign-on web portal** (new from budget A-444)				
1.1	Develop scope of work	DW/OITS	10/2010	11/2010	State general funds
1.2	Develop a Request for Proposal (RFP)	DW/OITS	11/2010	12/2010	
1.3	RFP response window	DW/OITS	1/2011	1/2011	
1.4	Select vendor	DW/OITS	2/2011	2/2011	
1.5	Execute contract	DW/OITS	3/2011	4/2011	p. A-447 – Professional Services to build upon existing software framework, Year 1 at $750,000; Year 2 at $520,000; Year 3 at $470,000 = $1,740,000
1.6	Monitor vendor timelines and deliverables	DW/OITS	5/2011	8/2013	State general funds

Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment		Status

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Les Miyamoto	Date: 3/16/11

Project Scope of Work/Status Report

Name of Project Portfolio: Technology Support Name of Project: Network Work Plan Race to the Top Section: C(2) Pg 84; E(2) Pg 167	Desired Result (Goal): Completion of HIDOE network upgrades that support RTTT initiatives and complements statewide fiber optic infrastructure.

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	**Statewide Fiber Optic Upgrade per Broadband Technology Opportunities Program**				
1.1	Schools' data system capacity to support LDS, DSI, and other systems (as appropriate) determined	DW/OITS	10/2010	12/2010	State general funds
1.2	Prioritized list of schools to upgrade created	DW/OITS	10/2010	10/2010	
1.3	Hardware requirements determined	DW/OITS	10/2010	12/2010	
1.4	Manpower requirements determined	DW/OITS	10/2010	3/2011	
1.5	Site survey of all schools to be upgraded	DW/OITS	10/2010	12/2010	
1.6	Implement fiber optic upgrades	DW/OITS	4/2011	8/2013	
2.0	**Statewide WAN Upgrade**				
2.1	Draft of WAN upgrade architecture	DW/OITS	11/2009	11/2009	p. A-446 – Travel, Years 1-3 for Oahu-based employees to upgrade neighbor island school WAN and LANs. 5 day stays, 25 trips per year, 2 people = $146,250
2.2	Invitation for Bid to select vendor for upgrade created	DW/OITS	11/2009	12/2009	
2.3	Vendor selected and contract negotiated	DW/OITS	1/2010	1/2010	
2.4	E-Rate approval and notice to proceed	DW/OITS	11/2010	11/2010	
2.5	WAN upgrade	DW/OITS	1/2011	6/2012	
3.0	**School Network Upgrade**				
3.1	Site survey of ZSI schools	DW/OITS	12/2010	12/2010	p. A-446 – Equipment for WAN circuits, Year 1 = $10,400
3.2	Hardware requirements and design complete for ZSI school local area networks and wireless networks	DW/OITS	1/2011	3/2011	
3.3	Site survey of non-ZSI schools for RTTT	DW/OITS	1/2011	6/2011	p. A-446 – Professional services to enhance technical capacity to support P20 data warehouse - $2,672,401 over 4 years
3.4	Technical requirements and design complete for non-ZSI school local area networks and wireless networks	DW/OITS	4/2011	6/2012	
3.5	ZSI school network upgrades complete	DW/OITS	1/2011	6/2011	
3.6	Non-ZSI school network upgrades complete	DW/OITS	7/2011	6/2014	

Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment	Status

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Glenn Hamamura	Date: 3/16/11

Project Scope of Work/Status Report		

Name of Project Portfolio: System Transformation

Name of Project: Hawaii Partnership for Educational Research Consortium and Research Symposium

Race to the Top Section: A (2) Pg 25; C(2) Pg 89; C(3) Pg 97-101

Desired Result (Goal):

This project establishes a research partnership between HIDOE, local Institutes of Higher Education (IHE), and research organizations (e.g., Pacific Resources for Education and Learning (PREL), Kamehameha Schools Research and Evaluation) for the purpose of educational research to improve instruction and student success.

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source/ Recurring Cost?
1.0	Research Symposium				
1.1	Recruit participants	DGD/DGO	8/2010	8/2010	State general funds
1.2	Develop expectations and symposium plan	DGD/DGO	8/2010	8/2010	
1.3	Notify participants of research theme and preparation timeline	DGD/DGO	9/2010	10/2010	
1.4	Conduct literature search and review	DGD/DGO	9/2010	9/2010	
1.5	Distribute selected research to participants for pre-reading	DGD/DGO	10/2010	10/2010	
1.6	Convene 1st session – external and internal participants	DGD/DGO	12/2010	12/2010	
1.7	Convene 1st session – internal participants	DGD/DGO	12/2010	12/2010	
1.8	Create plan for annual event	DGD/DGO	12/2010	12/2010	
Hawaii Partnership for Educational Research Consortium (HPERC)					
2.0	HPERC Staff				
2.1	Submit Request to Fill analyst and secretary position	DGD/DGO	11/2010	11/2010	p. A-450 (4 yrs)– Institutional Analyst III position ($357,604); Clerk II position ($116,452); plus fringe benefits ($176,305) p. A-451 Equipment ($4,000) and supplies ($7,200) p. A-451(4 yrs) – Mileage, an out-of-state travel, and fees for RTTT TA conferences ($7,040 + $46,640 + $8,000)
2.2	Recruit and appoint positions	DGD/DGO	11/2010	12/2010	
2.3	Furnish HPERC staff work stations	DGD/DGO	11/2010	11/2010	
2.4	Attend technical assistance workshops and conferences	DGD/DGO	1/2010	8/2011	

3.0	Database documenting research study requests and data release with a single point of entry for research/data requests				
3.1	Draft scope and specifications of database, including referral process	DGD/DGO	6/2010	6/2010	p. A-452 – Professional services for development of the research data request database/website (1 all-inclusive contract), $10,000
3.2	Research and select software platform for database	DW/OITS	6/2010	6/2010	
3.3	Procure vendor/purchase software if needed	DW/OITS	6/2010	7/2010	p. A-452 - Professional services contract to enhance the state's technical capacity to support HPERC and P-20 and workforce policy decisions through a P20 data warehouse – (4 years) $2,782,600
3.4	Establish authentication and authorization roles and process	DW/OITS	6/2010	7/2010	
3.5	Design web-based forms and database format, including archiving capacity	DW/OITS	6/2010	7/2010	
3.6	Develop portal and database	DW/OITS	7/2010	8/2010	
3.7	Pilot test the process and database	DGD/DGO	8/2010	8/2010	
4.0	Ongoing list of preferred and prioritized HIDOE research questions				
4.1	Review Data Quality Campaign, National Center for Educational Statistics for relevance to HIDOE	DGD/DGO	7/2010	8/2010	State general funds
4.2	Survey HIDOE leadership, Board of Education, Hawaii legislators, and key stakeholders of persistent research topics or questions	DGD/DGO	1/2011	2/2011	(also referenced on SOW p. 38, Items 2.1-2.4)
4.3	Create prioritization criteria	DGD/DGO	2/2010	3/2011	
4.4	Prioritize compiled list according to HIDOE strategic plan and frequency of appearance on list	DGD/DGO	3/2011	3/2011	
4.5	Create and implement a plan for reviewing and disseminating results	DGD/DGO	6/2011	ongoing	
5.0	Documentation of FERPA compliance				
5.1	Identify key FERPA documentation elements	DW/OITS	6/2010	6/2010	State general funds
5.2	Ensure FERPA key elements are embedded in process and database	DW/OITS	6/2010	7/2010	
5.3	Train users on FERPA requirements within research request database	DW/OITS	8/2010	6/2011	(also referenced on SOW p. 38, Items 2.1-2.4)
5.4	Pre-programmed reports highlighting FERPA compliance elements for all research documentation and establish "audit" schedule	DW/OITS	12/2010	6/2011	
6.0	Collaborative HPERC Advisory Committee				
6.1	Recruit IHE partnership agencies and research organizations	DGD/DGO	9/2009	6/2010	State general funds

Item #			Date Due		Project Plan Adjustment	
6.2	Signed Memorandum of Understanding between HIDOE and partnership agencies and research organizations	DGD/DGO	7/2010	7/2010		
6.3	Identify partner representatives as Advisory Committee members	DGD/DGO	7/2010	8/2010		
6.4	Establish quarterly meetings for HPERC members	DGD/DGO	8/2010	8/2010	p. A-451 – (4 yrs) Travel for PERC quarterly meetings ($14,880)	
6.5	Establish Advisory Committee protocols for reviewing and recommending research applications	DGD/DGO	8/2010	9/2010	(also referenced on SOW p. 38, Items 2.1-2.4)	
6.6	Establish Advisory Committee protocols for reviewing and maintaining study list	DGD/DGO	9/2010	10/2010		
6.7	Establish criteria for preapproval of researchers	DGD/DGO	10/2010	11/2011		
7.0	**Clearly articulated processes and procedures for research and data request applications and release lead by a HIDOE process facilitator**					
7.1	Draft procedures for processing data requests	DGD/DGO	7/2010	8/2010	State general funds	
7.2	Submit to Data Management Team for review and recommendation	DGD/DGO	8/2010	9/2010		
7.3	Submit to Data Policy Committee for approval	DGD/DGO	9/2010	10/2010		
7.4	Submit to Attorney General for approval	DGD/DGO	10/2010	11/2010		
7.5	Finalize procedures, including Standard of Practice	DGD/DGO	11/2010	11/2010		
7.6	Identify and train process facilitator	DGD/DGO	11/2010	12/2010		
8.0	**Preapproved list of researchers eligible for streamlined application approval**					
8.1	Develop partner researcher applications and guidelines based on the Advisory Committee's criteria	DGD/DGO	8/2010	10/2010	(also referenced on SOW p. 38, Items 2.1-2.4)	
8.2	Recruit partner researchers	DGD/DGO	9/2010	6/2011		
8.3	Pilot process by submitting applications to the review process	DGD/DGO	9/2010	10/2010		
8.4	Refine applications and process if needed	DGD/DGO	11/2010	12/2010		
8.5	Create list of approved researchers and notify successful applicants	DGD/DGO	12/2010	6/2011		
8.6	Two-day training of HPERC members	DGD/DGO	8/2011	9/2014	p. A-450 – (Yrs 2-4) Casual Hire/Stipends ($11,250 +$4,500+$4,500)	
Item #	**Major Dependent Deliverables**		**Date Due**		**Project Plan Adjustment**	**Status**

Assurance Area: Section D - Great Teachers, Great Leaders			below + p. A-454 indirect costs (also referenced on p. A-461) $1,862,810 = **$31,202,322**
Portfolio	**Goals & Objectives**	**Projects**	**Budget**
Performance Management	• Ensure there are more effective teachers across the state and more equitably distributed. • Improve performance through a quality performance evaluation process • Employment, retention, assignment, and compensation all tied to effectiveness • Ensure quality professional development including PDE3; standardize practices based on data and research.	Performance-Based Compensation System	• Criteria D, p. A-458 – performance-based contracts ($3m); • p. A-457 – Equipment - $18,000
		Evaluation Systems	• Page A-459 – Professional services to track professional development effectiveness ($2m); • p. A-461 – Other - Performance-based evaluation: 40 schools @ $50,000 each for pilot testing=$2,000,000 • p. A-455 – 457 - Personnel ($2,448,448 & fringe $891,160)) as follows: – Personnel specialist III ($363,836); fringe ($134,764) – Personnel specialist II (3 FTE) ($1,091,508); fringe ($404,294) – Personnel management specialists (3 FTE) ($656,700); fringe ($243,242) – Secretary III ($162,352); fringe ($60,135) – Substitute Teachers ($57,600); fringe ($5,599) – Clerk I ($116,752); fringe ($43,134)
Professional Development	Criteria D items: Personnel/fringe, travel, equipment, and supplies shared between Section D projects • Travel – neighbor islands $59,520 • p. A-457 - Mileage - $108,900 • p. A-458 – Supplies; $28,800	Induction and Mentoring	Criteria D, p. A-458 (Teacher Induction) $3m RTTT/$3m Title II)
		Improving Effectiveness of Educator Preparation Programs	Criteria D, p. A-460; data linking student achievement to students' teachers ($100k)
		Knowledge Transfer System/ Professional Devel Framework	p. A-460 – software and maintenance for schools participating in the distance learning and collaboration project (tracking effectiveness) ($2m)
Human Resources		Equity Plan/Recruitment and Placement	Criteria D, p. A-457 (Equipment -Distance Learning)($2.95m) ; p. A-460 (Telecom) ($160,000)
		Alternative Certification for Teachers	Criteria D, p. A-459 ($1.98m)
		Alternative Certification of Principals and Vice Principals	Criteria D, p. A-459, ($1.4m)
High Standards		Functional Data Analysis and Instructional Teams	RTTT, Criteria D budget, p. A-456 (Data Coaches) (personnel - $5,220,864; fringe $1,933,808)

Annual Targets for Key Performance Measures					
Performance Measures for (D)(3)(i) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current school year) or most recent)	End of SY 2010	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	20*	25*	30*	35*
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	40*	36*	34*	28*
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	20*	18*	15*	8*
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	15*	13*	10*	8*
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	25*	35*	45*	55*
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	NA	40*	36*	34*	28*
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	NA	20*	18*	15*	8*
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	NA	15*	13*	10*	8*
N/A: As described in the application, Hawaii has not had a rigorous, consistent evaluation system in place for teachers and principals; the quality of existing evaluations varies widely and is not as rigorous as the new evaluation system being proposed in Section (D)(2). HIDOE does not have in place today an evaluation system that would allow it to accurately identify the percentage of teachers and principal who are highly effective (as defined in this notice).					
*These percentages represent estimates based on the professional judgment and experiences of HIDOE leadership and existing data about Highly Qualified Teachers. As Hawaii transitions to a new evaluation system, these targets will be updated with a more accurate analysis of baseline data.					
General data provided at time of application:					
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	71				
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	71				
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	2,122				
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	3,239				
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	67				

Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	67				
Data to be requested of grantees in the future:					
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.					
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.					
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.					
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.					

Performance Measures for (D)(3)(ii) *Note: All information below is requested for Participating LEAs.*	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals provided at time of application:	**Baseline data and annual targets**				
Percentage of mathematics teachers who were evaluated as effective or better.	N/A	60*	65*	70*	75*
Percentage of science teachers who were evaluated as effective or better.	N/A	60*	65*	70*	75*
Percentage of special education teachers who were evaluated as effective or better.	N/A	60*	65*	70*	75*
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	N/A	60*	65*	70*	75*

N/A: As described in the application, Hawaii has not had a rigorous, consistent evaluation system in place for teachers and principals; the quality of existing evaluations varies widely and is not as rigorous as the new evaluation system being proposed in Section (D)(2). HIDOE does not have in place today an evaluation system that would allow it to accurately identify the percentage of teachers and principal who are effective or highly effective (as defined in this notice).

*These percentages represent estimates based on the professional judgment and experiences of HIDOE leadership and existing data about Highly Qualified Teachers. As Hawaii transitions to a new evaluation system, these targets will be updated with a more accurate analysis of baseline data.

General data provided at time of application:					
Total number of mathematics teachers.	1,156				
Total number of science teachers.	913				
Total number of special education teachers.	2,023				

Total number of teachers in language instruction educational programs.	1,299				
[Optional: Enter text here to clarify or explain any of the data]					
Data to be requested of grantees in the future:					
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.					

Performance Measures (D)(4)(ii) Expand Successful Credential and Licensing Options:	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	**Baseline data and annual targets**				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	NA	100%	100%	100%	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	NA	100%	100%	100%	100%
Hawaii is unable to provide student growth data until SY2015-16, but, as described above, HIDOE will establish interim measures using growth models tied to HSA data.					
General data provided at time of application:					
Total number of teacher credentialing programs in the State.	11				
Total number of principal credentialing programs in the State.	1				
Total number of teachers in the State.	11,408				
Total number of principals in the State.	287				
[Optional: Enter text here to clarify or explain any of the data]					
Data to be requested of grantees in the future:					
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					

Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.					
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.					
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.					
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.					

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Yvonne Lau	Date: 3/16/11

Project Scope of Work/Status Report

Name of Project Portfolio: Performance Management Name of Project: Performance-Based Compensation System Race to the Top Section: (D)(2)(iv)(b); Pg 121, 131	Desired Result (Goal): A competitive performance based compensation system that attracts, retains, and redirects highly effective teachers and principals to high need schools to ensure vertical equity for all students.

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	**Attraction/Retention Incentives to Ensure Equitable Distribution of Teachers and Leaders in Zones of School Innovation**				
1.1	Models for providing incentives for ZSI teachers and principals (such as expected impact, research basis), including consultant resources	YL/LRS	11/2010	3/2011	State general funds
1.2	Supplemental agreement with labor unions for ZSI incentive plan and presentation to the BOE	YL/LRS	11/2010	5/2011	
1.3	Administration of incentives for 2010-11(including a $3,000 incentive for Highly Qualified teachers and a $10,000 incentive for highly effective principals who choose to work in the Zones of School Innovation)	GK/PMB	Upon negotiated agreement	6/2011	Title II
1.4	Communication about purpose and administration of incentives	GK/PMB	Upon negotiated agreement	9/2011	State general funds
1.5	Assessment of 2010-11 incentives	YL/LRS	11/2010	9/2011	
1.6	Continuation of administration and assessment of incentives	GK/PMB	6/2011	9/2013	Title II
2.0	**Plan for Compensation Based on Educator Effectiveness**				
2.1	Recommendation from GTGL workgroup and other key stakeholders (e.g., HIDOE leadership) about compensation options	YL/LRS	3/2011	12/2011	State general funds
2.2	Financial modeling of compensation options	YL/LRS	6/2011	10/2011	
2.3	Agreement with labor unions for Phase I incentive plan and presentation to the BOE	YL/LRS	11/2010	5/2011	
2.4	Communication plan addressing role and value of compensation related to educator effectiveness and student outcomes and the Phase I compensation plan	YL/LRS	1/2011	9/2014	

3.0	Incentives/Compensation for Teachers in High Demand Fields (STEM)				
3.1	Recommendation from GTGL workgroup and other key stakeholders (e.g., HIDOE leadership) about compensation options	YL/LRS	6/2010	6/2012	
3.2	Financial modeling of compensation options	YL/LRS	6/2012	5/2013	
3.3	Agreement with labor unions for Phase I incentive plan and presentation to the BOE	YL/LRS	8/2013	5/2014	
3.4	Communication about purpose and administration of incentives	YL/LRS	5/2014	ongoing	
4.0	Systemwide Performance-Based Compensation Model for Educator Effectiveness				
4.1	BOE policy on compensation model	KT/OHR	3/2012	8/2012	State general funds
4.2	Collective bargaining agreement for new compensation model (and process for adjustments)	YL/LRS	1/2012	3/2013	
4.3	Communication about role and value of compensation model related to educator effectiveness and student outcomes	YL/LRS	5/2013	ongoing	
4.4	HIDOE budget for new compensation model (for Phase 1 schools in 2014-15)	KM/OOS	8/2012	5/2014	

Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment	Status
1.2	Supplemental agreement with labor unions for ZSI incentive plan	5/2011		
4.1	BOE policy on compensation model	8/2012		
4.2	Collective bargaining agreement for new compensation model (and process for adjustments)	3/2012		
4.3	HIDOE budget for new compensation model	5/2013		

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Yvonne Lau	Date: 3/16/11

Project Scope of Work/Status Report

Name of Project Portfolio: Performance Management Name of Project: Evaluation Systems Race to the Top Section: (D)(2)(ii) Pg 112	Desired Result (Goal): New annual evaluation and performance management system designed for HIDOE teachers and leaders (e.g., principals, Complex Area Superintendents, Assistant Superintendents, Superintendent) to support educator effectiveness as measured by student growth and other measures.

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	Great Teachers Great Leaders (GTGL) Workgroup to Advise Superintendent on Performance-Based Management				
1.1	Great Teachers Great Leaders Workgroup Charter	YL/LRS	11/2010	12/2010	p. A-456 – Substitute teachers, $57,600
1.2	GTGL Workgroup Meeting schedule and minutes	YL/LRS	1/2011	9/2014	
1.3	GTGL Workgroup Sub-committee for ZSI Performance-Based Evaluations Version 1.0	YL/LRS	11/2010	9/2012	
2.0	OHR Performance Management Section				
2.1	Organization structure for OHR Performance Management Section (based on approved project plan)	YL/LRS	11/2010	12/2010	State general funds
2.2	Staffed OHR Performance Management Section	YL/LRS	11/2010	5/2011	• p. A-455–457 - Personnel ($2,448,448 & fringe $891,160) as follows: – Personnel specialist III ($363,836); fringe ($134,764) – Personnel specialist II (3 FTE) ($1,091,508); fringe ($404,294) – Personnel management specialists (3) ($656,700); fringe ($243,242) – Secretary III ($162,352); fringe ($60,135) – Substitute Teachers ($57,600); fringe
2.3	Employee termination training for principals	YL/LRS	11/2010	3/2011	

					($5,599) − Clerk I ($116,752); fringe ($43,134)
3.0	**Educator Effectiveness Measures**				
3.1	Educator Effectiveness Measure (EEM) Workgroup Charter	YL/LRS	1/2010	3/2011	State general funds and also listed in SOW p. 48, item 2.3
3.2	Cross-walk of research and exemplars from summary with current criteria/tools (e.g., PEP-T, PEP-SL)	YL/LRS	3/2011	9/2011	
3.3	EEM Workgroup meetings on educator effectiveness measures	YL/LRS	3/2011	9/2013	
3.4	EEM Workgroup recommendations on options for educator effectiveness measures	YL/LRS	6/2012	12/2013	
3.5	GTGL workgroup and stakeholder review and recommendation regarding performance-based evaluation criteria Version 1.0 for ZSIs	YL/LRS	3/2011	7/2011	
3.6	Performance-based evaluation criteria Version 1.0 for ZSIs	YL/LRS	3/2011	5/2011	
4.0	**Development of Performance-Based Evaluation Tools**				
4.1	Scope of work for contractor to develop performance-based evaluation system tools: research, develop, advise, test final product for a CAS, AS, state office personnel principal, and teacher evaluation capacity building plan	YL/LRS	11/2010	2/2011	State general funds and also listed in SOW p. 48, item 2.3
4.2	Request for Information for contractor for performance-based evaluation system development	YL/LRS	11/2010	1/2011	
4.3	Request for Proposals for contractor for performance-based evaluation system development	YL/LRS	1/2011	4/2011	
4.4	Contract for performance-based evaluation system development and assessment	YL/LRS	4/2011	9/2014	p. A-458, Contractor $750,000 x 4 years = $3m
4.5	Quarterly contract monitoring reports for performance-based evaluation	YL/LRS	4/2011	ongoing	State general funds and also listed in SOW p. 48, item 2.3
5.0	**Stakes of Performance-Based Management**				
5.1	Plan for performance-based tenure	YL/LRS	12/2010	4/2011	State general funds and also listed in SOW p. 48, item 2.3
5.2	Plan for evaluation-based coaching and professional development	YL/LRS	1/2011	ongoing	
5.3	Plan for performance-based compensation (salary schedule, performance awards, incentives)	YL/LRS	1/2011	4/2011	

6.0	Collective bargaining agreement with labor unions				
6.1	Supplemental agreement for performance-based evaluation Version 1.0 for ZSIs	YL/LRS	11/2010	4/2011	State general funds and also listed in SOW p. 48, item 2.3
6.2	Supplemental agreement for performance-based evaluation Version 2.0 for Phase 2 (56 schools and state office personnel)	YL/LRS	2/2012	3/2012	
6.3	Collective bargaining agreement for statewide performance-based evaluation	YL/LRS	2/2013	3/2013	
7.0	Implementation of Performance-Based Evaluation Version 1.0 in ZSIs and for Superintendent's Leadership Team				
7.1	Communication about Performance-Based Evaluation Version 1.0 in ZSIs and for Superintendent's Leadership Team, Zone communities, SLT, GTGL workgroup	YL/LRS	4/2011	9/2013	State general funds and also listed in SOW p. 48, item 2.3
7.2	Capacity building to conduct performance-evaluation instruments Version 1.0 (training for supervisors, contract observers)	YL/LRS	4/2011	6/2011	
7.3	Performance-based evaluation Version 1.0 (CAS evaluations tied to student performance)	YL/LRS	7/2011	7/2012	
7.4	Evaluation-based coaching and professional development	YL/LRS	7/2011	7/2012	
7.5	Mid-year feedback on performance-based evaluation Version 1.0 implementation	YL/LRS	1/2012	2/2012	
8.0	Implementation of Performance-Based Evaluations Version 2.0 in ZSIs, Phase 2 schools, Superintendent's Leadership Team and state offices				
8.1	Recruitment and selection of "Phase 2" schools (n>=40)	JB/OCISS	1/2012	1/2012	p. A-461 – Other: Performance-based evaluation: 40 schools @ $50,000 each for pilot testing - $2,000,000
8.2	Communication about Performance-Based Evaluation Version 2.0 in ZSIs, for Superintendent's Leadership Team, Zone communities, Phase 2 schools, Superintendent's Leadership Team and state offices	YL/LRS	4/2012	9/2013	
8.3	Capacity building to conduct performance-evaluation tools Version 2.0 (training for supervisors, contract observers)	YL/LRS	4/2011	7/2012	
8.4	Performance-based evaluation Version 2.0	YL/LRS	7/2012	7/2013	
8.5	Evaluation-based coaching and professional development	YL/LRS	7/2012	7/2013	
8.6	Mid-year feedback on performance-based evaluation Version 2.0 implementation	YL/LRS	1/2013	2/2013	

9.0	Implementation of Performance-Based Evaluations Version 3.0 statewide (Low-stakes for employees; evaluations non-punitive)				
9.1	Communication about Performance-Based Evaluation Version 3.0 for all educators statewide	YL/LRS	2/2013	9/2014	State general funds and also listed in SOW p. 48, item 2.3
9.2	Capacity building to conduct Performance-Based Evaluation instruments Version 3.0 (training for supervisors, contract observers)	YL/LRS	4/2013	7/2013	
9.3	Performance-based evaluation Version 3.0	YL/LRS	7/2013	7/2014	
9.4	Evaluation-based coaching and professional development	YL/LRS	7/2013	7/2014	
9.5	Mid-year feedback on performance-based evaluation Version 3.0 implementation	YL/LRS	1/2014	2/2014	
10.0	Performance-Based Evaluation Version 4.0 for all educators statewide (Higher stakes once multiple years of student growth data available)				
10.1	Communication about Performance-Based Evaluation Version 4.0 for all educators statewide	YL/LRS	2/2014	ongoing	State general funds and also listed in SOW p. 48, item 2.3
10.2	Capacity building to conduct Performance-Evaluation Instruments Version 4.0 (training for supervisors, contract observers)	YL/LRS	4/2014	ongoing	
10.3	Plan for Performance-Based Evaluation Version 4.0	YL/LRS	7/2013	2/2014	
Item #	**Major Dependent Deliverables**	**Date Due**	**Project Plan Adjustment**		**Status**
4.7	On-line evaluation instruments for performance-based evaluation via LDS (including student growth measures, on-line forms and weighting)				
6.1	Continued collective bargaining agreements				

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Greg Dikilato	Date: 3/16/11

Project Scope of Work/Status Report

Name of Project Portfolio: Professional Development Name of Project: Induction and Mentoring Race to the Top Section: D(5) Pg 148, 154	Desired Result (Goal): A high-quality induction program for all novice teachers and principals.

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	**Hawaii Teacher Standards Board (HTSB) on re-licensure**				
1.1	Consult with HTSB regarding the use of teacher evaluations and professional learning portfolios in re-licensure	GK/PMB	6/2010	6/2011	State general funds
1.2	HTSB adopt related rules and procedures	GK/PMB	7/2011	6/2012	
1.3	Develop and implement communication plan	GK/PMB	7/2011	6/2012	
1.4	Evaluate affect on re-licensure	GK/PMB	7/2011	6/2012	
2.0	**Teacher Induction Standards**				
2.1	Adoption of Teacher Induction Standards	GD/PDB	5/2010	11/2010	SY 10-11 Title II
2.2	Training plan and materials to implement teacher induction standards statewide	GD/PDB	12/2010	4/2011	
2.3	Communicate to Hawaii Teacher Standards Board (HTSB) and Teacher Education Coordinating Committee (TECC) the new Hawaii Teacher Induction Standards and HIDOE Teacher Induction/Mentoring Programs	GD/PDB	12/2010	3/2011	
3.0	**Training Sessions**				
3.1	Training on Teacher Induction Standards (CAS, program manager for complex areas)	GD/PDB	11/2010	11/2010	Title II
3.2	Training of teachers on Teacher Induction Standards (complex areas)	GD/PDB	12/2010	3/2011	
3.3	Training on Formative Reviews	GD/PDB	6/2010	6/2013	
4.0	**Complex Area Induction/Mentoring Program Plans**				
4.1	Complex areas induction/mentoring program plan submittal and approval process	GD/PDB	1/2011	2/2011	State general funds
4.2	Funding bonus of $150,000 to Complex Areas that	GD/PDB	6/2010	9/2010	

Item #		Company	Date Start	Date End	
	contract with national recognized induction/mentoring organization				
4.2	Staffing plan to ensure 15:1 ratio (teacher mentee:teacher mentor)	GD/PDB	3/2011	6/2011	
5.0	**Teacher Induction/Mentoring Program Support Plan**				
5.1	Request for Proposals for induction program support	GD/PDB	1/2011	3/2011	p. A-458; Professional Services - $1,500,000 in Yr 1 and $1,500,00 in Yr 2 (additional $3,000,000 in costs from Title II or reallocation of teacher support personnel)
5.2	Execute contract for induction program support	GD/PDB	3/2011	5/2011	
5.3	Execute induction program support monitoring plan	GD/PDB	5/2011	9/2012	
6.0	**Principal Induction/Mentoring Programs**				
6.1	Redesigned principal induction program	LK/PDERI	3/2011	6/2011	Title II
6.2	Implementation plan for principal induction program	LK/PDERI	6/2011	7/2011	
6.3	Monitoring and evaluation of principal induction program	LK/PDERI	7/2011	ongoing	
Item #	**Major Dependent Deliverables**	**Date Due**	**Project Plan Adjustment**		**Status**

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Greg Dikilato	Date: 3/16/11

Project Scope of Work/Status Report	
Name of Project Portfolio: Professional Development Name of Project: Improving Effectiveness of Educator Preparation Programs Race to the Top Section: D(4) Pg 141	Desired Result (Goal): Formulate, implement and maintain a process and system for monitoring and evaluating and providing feedback to educator preparation programs to improve overall educator effectiveness.

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	Link Student Data to Teachers and Principals				
1.1	Develop agreement to implement changes in teacher preparation programs	GD/PDB	10/2010	1/2011	State general funds and also listed in SOW p. 48, item 2.3
1.2	Review of the linking IHEs to student achievement proposal by the Teacher Education Coordinating Committee (TECC)	GD/PDB	10/2010	2/2011	
1.3	Procure contract with consultant to evaluate data linking teacher preparation programs on teacher effectiveness, teacher competency in data analysis and use, and student achievement outcomes	GD/PDB	10/2010	ongoing	p. A-460 - $50,000 per year for Years 1 & 2 = $100,000
1.4	Expand and promote successful credential and licensing options	GD/PDB	5/2010	ongoing	State general funds and also listed in SOW p. 48, item 2.3
1.5	Publish evaluation reports of teacher preparation programs	GD/PDB	6/2011	ongoing	

Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment	Status

State of Hawaii: SEA and LEA Scope of Work	Project Manager: <u>Greg Dikilato</u>	Date: 3/16/11

Project Scope of Work/Status Report		

Name of Project Portfolio: Professional Development Name of Project: <u>Knowledge Transfer System/Professional Development Framework</u> Race to the Top Section: D(5) Pg 152	Desired Result (Goal): An established knowledge transfer system that provides 1) comprehensive system to manage and evaluate the effectiveness of professional development, 2) technology-based support for professional development, and 3) a standardized planning process for professional development.

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	RTTT Budget Item	Recurring Expense? Y/N
1.0	Framework for establishing a Knowledge Transfer System (KTS)					
1.1	Establish Stakeholder group consisting of major internal professional development (PD) providers	KT/OHR	8/2010	1/2011	State general funds and also listed in SOW p. 48, item 2.3	
1.2	Draft roles and responsibilities with regard to professional development	KT/OHR	1/2011	3/2011		
1.3	Common PD plan outlining Departmental professional development activities (note: major offices)	KT/OHR	1/2011	3/2011		
1.4	Develop guidelines for effective learning communities for teachers, principals, and complex area learning communities for administrators	KT/OHR	1/2011	6/2011		
1.5	Directive on required use of KTS	KT/OHR	6/2011	7/2011		
1.6	Develop PD evaluation plan	KT/OHR	3/2011	5/2011		
1.7	Annual report on PD effectiveness	KT/OHR	8/2012	annual		
2.0	Technology-based Support for Professional Development					
2.1	Establish Stakeholder group consisting of major internal PD providers and users	KT/OHR	1/2011	2/2011	State general funds and also listed in SOW p. 48, item 2.3	
2.2	Draft IT plan to support PD	KT/OHR	2/2011	4/2011		
2.3	Issue a Request for Proposal for online professional development resources and professional learning communities	KT/OHR	4/2011	5/2011		
2.4	Execute contract for online professional development resources and professional learning communities	KT/OHR	6/2011	7/2011	Title II	

2.5	Issue a Request for Proposal to develop PDE3 system features to track professional development effectiveness	KT/OHR	6/2011	8/2011	p. A-460 – Professional Services - $2,000,000; software and maintenance for schools participating in the distance learning and collaboration project (tracking effectiveness)
2.6	Execute contract for the development of PDE3 system features to track professional development effectiveness	KT/OHR	9/2011	10/2011	
2.7	Share applicable professional development data with Hawaii Teacher Standards Board (HTSB) for teacher re-licensure	KT/OHR	1/2011	7/2012	State general funds and also listed in SOW p. 48, item 2.3
3.0	**Professional Development Design Framework**				
3.1	Professional Development Design Framework document	GD/PDB	5/2010	10/2010	State general funds and also listed in SOW p. 48, item 2.3
3.2	Pilot the Professional Development Design Framework (e.g. state, complex, school)	GD/PDB	11/2010	3/2011	Title II
3.3	Create a Professional Development Design Framework electronic template	GD/PDB	5/2010	10/2010	Title II
3.4	Develop an implementation plan for the Professional Development Design Framework	KT/OHR	1/2011	6/2011	Title II
3.5	Develop training modules on using the Professional Development Design Framework and PDE3 system	KT/OHR	1/2011	6/2011	
4.0	**Focused PD to Improve Effectiveness**				
4.1	Establish working charter for stakeholder group of PD internal PD providers, Educator Effectiveness Workgroup, and GTGL Workgroup	KT/OHR	6/2011	9/2011	State general funds and also listed in SOW p. 48, item 2.3
4.2	Adopted structure for aligning educator effectiveness indicators and PD offerings	KT/OHR	9/2011	3/2012	
4.3	Prioritized implementation plan for providing PD aligned to educator effectiveness indicators	KT/OHR	3/2012	7/2012	
Item #	**Major Dependent Deliverables**	**Date Due**	**Project Plan Adjustment**		**Status**

State of Hawaii: SEA and LEA Scope of Work	Project Manager: <u>Glen Kunitake</u>	Date: 3/16/11

Project Scope of Work/Status Report

Name of Project Portfolio: Human Resources Name of Project: <u>Equity Plan/Recruitment and Placement</u> Race to the Top Section: B Pg 67; D(3) Pg 127, 129, 130, 135, 137; E(2) Pg 167, 169	Desired Result (Goal): The equitable distribution of effective principals and teachers as a primary strategy to close achievement gaps among student groups, and ensure that students throughout the state are positioned for success in their chosen pathways for college, career, and citizenship.

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	**Revised equity plan identifying and deploying the best educators for areas of highest need**				
1.1	Revised recruitment and placement processes and procedures of all HQ teachers (in particularly the STEM subjects) prioritizing for ZSIs (e.g., remove geographic preference option on application)	GK/PMB	10/2010	1/2011	State general funds
1.2	Incorporate employee information into the Electronic Human Resource (eHR) database to assist HIDOE in tracking employee data and provide user access for specific queries	GK/PMB	1/2010	7/2010	
1.3	BOE approval of equity plan	KM/OOS	2/2011	2/2011	
1.4	Incentive plan for principals and HQ teachers in ZSIs (including, All highly effective teachers in the Zone of School Innovation will be offered a 20% increase in pay, beginning in the SY2011-12)	GK/PMB	10/2010	6/2011	Title II
1.5	Revise placement procedures and practices for displaced teachers	GK/PMB	10/2010	11/2010	State general funds
1.6	All new teachers in Title I schools are highly qualified by 2011	GK/PMB	2/2011	12/2011	State general funds
1.7	Deploy funds for PD subsidies and teacher education opportunities to develop more effective STEM teachers and encourage secondary teachers to attain dual certification in high-need subjects and become HQ in multiple subjects	KT/OHR	7/2011	ongoing	Title II
1.8	Train principals regarding their ongoing responsibilities to hire and assign HQ teachers to the core academic content areas	GK/PMB	10/2010	ongoing	State general funds and also listed in SOW p. 48, item 2.3

Item #			Date Due	Completion Date	Funding Source
1.9	Monitor and report on progress of the professional development plans of temporary HQ teachers and incumbent non-HQ teachers in ZSI	KT/OHR	10/2010	ongoing	Title II
1.10	Plan for statewide expansion of equity plan and procedures from ZSIs	GK/PMB	10/2010	6/2011	State general funds and also listed in SOW p. 48, item 2.3
2.0	**Plan for expanding student access to highly effective teachers through video conferencing and eCourse technology**				
2.1	Finalize requirements for connectivity and technical capabilities and install pilot sites for interactive conferencing between teachers	DW/OITS	10/2010	11/2011	p. A-457, equipment $2,950,000; p. A-461 Other – Telecom ($160,000)
2.2	Training and support on pedagogy of effective use	JB/OCISS	12/2010	4/2011	State general funds and also listed in SOW p. 48, item 2.3
2.3	Personnel guidelines for instructors using distance technology instruction	KT/OHR	4/2011	8/2011	
3.0	**Revised recruitment practices**				
3.1	Reinstate and fund out-of-state recruitment efforts to hire Highly Qualified teachers (HQTs), especially in core academic content areas	GK/PMB	10/2010	6/2011	Title II
3.2	Revise procedures to give HQ veteran teachers credit on the salary schedule for years of successful teaching elsewhere	GK/PMB	10/2010	6/2011	State general funds and also listed in SOW p. 48, item 2.3
3.3	Revise procedures to give effective principals credit on the salary schedule for years of successful leadership	KT/OHR	10/2010	6/2011	
3.4	Develop and implement communication plan	GK/PMB	10/2010	6/2011	
3.5	Work with Teach for America to focus recruitment efforts on shortage areas of HQ teachers such as STEM and alternative certification RFP	GK/PMB	10/2010	ongoing	State general funds and also listed in SOW p. 48, item 2.3
3.6	HIDOE to partner with P-20 to conduct market research to identify information and incentives for potential teacher candidates in high-need areas (career changers, displaced workers with Math/Science backgrounds)	GK/PMB	12/2010	ongoing	State general funds and also listed in SOW p. 48, item 2.3
3.7	HIDOE to partner with UH and other organizations to employ communication and recruitment strategies and programs to increase the pipeline of Math and Science teachers (i.e. UoT at Austin's UTEACH, etc.)	GK/PMB	12/2010	ongoing	

Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment	Status
1.0	Collective Bargaining	1/2012		

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Linda Kamiyama	Date: 3/16/11

Project Scope of Work/Status Report					
Name of Project Portfolio: Human Resources Name of Project: Alternative Certification for Teachers Race to the Top Section: D(1) Pg 103		Desired Result (Goal): A teacher pipeline that focuses on accessible routes to careers in education for both traditional and non-traditional entrants to the field that can fill the needs of Hawaii's unique geography and demographics, including a significant number of rural and remote schools.			
Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	Alternative certification of Teachers				
1.1	Develop RFP for design and delivery of alternative certification of teachers program	LK/PDERI	11/2010	3/2011	p. A-460 – Professional services for alternative certification program for teachers ($15,000 per candidate x 132 teachers over years 2-4 = $1,980,000)
1.2	Finalize processes and procedures for the alternative certification of teachers program	LK/PDERI	12/2011	5/2011	
1.3	Procure contract for design and delivery of alternative certification of teachers program	LK/PDERI	3/2011	6/2011	
1.4	Implement the program for alternative certification of teachers	LK/PDERI	6/2011	ongoing	Title II

Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment	Status
1.0	Collective bargaining	1/2011		
2.0	HTSB approval of alternative certification program(s)	4/2011		

State of Hawaii: SEA and LEA Scope of Work	Project Manager: <u>Linda Kamiyama</u>	Date: 3/16/11

Project Scope of Work/Status Report

Name of Project Portfolio: Human Resources Name of Project: <u>Alternative Certification for Principals and Vice Principals</u> Race to the Top Section: D(1) Pg 103	Desired Result (Goal): An administrative pipeline that focuses on accessible routes to careers in education for both traditional and non-traditional entrants to the field that can fill the needs of Hawaii's unique geography and demographics, including a significant number of rural and remote schools.		

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	New Hawaii Administrative Rules (HAR) to enable alternate certification				
1.1	Identify and convene work group	LK/PDERI	9/2010	1/2011	State general funds
1.2	Draft of administrative rules	LK/PDERI	12/2010	3/2011	
1.3	Adoption of new HAR	KM/OOS	3/2011	9/2011	
1.4	HAR implementation plan	LK/PDERI	3/2011	9/2011	
2.0	Request For Proposal (RFP) for residency-based alternative certification				
2.1	Develop RFP for design and delivery of residency based alternative certification program	LK/PDERI	9/2010	1/2011	p. A-459 – Professional Services for Alternative Certification Program for Principals and Vice Principals ($40,000/candidate x 36 candidates over years 2-4 = $1,440,000)
2.2	Finalize processes and procedures of the residency based alternative certification program	LK/PDERI	10/2010	3/2011	
2.3	Procure contract for design and delivery of residency based alternative certification program	LK/PDERI	1/2011	4/2011	
2.4	Implement the program for residency based alternative certification	LK/PDERI	4/2011	ongoing	Title II

Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment	Status
1.0	Collective bargaining	1/2011		

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Monica Mann	Date: 3/16/11

Project Scope of Work/Status Report		
Name of Project Portfolio: High Standards Name of Project: Functional Data Analysis and Instructional Teams Race to the Top Section: C(3)(ii), Pg 96	Desired Result (Goal): Hawaii will enhance its use of system wide data through the formation of data teams to support continuous instructional improvement.	

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Budget Source
1.0	**Effective school-based Data Teams for Instructional Improvement**				
1.1	Identify roles and responsibilities of data and instructional teams; agreement on systematic improvement process	JB/OCISS	11/2010	1/2011	State general funds
1.2	Train data coaches	JB/OCISS	11/2010	1/2011	
1.3	Develop team trainings for school level data teams	JB/OCISS	1/2011	6/2011	
1.4	Recruit and identify team members for each complex area	CASs	3/2011	5/2011	
1.5	Provide common data team trainings	JB/OCISS	6/2011	9/2011	
2.0	**Instructional Leaders skilled in data analysis**				
2.1	Convene a workgroup to design an intensive work experience-based data analysis program for instructional leaders	JB/OCISS	12/2010	6/2011	State general funds
2.2	Draft proposal of work experience-based data analysis program for instructional leaders	KT/OHR	3/2011	6/2011	
2.3	Confer and consult with union	KT/OHR	6/2011	8/2011	
2.4	Approval of plan for work experience-based data analysis program for instructional leaders	KM/OOS	9/2011	9/2011	
2.5	Implementation of work experience-based data analysis program for instructional leaders	KT/OHR	10/2011	ongoing	
Item #	Major Dependent Deliverables		Project Plan Adjustment	Status	
	Available and knowledgeable staff				

Assurance Area: Section E – Turning Around Persistently Low-Achieving Schools			below + p. A-462 indirect costs (also referenced on p. A-465) $2,105,851 = **$18,686,786**
Portfolio	**Goals & Objectives**	**Projects**	**Budget**
Zones of School Innovation	1. Early childhood education subsidies to help families and young children enter kindergarten ready to succeed; 2. Piloting of financial retention and performance incentives, specifically for educators serving in hard-to-staff schools and 3. Extended learning opportunities for students and compensation increases for teachers provided through grant funds and strategic use of State and federal Title I and Title II funds; 4. Incentives for highly effective teachers in Priority Schools; 5. Expansion and enhancement of HIDOE videoconferencing technology to connect highly effective teachers to students in Hawaii's most remote and rural island locations; and 6. Expansion of current innovative school practices such as the recent establishment of a New Tech High campus within two ZSI high schools that serve a high-poverty indigenous community.	HIDOE Assistance and Oversight	Criteria E, p. A-463- A-464 • Turnaround organization ($400,000); • Universal pre-kindergarten $6.75m); Academic achievement awards ($5m); • Wrap-around services array – ($3.3m)
High Standards		STEM Learning Strategy and Network	Criteria E, p. A-463 • (New Tech High Model Implementation ($1,005,000); • Nanakuli High wireless ($125,934)

Annual Targets for Key Performance Measures				
Performance Measures (E)(2)(ii) School Turnaround in Priority Schools and the Zones of School Innovation:	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	1	2	3	TBD

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Camille Masutomi	Date: 3/16/11

| Project Scope of Work/Status Report ||||||

| Name of Project Portfolio: Zones of School Innovation Name of Project: HIDOE Assistance and Oversight Race to the Top Section: (E)(2) Pg 162 ||| Desired Result (Goal): HIDOE will develop and document frameworks and protocols for implementing Zones of School Innovation (ZSI), create conditions for success within ZSIs, and monitor and evaluate implementation efforts to identify successful practices that may be replicated in other schools and complex areas. |||

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Funding Source
1.0	New Hawaii Administrative Rules (HAR) to enable school reconstitution				
1.1	Adoption of new HAR	KM/OOS	6/2010	1/2011	State general funds
1.2	HAR implementation plan	JB/OCISS	7/2010	2/2011	
2.0	Zone Implementation Plan (including conditions for success)				
2.1	Convene stakeholder advisory group	RN/OOS	1/2010	ongoing	State general funds
2.2	Design implementation plan template	RN/OOS	10/2010	11/2010	
2.3	Evaluation plan criteria	RN/OOS	10/2010	11/2010	State general funds
3.0	Zone Oversight				
3.1	Comprehensive needs assessment	RN/OOS	11/2010	11/2010	State general funds
3.2	External validation of needs assessment	RN/OOS	12/2010	5/2011	
3.3	Plan Review Committee recommendation	RN/OOS; KM/OOS	12/2010	annual review	
3.4	Minimum of one school will undergo the federal "transformation" school intervention model	RN/OOS	8/2010	5/2011	
3.5	Provide approval for implementation for zone plans	KM/OOS	1/2011	2/2011	
3.6	Allocate RTTT/Zone funding in accordance with Zones plans and RTTT guidelines	RN/OOS	1/2011	ongoing	
3.7	Employ federal school intervention models in up to six additional Priority Schools at the discretion of the Superintendent	RN/OOS	9/2013	5/2014	
3.8	Improvement plan for newly identified persistently low achieving schools	RN/OOS	July annually		
4.0	Select Turnaround Partner				
4.1	Develop criteria and write RFP for turnaround based	RN/OOS	1/2011	2/2011	p. A-463-464 – Professional

	on needs identified in zone proposals				Services, $100,000 x 4 years = $400,000
4.2	Select turnaround partner based on response to RFP	RN/OOS	2/2011	4/2011	
4.3	Conduct procurement process with partners and initiate scope of work with turnaround partner	RN/OOS	5/2011	TBD	State general funds
5.0	**HIDOE Assistance and Oversight**				
5.1	Develop ongoing monitoring process to be determined as part of the Monitoring and Evaluation sections in the Accountability Framework project plan	RN/OOS	5/2011	6/2011	State general funds
5.2	Schools will conduct an internal self assessment in conjunction with an ongoing external quarterly monitoring progress against identified performance measures	RN/OOS	10/2010	Quarterly	
5.3	Annual plan review and revision	RN/OOS	6/2011	6/2014	
6.0	**Early Childhood Subsidies Disbursement Process**				
6.1	Environmental scan of early childhood assets and stakeholders	RN/OOS	11/2010	1/2011	State general funds
6.2	Approval of process for distribution of subsidies	KM/OOS; RN/OOS	2/2011	3/2011	
6.3	Implementation of process	RN/OOS	4/2011	ongoing	p. A-464 – 75% subsidy for 250 pre0school children - $1,687,000 x 4 years = $6,750,000
6.4	Monitor use of subsides and evaluate impact	RN/OOS	4/2011	ongoing	State general funds
7.0	**Additional Systems Support**				
7.1	Develop and implement OHR Deployment Plan to support schools in ZSI	KT/OHR	7/2010	1/2011	State general funds
7.2	Develop and implement OCISS Deployment Plan to support schools in ZSI	JB/OCISS	7/2010	1/2020	
7.3	Plan and implement New Tech High - 1:1 Laptops	RM/Nanakili-Waianae Complex Area	3/2011	7/2013	p. A-463 – New Tech High Implementation: Year 1 at $130,000; Year 2 at $260,000; Year 3 at $615,000 = $1,005,000 p. A-463 Wireless LAN connectivity at Nanakuli High for laptop users, $126/students (est 1,000

Item #		Date Due		Status
				students) over 3 years = $125,934
7.4	Wraparound Services Array Quarterly Reports	RN/OOS	3/2011	9/2014	p. A-464, Year 1 $100,000; Year 2 at $600,000; Year 3 at $1,200,000; Year 4 at $1,400,000 = $3,300,000
8.0	**Academic Achievement Awards**				
8.1	Design award application and criteria for use of Academic Achievement Award money	RN/OOS	5/2013	6/2013	State general funds
8.2	Convene recommendation committee to review award applications based on criteria; select award recipients based on committee	RN/OOS	5/2013	annually	
8.3	Recognize success and present Academic Achievement Awards to restructuring schools that move out of status	RN/OOS	8/2013	annually	p. A-464, Year 3 at $2,500,000; Year 4 at $2,500,000= $5,000,000
8.4	Administer achievement awards	RN/OOS; KM/OOS	8/2013	annually	

Item #	Major Dependent Deliverables	Date Due	Project Plan Adjustment	Status
2.2	Incentives for High Quality and Highly Effective teachers working in, or taking assignment to, Zone schools [GTGL (D); Perf. Mgmt. - Compensation]	6/2011		
2.2	Priority Implementation of Science and Math capacity plan [College- and Career-Ready Diploma Project Plan]	12/2010		
2.2	Teacher and leader performance measurement demonstration [GTGL (D); Perf. Mgmt. – Evaluation]	6/2012		
2.2	Priority implementation of video conferencing and e-source technology [GTGT (D-3); Equity plan]	6/2012		
2.2	Induction training to teacher mentors in ZSIs	6/2011		
2.2	Priority implementation of differentiated PD options	6/2011		
2.2	Priority training for new Longitudinal Data System dashboards and eCSSS	6/2011		
2.2	HIDOE contracts to external providers executing training and certification of turnaround principals and highly effective teachers	1/2012		

State of Hawaii: SEA and LEA Scope of Work	Project Manager: Derek Minakami	Date: 3/16/11

Project Scope of Work/Status Report

Name of Project Portfolio: High Standards Name of Project: STEM Learning Strategy and Network Race to the Top Section: CP(2) Pg 194	Desired Result (Goal): A rigorous and widely available course of study in STEM fields, wide access to effective STEM instruction, and quality school facilities and access to engaging STEM learning opportunities.			

Item #	Deliverables (X.0) or High Level Activities and Key Benchmarks (X.X)	Responsible Person	Start Date	Projected End Date	Budget Source/ Recurring Expense?
1.0	**Create an overarching STEM Learning Strategy and STEM Learning Network**				
1.1	Articulate purpose of STEM Learning Network	DM/KES	1/2011	3/2011	State general funds
1.2	Convene STEM Learning Network (Qrtly)	DM/KES	3/2011	ongoing	
1.3	Draft, approve, and adopt STEM Learning Strategy	DM/KES	3/2011	6/2011	
1.4	Integrate STEM Learning Strategy with existing STEM efforts (e.g. Women in Technology Project, etc.)	DM/KES	6/2011	9/2011	
2.0	**STEM Integration With Common Core Curriculum**				
2.1	Incorporate STEM into revised General Learner Outcomes (GLOs) as part of statewide curriculum map	DM/KES	7/2010	3/2011	(see SOW p. 19, item 1.5)
2.2	Include interdisciplinary STEM-based curricular and instructional and approaches in the Curriculum Framework, incorporating revised GLOs	DM/KES	11/2010	9/2011	(see SOW pp. 15-16, items 2.0, 3.0, and 4.0)
2.3	Incorporate STEM materials into Common Instructional Materials during the adoption process	DM/KES	10/2010	3/2011	
2.4	Incorporate STEM materials into "Digital Resource" collection selection criteria	DM/KES	6/2011	1/2012	Title II
3.0	**Assessments and Graduation Requirements Aligned with STEM Goals**				
3.1	BOE adoption of STEM-foundational course requirements in "college- and career-ready" (CCR) diploma	DM/KES	5/2010	7/2011	(see SOW p. 19, item 1.0)
3.2	Identification and recommendation on STEM Honors Pathway requirements for CCR diploma	DM/KES	8/2010	9/2011	

3.3	STEM Honors Pathway support plan completion. Use GLOs as a common component for the criteria of the Senior Project (i.e. STEM Senior Project and Co-op Internship approval process)	DM/KES	8/2010	12/2011	
4.0	**Increased Supply of Highly Effective STEM Educators**				
4.1	RFP provider for a new alternative teacher certification path, with a focus on preparing teachers to succeed in high-needs schools, especially in STEM subjects	SA/PDB	11/2010	3/2011	(see SOW p. 59, item 1.0)
4.2	Deploy funds for professional development subsidies and teacher education opportunities to develop more effective STEM teachers	GD/PDB	12/2010*	ongoing	Title II
4.3	Work with Hawaii's Teach for America office to increase teacher recruitment efforts in STEM fields	GK/PMB	10/2010	1/2011	
4.4	Identify "information and incentives" for potential teacher candidates in STEM and other high needs fields to begin a career in education	GK/PMB	10/2010	7/2011	(see SOW p. 58, items 3.5-3.7)
4.5	Develop plans to offer additional compensation opportunities for effective teachers in math and science to address demand in labor market for those with a math or science background	GK/PMB	10/2010	7/2011	
4.6	Expand CTE/career changers training route to enable more STEM career changes to education	GD/PDB	5/2011	8/2011	
4.7	Hire mentors of mentors for teachers in STEM subjects to assist with induction	KT/OHR	8/2010	12/2011	Title II
4.8	A report on the status of ensuring that all new STEM teachers in Title I schools are highly qualified	GK/PMB	3/2011	12/2011 and ongoing	State general funds
4.9	Provide teachers with professional development to use the Data for School Improvement system to employ learning tasks grounded in STEM that engage students in high yield learning	JN/OCISS	12/2010	6/2011	(see SOW p. 61, item 2.5)
5.0	**Universal Access to Advanced Study and Careers in STEM**				
5.1	Analysis report on the capacity of schools (in terms of facilities and Highly Qualified and effective personnel) to offer courses that will fulfill STEM goals	DM/KES	7/2010	3/2011	State general funds

5.2	Physical science facilities upgrade plan	DM/KES	6/2010	1/2011	
5.3	Recruitment, hiring and placement plan to ensure Highly Qualified educators in STEM subjects are effectively and strategically placed throughout the state	GK/PMB	1/2011	7/2012	(see SOW pp. 57-58, items 1.0-3.0)
5.4	Open STEM Centers in ZSI high schools to provide students with opportunities to learn about STEM-related careers	DM/KES	1/2011	7/2011	(see SOW pp. 64-65, item 7.0)
5.5	Equip all schools with wireless broadband internet	LM/OITS	1/2011	6/2012	(see SOW p. 37, item 3.2)
5.6	Develop and execute plan to increase awareness of STEM Portal (www.mystemhawaii.org)	DM/KES	6/2010	ongoing	State general funds
6.0	**Evaluate STEM Learning Strategy**				
6.1	Support users of the K-12 Longitudinal Data System to track STEM cohort performance as part of HIDOE data driven decision-making efforts	DM/KES	7/2010	5/2012	(see SOW pp. 33-34, item 3.0)
6.2	Hawaii Partnership for Education Research Consortium evaluates STEM initiatives	DM/KES	7/2011	9/2014	(see SOW p. 39, items 4.2-4.4)

Item #	Major Dependent Deliverables	Date Due	Notes/Project Plan Adjustment	Status
2.1	General Learner Outcomes are aligned to CCR	9/2010	1.5 of *CCR Diploma Implementation*, SOW p. 19	
2.2	Curriculum Framework is completed	modify according to SBAC timeline	2.3 of *CCSS Implementation*, SOW p. 15	
2.3	Adoption process for Common Instructional Materials ensures inclusion of lessons in STEM fields	1/2011	4.0 of *CCSS Implementation*, SOW p. 16	
2.4	Digital resource evaluation criteria ensure inclusion of STEM material	6/2011	3.0 of *CCSS Implementation*, SOW p. 15-16	
3.1	BOE Approval of CCR Diploma requirements	7/2010	1.2 of *CCR Diploma Implementation*, SOW p. 19	Pending Board action
3.3	Criteria for CCR Diploma Honors Pathways are developed	1/2012	3.1-3.2 of *CCR Diploma Implementation*, SOW p. 15-16	
3.4	GLOs as a common component for Senior Project	12/2010	1.5 of *CCR Diploma Implementation*, SOW p. 19	
3.5	Additional End-of-Course Assessments are developed	8/2011	*End-of-Course Assessments*, SOW p. 27-30	
3.6	New STEM summative assessments are developed	8/2013	3.0 of *Interim and Summative Assessments*, SOW p. 24	

4.1	Alternative Certification program is implemented	7/2011	1.0 of *Alternative Certification for Teachers,* SOW p. 59	
4.2	Professional development subsidies	12/2010	1.6 of *Equity Plan/Recruitment and Placement,* SOW p. 57	
4.3	TFA recruitment strategy	1/2011	3.5 of *Equity Plan/Recruitment and Placement,* SOW p. 58	
4.4	STEM research incentives and additional compensation approved	7/2016	3.0 of *Performance-Based Compensation* System, SOW p. 47	
4.5	Research incentives and additional compensation plan implemented	7/2016	1.0 of *Performance-Based Compensation* System, SOW p. 46	
4.6	Expanded CTE/career change route	8/2011	3.6 & 3.7 of *Equity Plan/Recruitment and Placement,* SOW p. 58	
4.7	Videoconferencing rollout to Zones schools	2/2011	2.0 of *Equity Plan/Recruitment and Placement,* SOW p. 58	
4.8	Mentors of mentors are hired and trained	12/2011	4.0 & 5.0 of *Induction and Mentoring,* SOW pp. 52-53	
4.9	Professional development in RTI/DSI use	6/2011	3.0 of *Continuum of Proactive Student Supports for Early Intervention & Prevention,* SOW p. 31	
5.1	Math and Science capacity plan inventory	ongoing	1.0 of *College and Career Ready Diploma Implementation,* SOW p. 19	
5.3	Reformed plans for equitable distribution of HQ educators	7/2012	1.0 of *Equity Plan/Recruitment and Placement,* SOW p. 57	
5.5	Wireless broadband internet installation	6/2012	3.0 of *Network Work Plan,* SOW p. 37	
6.1	Administrators and CAS are trained to use K-12 LDS Dashboard for data-driven decision making, and have been given access to the Dashboard	5/2012	1.0 of *Longitudinal Data System,* SOW p. 33	
6.2	STEM evaluation is selected as an HPERC research priority	6/2011	8.0 of *Longitudinal Data System,* SOW p. 35	

Appendix A1
Key for "Person Responsible" Initials, Position, and Office

Initials / Name		Position/Role	Sub-Office/Program		Office	
CAS	*Complex Area Superintendent*	*15 Complex Areas in HIDOE system*				
CK	Clayton Kaninau	Project Manager	RTTT	Common Core State Standards Implementation	OCISS	Office of Curriculum, Instruction and Student Support
				College and Career Ready Diploma Implementation		
CM	Camille Masutomi	Portfolio Manager/ Project Manager	RTTT	Zones of School Innovation/HIDOE Assistance and Oversight	OSR	Office of Strategic Reform
CFK	Carole Furuya Kwock	Project Manager	RTTT	Public Access Portal	OSR	Office of Strategic Reform
CT	Christina Tydeman	Project Manager	RTTT	Reorganization of Offices	OOS	Office of the Superintendent
		Acting Director			FCPMO	Federal Compliance & Project Management Office
		Data Governance Director			DGO	Data Governance Office
CT	Cara Tanimura	Project Manager	RTTT	Interim and Summative Assessments	SAO	Systems Accountability Office
				End-of-Course Assessments		
		Director				
DH	David Hawkins (External)	Project Manager	RTTT	Longitudinal Data System	OITS	Office of Information Technology Services
				Infrastructure (Single Sign On)		
		Consultant				
DM	Derek Minakami	Project Manager	RTTT	STEM Learning Strategy and Network	OCISS	Office of Curriculum, Instruction and Student Support
		Vice Principal		Kahaluu Elementary School		
DW	David Wu	Sponsor	RTTT	Technology Support Portfolio	OITS	Office of Information Technology Services
		Assistant Superintendent				
EW	Edward Wada	Portfolio Manager	RTTT	1) Accountability and Issue Resolution Portfolio 2) System Transformation Portfolio	OSR	Office of Strategic Reform
EFC	Education First Consulting	Consultants				

Initials / Name		Position/Role		Sub-Office/Program	Office	
GH	Glenn Hamamura	Project Manager	RTTT	Hawaii Partnership for Educational Research Consortium and Research Symposium	OITS	Office of Information Technology Services
		Consultant		Systems Excellence LLC		
GK	Glenn Kunitake	Project Manager	RTTT	Equity Plan/Recruitment and Placement	OHR	Office of Human Resources
		Acting Director	PMB	Personnel Management Branch		
GD	Greg Dikilato	Project Manager	RTTT	1) Induction/Mentoring 2) Improving Effectiveness of Educator Preparation Programs 3) Knowledge Transfer System/Professional Development Framework	OHR	Office of Human Resources
		Acting Director	PDB	Personnel Development Branch		
JB	Joyce Bellino	Sponsor	RTTT	High Standards Portfolio	OCISS	Office of Curriculum, Instruction and Student Support
				Assessments Portfolio		
				Student Support Portfolio		
		Acting Assistant Superintendent				
JN	Jean Nakasato	Project Manager	RTTT	Continuum of Proactive Student Supports for Early Intervention & Prevention	OCISS	Office of Curriculum, Instruction and Student Support
		Educ Specialist, Positive Behavior Support	CSSS	Comprehensive Student Support Section		
JW	Jerry Wang	Project Manager	RTTT	Accountability Framework	SAO	Systems Accountability Office
		Analyst III	SPIS	System Planning and Improvement Section		
KM	Kathryn Matayoshi	Sponsor	RTTT	Community Engagement	OOS	Office of the Superintendent
		Superintendent				
KT	Kerry Tom	Sponsor	RTTT	Performance Management Portfolio	OHR	Office of Human Resources
				Professional Development Portfolio		
				Human Resources Portfolio		
		Acting Assistant Superintendent				

Initials / Name		Position/Role	Sub-Office/Program		Office	
LN	Laurel Nishi	Portfolio Manager	RTTT	High Standards Portfolio	OSR	Office of Strategic Reform
				Assessments Portfolio		
				Student Support Portfolio		
LK	Linda Kamiyama	Project Manager	RTTT	Alternative Certification for Teachers and Principals	OHR	Office of Human Resources
		Educational Specialist	PDERI	Professional Devel & Educ Research Institute		
LM	Les Miyamoto	Project Manager	RTTT	Network Work Plan	OITS	Office of Information Technology Services
		Director	NSSB	Network Support Services Branch		
LU	Linda Unten	Project Manager	RTTT	Federal Programs Alignment		
		Acting Director	CIB	Curriculum and Instruction Branch	OCISS	Office of Curriculum, Instruction and Student Support
LW	Lynn Waters	Consultant				
MM	Monica Mann	Project Manager	RTTT	Assessment Literacy	OCISS	Office of Curriculum, Instruction and Student Support
				Functional Data Analysis and Instructional Teams		
PK	Peter Kawamura	Project Manager	RTTT	Aligned Planning (Academic and Financial Plan/Strategic Plan/BSC)	FCPMO	Federal Compliance & Project Management Office
		Project Specialist	SPS	Special Projects Section		
RC	Robert (Bob) Campbell	Portfolio Manager	RTTT	1) Accountability and Issue Resolution Portfolio 2) System Transformation Portfolio	OOS	Office of the Superintendent
		Executive Assistant for Strategic Reform (EASR)	OSR			
RN	Ronn Nozoe	Sponsor	RTTT	Accountability & Issue Resolution	OOS	Office of the Superintendent
				System Transformation		
				Zones of School Innovation		
		Deputy Superintendent				
SBAC	SMARTER Balanced Consortium					
SG	Sandy Goya	Director	COM	Communications Office		
		Project Manager	RTTT	Community Engagement		
YL	Yvonne Lau	Project Manager	RTTT	Performance-Based Compensation	OHR	Office of Human Resources
		Personnel Specialist	LRS	Labor Relations Section		

Appendix A2
Commonly Used Acronyms – Hawaii Department of Education

ACE	Administrator Certification for Excellence
ACCN	Authorized Courses and Code Numbers
Ac/Fin	Academic and Financial Plan
Act 51	Reinventing Education Act of 2004, Session Laws of Hawaii, Act 51
ADP	American Diploma Project
AFP	Academic/Financial Plan
AG	Attorney General
ARCH	Accountability Resource Center - Hawaii
ARLSE	Alternative Route to Licensure in Special Education
ARRA	American Recovery & Reinvestment Act of 2009
AS	Assistant Superintendent
AYP	Adequate Yearly Progress
BOE	Board of Education (Hawaii State)
BOR	Board of Regents (University of Hawaii)
BSC	Balanced Scorecard (Aligned Planning (Academic and Financial Plan/Strategic Plan)
BU	Bargaining Unit
CAS	Complex Area Superintendent (HIDOE)
CCC	Community Children's Council
CCR	College & Career Ready
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers
CDLMS	Curriculum Development and Learning Management System (HIDOE)
CELT	Center for Educational Leadership and Technology (contractor)
CFDA	Catalogue of Federal Domestic Assistance
CIB	Curriculum and Instruction Branch (HIDOE)

CIP	Capital Improvement Project
CO	Communications Office, Office of the Superintendent (HIDOE)
COE	College of Education (University of Hawaii)
Commpac	Communications Pacific (Contractor)
CRDG	Curriculum Research and Development Group
CSAO	Charter School Administrative Office
CSRP	Charter School Review Panel
CSSS	Comprehensive Student Support Section (OCISS)
CTE	Career & Technical Education
CTEAC	Career & Technical Education Coordination Advisory Council
DAG	Deputy Attorney General (Hawaii State)
DAGS	Department of Accounting and General Services (Hawaii State)
DGD	Data Governance Director
DGO	Data Governance Office
DHRD	Department of Human Resources Development (Hawaii State)
DHS	Department of Human Services (Hawaii State)
DLIR	Department of Labor and Industrial Relations (Hawaii State)
DOE	Department of Education (Hawaii State)
DOD	Department of Defense
DOH	Department of Health (Hawaii State)
DOT	Department of Transportation (Hawaii State)
DQC	Data Quality Campaign
DSI	Data for School Improvement (HIDOE)
EASR	Executive Assistant for Strategic Reform (HIDOE)
eCSSS	Electronic Comprehensive Student Support System (HIDOE)
EDN	abbreviation for Education; Budget Program Structure Designation by the Legislature/State for the Department of Education
EFC	Education First Consultants (Contractor)
eHR	electronic Human Resources (HIDOE)
ELA	English Language Arts

ELC	Early Learning Council
ELL	English Language Learner
ELO	Extended Learning Opportunities
EO	Educational Officer
EOC	End-of-Course
ESEA	Elementary and Secondary Education Act
eSIS	Electronic Student Information System
ETAL	Effective Teaching and Learning Project
ETW	Education Trust West (contractor)
FCPMO	Federal Compliance and Project Management Office – Office of Superintendent (HIDOE)
FERPA	Family Educational Rights and Privacy Act
GED	General Equivalency Diploma
GLO	General Learner Outcomes
GTGL	Great Teachers, Great Leaders (RTTT assurance area)
HACS	Hawaii Association of Charter Schools
HAIS	Hawaii Association of Independent Schools
HAR	Hawaii Administrative Rules
HCF	Hawaii Community Foundation
HCPS III	Hawaii Content and Performance Standards III (HIDOE)
HE	Highly Effective
HEPS	Hawaiian Education Programs Section
HIDOE	Hawaii Department of Education (Hawaii State)
HGEA	Hawaii Government Employees Association
HLIP	Hawaiian Language Immersion Program
HPERC	Hawaii Partnership for Educational Research Consortium (HIDOE)
HRS	Hawaii Revised Statutes
HSA	Hawaii State Assessment
HSAA	Hawaii State Alternate Assessment
HSAP	Hawaii Statewide Assessment Program

HSAC	Hawaii School Advisory Council
HSSRA	Hawaii State School Readiness Assessment
HSTA	Hawaii State Teachers Association
HSTB	Hawaii Teacher Standards Board
HQT	Highly Qualified Teacher
HVLN	Hawaii Virtual Learning Network (HIDOE)
IB	International Baccalaureate Program
IDEIA	Individuals with Disabilities Education Improvement Act
IHE	Institution of Higher Education
ISSB	Information System Services Branch
JEDI	Joint Education Initiative Council
JVEF	Joint Venture Education Forum (Military/HIDOE partnership program)
K12 LDS	K12 Longitudinal Data System (HIDOE-based; P20 LDS involves UH/external data)
KPI	Key Performance Indicator
KS	Kamehameha Schools
KTS	Knowledge Transfer System
LEA	Local Education Agency (federal)
LEP	Limited English Proficiency
LDS	Longitudinal Data System
LG	Lieutenant Governor (Hawaii State)
LN	Lotus Notes
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
NAEP	National Assessment of Educational Progress
NCCPCS	New Century Conversion Public Charter School
NCES	National Center for Education Statistics

NCPCS	New Century Public Charter School
NEA	National Education Association
NHEA	Native Hawaiian Education Act (1988), federal
NPA	New Principal Academy
NTH	New Tech High
NSSB	Network Support Services Branch
OCISS	Office of Curriculum, Instruction and Student Support (HIDOE)
OFS	Office of Fiscal Services (HIDOE)
OHA	Office of Hawaiian Affairs (Hawaii State)
OHCNP	Office of Hawaii Child Nutrition Programs (HIDOE)
OHR	Office of Human Resources (HIDOE)
OIP	Office of Information Practices (Hawaii State)
OITS	Office of Information Technology Services (HIDOE)
OMB	Office of Management and Budget (HIDOE)
OOS	Office of the Superintendant (HIDOE)
OSFSS	Office of School Facilities and Support Services (HIDOE)
OSR	Office of Strategic Reform (HIDOE)
P-20	Pre-School through 20 (grades); the P-20 Initiative
P20 LDS	P20 Longitudinal Data System
PBDMI	Performance-Based Data Management Initiative
PCB	Procurement and Contracts Branch, Office of Fiscal Services (HIDOE)
PCCS	Public Charter Conversion School
PCNC	Parent-Community Networking Center
PCS	Public Charter School
PD	Professional development
PD	Position description
PD360	Professional Development 360 (online, on-demand professional learning system)
PDB	Personnel Development Branch (HIDOE)
PDE-3	Professional Development Experiences that Educate and Empower (OHR Program, HIDOE)
PEP	Peer Education Program (HIDOE)

PEP-SL	Professional Evaluation Program for School Leaders (HIDOE)
PEP-T	Professional Evaluation Program for Teachers (HIDOE)
PERC	Partnership for Educational Research Consortium (HIDOE)
PIP	Performance Improvement Program
PISA	Program for International Student Assessment
PLAS	Persistently Low-Achieving Schools
PLC	Professional Learning Community
PMOC	Performance Monitoring of Organization Council
POMS	Preschool Outcomes Measurement System
PREL	Pacific Resources for Education and Learning
QSS	Quality Student Support
RT	Resource Teacher
RTI	Response to Intervention
RTTT	Race to the Top
SAO	Systems Accountability Office, Office of the Superintendent (HIDOE)
SAS	Student Assessment Section, Systems Accountability Office, Office of the Superintendent
SATE	State Approved Teacher Education
SBAC	SMARTER Balanced Assessment Consortium
SPIS	System Planning and Improvement Section, Systems Accountability Office, Office of the Superintendent
SCBM	School/Community-Based Management
SEA	State Education Agency
SEAC	Special Education Advisory Council
SEASR	Special Executive Assistant for Strategic Reform *(in original RTTT application, but subsequently changed to EASR)*
SFSF	State Fiscal Stabilization Fund
SIG	State Improvement Grant
SIT	School Improvement Team
SIPFE	Statewide Induction Program Foundation Elements
SME	Subject Matter Experts

SLDS	Longitudinal Data System
SPED	Special Education
SPOC	Strategic Project Oversight Committee
SPMS	Special Programs Management Section (OCISS, HIDOE)
SPP	State Performance Plan
SQS	School Quality Survey
SR	Salary Range
SRS	School Renewal Specialist
SSB	Student Support Branch (HIDOE)
SSC	Student Services Coordinator
SSIR	School Status and Improvement Report
STEM	Science, Technology, Engineering and Mathematics
SUPT	Superintendent
SY	School Year
TDS	Test Delivery System
TECC	Teacher Education Coordinating Committee
TFA	Teach for America
UAT	User Acceptance Testing
UH	University of Hawaii
UHM	University of Hawaii at Manoa
UPW	United Public Workers
WSF	Weighted Student Formula or Weighted Student Funding
WIDA	World-Class Instructional Design and Assessment
ZSI	Zones of School Innovation (HIDOE)

Appendix A3 - Glossary
Hawaii Department of Education
Race to the Top Implementation

This glossary explains the educational terms and programs for HIDOE's Race to the Top efforts:

Administrator Certification for Excellence (ACE): HIDOE's ACE program prepares and certifies principals and vice principals, currently through four pathways to certification, all of which place a strong emphasis on residency and mentoring over traditional course requirements.

Adequate Yearly Progress (AYP): This is the minimum standard for improvement that all schools must achieve each year according to the federal No Child Left Behind accountability requirements. To meet AYP, all students and all student subgroups (i.e., Special Education, English Second Language Learner, Economically Disadvantaged, and five ethnic groups) must achieve a certain level of participation and proficiency on the State reading and mathematics tests. In addition, schools must meet either an on-time graduation rate for high schools or must not exceed a retention rate for elementary and middle/intermediate schools. If a school meets the minimum standard for all 37 indicators, it has "Met" AYP. If a school fails to meet one (or more) of the 37 indicators, it has "Not Met" AYP.

Administrators, State and Complex Area: The FTE count is the sum of positions that have responsibility for the administrative support of programs, curriculum, and State or federal legal requirements. These FTE position counts include complex areas superintendents, evaluation specialists, facilities planners, personnel specialists, test development specialists, budget specialists, information (data) specialists, state and district curriculum/educational specialists, safety/security program specialists, to list a few.

Academic Achievement Awards will recognize and reward schools in restructuring who move out of status with a one-time grant that the school community can use to further their improvement efforts. In recognition of the scope and complexity of continued support needed at different levels, $50,000 will be awarded to elementary schools and $100,000 will be awarded to secondary schools.

Act 51, Session Laws of Hawaii, 2004: a coordinated package of initiatives that were meant to produce comprehensive education reform in Hawaii's schools. Dubbed the "Reinventing Education Act," the intent of the reforms was to dramatically improve conditions for schools and students by 1) increasing transparency and accountability; 2) ensuring public school funding follows demonstrated student needs; 3) empowering principals by providing professional development and greater control over school budgets; 4) improving teacher education and incentivizing professional development; 5) strengthening local community involvement, support, and oversight; and 6) improving student support and student learning environments. Through Act 51, public education funds are allocated to schools based on individual student needs through a "weighted student formula."

America COMPETES Act: Under the Race to the Top draft criteria, states were evaluated on the degree to which their statewide longitudinal data system includes the twelve elements specified in the America COMPETES (Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science) Act. Signed by President Bush in August 2007 act covered a wide range of activities of a great number of federal agencies and offices "to invest in innovation through research and development, and to improve the competitiveness of the United States." (See: http://dataqualitycampaign.org/survey/states/HI)

American Diploma Project (ADP): Hawaii joined the American Diploma Project (ADP) Network in 2006 in order to improve postsecondary preparation by aligning high school standards, graduation requirements and assessment and accountability systems with the demands of college and careers. ADP is a program of ACHIEVE, a non-profit education reform organization based in Washington, D.C. that helps states raise academic standards and graduation requirements, improve assessments and strengthen accountability make college and career readiness a priority in the states.

Appropriated Funds: Funds determined by the state legislature, and enacted by the governor, to provide basic support for the Hawaii Department of Education to operate a statewide school district.

Aspiring Leaders Program (ALP): ALP prepares administrators to fill principal and vice principal shortages, actively recruiting applicants from acting Complex Area Superintendents (CAS), Teacher Leaders, practicing vice principals, new principals, and practicing principals. In preparing to fill shortages, HIDOE is mindful that high-quality, effective individuals are identified and recruited.

Balanced Scorecard: HIDOE is instituting a consolidated and aligned statewide improvement planning process utilizing a balanced scorecard model with project management oversight. The balanced scorecard process focuses HIDOE leadership on State-level leading and lagging indicators of student success and system performance. The project management oversight process, guided by data analysis, facilitates program, process, and directional adjustments affecting statewide projects to be made in a timely manner. HIDOE has contracted with an organization with notable experience in developing BSC for educational agencies, the Center for Educational Leadership and Technology (CELT), to support the development and implementation of an effective BSC system and project management process for Hawaii.

BOE Recognition Diploma ("Step Up" Campaign): In 2008, the Board of Education approved a new, voluntary BOE Recognition Diploma for the graduating classes of 2013 through 2017, which signifies that these graduates have taken the necessary courses and met standards required to be ready for postsecondary education or a job that leads to a living wage.

Charter Schools: Charter schools are independent public schools designed and operated by educators, parents, community leaders, educational entrepreneurs, and others. They were established by State legislation and are directly responsible to the Hawaii Board of Education, which monitors their quality and effectiveness, but allows them to operate outside of the traditional system of public schools.

College- and Career Ready Diploma: In July 2010, the BOE is scheduled to adopt its "college- and career-ready" high school diploma (CCR Diploma) as a default graduation requirement for students entering high school in 2014. Students earning the BOE diploma will meet STEM competencies and be prepared for workforce or college without the need for remediation.

Common Core Assessments: a new, richer, more comprehensive system of formative, interim, and summative assessments aligned to the Common Core Standards and developed in partnership with other states. Specifically, HIDOE is participating in the SMARTER-Balanced consortium to develop a new generation of tests—ensuring a wide range of tests that will be used to calculate student growth and evaluate teacher and principal effectiveness (See Sections (B)(2) and (B)(3) for additional details on this transition). HIDOE expects the new Common Core assessments will be available starting either in SY2013-14 or SY2014-15 (but will need to be used for two years before student growth measures can be validated for use in teacher and principal evaluations).

Common Education Agenda: Hawaii's Governor, the Hawaii Board of Education (BOE), the Superintendent of Education, and the President of the University of Hawaii developed a Common Education Agenda as a condition for the acceptance and use of ARRA State Fiscal Stabilization Funds. The

Common Education Agenda and its accompanying Memorandum of Agreement establish shared targets for increasing academic rigor and achievement from early childhood education through lifelong learning.

Common Instructional Materials – instructional materials (e.g., textbooks, digital books, and software applications) that are designed as a primary source of instruction for the CCSS while furthering the development of 21st century literate learners. Most importantly, the common instructional materials are not meant to serve as the entire curriculum, but rather to serve as the core of the curriculum and provide logical sequencing for the teaching of standards.

Complex Areas: These are administrative units made up of two or more complexes.

Complex: This smaller division within a Complex Area consists of a comprehensive high school and middle/intermediate and elementary schools within its attendance boundary.

The Community of Practitioners Advisory Council is made up of award-winning teachers and administrators who have demonstrated excellence, innovation, and dramatic student gains in Hawaii public schools, and administrators of schools that have shown the greatest year-over-year percentage gains in student achievement scores. This
Council will also include representatives from the Great Teachers Great Leaders workgroup. The workgroup's recommendations on promoting and supporting teacher and leader effectiveness, performance-based compensation, tenure, licensing, and critical State office supports were critical to the development of reforms for RTTT.

Crosswalk and Gap Analysis: a crosswalk document that compares the CCSS with the HCPS III to show teachers which standards remain in their grade level, which standards have moved to another grade level, which standards are new to their grade level, and which standards are no longer part of the curriculum.

CCSS Initiative: a state-led process to develop internationally-benchmarked K-12 Common Core State Standards (CCSS) in English Language Arts and Mathematics that will prepare all students to be ready for college or a career.

Curriculum Framework: a statewide curriculum map that further explicates the expected CCSS content (knowledge and skills) to be taught and learned, conceptual understandings, domain-specific pedagogy (including best strategies and tools), and suggested interdisciplinary STEM-based curricular and instructional approaches. It also will include a revised version of Hawaii's General Learner Outcomes (GLOs), and criteria to assess student proficiency on the standards.

Curriculum Development and Learning Management (CDLM) Model: The framework for integrating existing and planned data systems and functions into a common portal, training protocol, and governance standards to make the data user friendly and accessible. The data included in the CDLM conceptual model provide all of the functionality needed to understand whether a student is succeeding in the classroom, what factors are leading to that student's success, and how best to adjust and inform that student's instruction, the teacher's professional development, and the school level resources to grow successes statewide. Six key projects will realize the CDLM Model and combine multiple systems into a common portal for user access through data dashboards.

Data for School Improvement" (DSI) system: which includes a bank of formative assessment items that will provide immediate feedback to teachers about students' progress.

Digital Resources*:* an evaluated collection of digital instructional resources meta-tagged to the CCSS that teachers, students, and parents can access on the Internet.

Dropout Rate: This four-year dropout rate is the percent of high school students who have not returned to school and have either officially exited as "drop-outs", whose school enrollment statuses are undetermined, or who have not graduated within four years.

eHR: The Electronic Human Resource (eHR) database management system began in 2006 and provides teachers, principals, and other managers the capacity to better manage human resources, track professional development and progress in meeting credentialing requirements, and access regular reports (i.e., NCLB Title II, Part A Highly Qualified and Experience Teacher reports).

Early Childhood Endorsement: To earn an Early Childhood Endorsement certificate, a teacher must have had 18 credits in Child & Family Studies; completed all course requirements for Elementary Education and an additional 12 credits in Early Childhood Education; and have successfully completed student teaching in kindergarten, first or second grade.

Economically Disadvantaged: These are students whose families meet the income qualifications for the federal free/reduced-cost lunch program. Note that this is an indicator of school-community poverty.

End-of-course (EOC) High School Exams: EOC exams will be developed through a funded consortium and administered at the end of a middle/high school course, rather than at the end of a grade level. The ADP Multi-State EOC exam for Algebra II has been administered statewide in Hawaii since 2008, and has set a high bar of expectation, not just for students in Hawaii, but for others across the nation taking the same exam. The EOCs will standardize course expectations across the state and assure stakeholders that students are proficient in the course content. As HIDOE transitions from a single high school assessment given in grade 10 to a fuller system of end-of-course exams, HIDOE intends for EOC results to count as part of students' course grades.

English Language Learners (ELL): These students are certified as receiving English-as-a-Second-Language services.
Federal Funds: Funds provided by the federal government for use by the State public school system, through grants from various federal agencies, such as the U.S. Department of Education, U.S. Department of Defense, and U.S. Department of Agriculture.

Fully Licensed: Teachers who meet requirements (e.g., completed at least a bachelor's degree and an approved teacher training program) to be fully licensed by the Hawaii State Teachers Standards Board.

General Funds: The primary source of funding for the state public school system, provided by the state through taxpayer revenues.

General Learner Outcomes (GLOs): As part of HIDOE's Vision of a High School Graduate, all students are expected to demonstrate proficiency of the six General Learner Outcomes (GLOs). (See page A-51). By December 2010, the GLOs will become the framework for a set of criteria which will be used to assess the Senior Project and other related projects or performance assessments that will become required for all grade levels and courses. The GLOs' criteria will be defined by revising several documents that promote similar learning outcomes: HIDOE's Profile of a Literate Learner; the CCSS Literacy Standards in ELA, Science, and Social Studies; the CCSS Mathematical Practices; and 21st Century Skills. These documents will be combined

into one refined statement that identifies the literacy, scientific, mathematical, technological, and problem solving skills all high school graduates will need to demonstrate.

Graduation, Graduation Rate, Graduate On-Time, Four-Year Graduation: Count or percent of all high school students, including public charter school students, who had completed high school within four years of their 9th grade entry date. Special Education students receiving certificates of completion and students requiring more than four years to complete high school are not included.

Great Teachers and Great Leaders (GTGL) Workgroup: Workgroup comprised of leading teachers, principals and Complex Area superintendents throughout Hawaii; union leaders; HIDOE and UH leaders; and education advocates—to explore ways to revamp Hawaii's human resources, evaluation and talent development systems for principals and teachers and to help chart a path for the State. The GTGL Workgroup retreats to date have provided useful guidance and excellent recommendations. Based on the success and promise of the collaboration, HIDOE has established the group as a formal standing body within the Superintendent's Community of Practitioners Council that will provide advice, recommendations, and ideas throughout the design, piloting, and final version of the system that is implemented statewide in 2013.

HIDOE Reform Action Plan: A 5-point Reform Action Plan to achieve its outcome targets and improve the quality of public education for all students in Hawaii.

HIDOE Standards Streamlining Project To increase the effective delivery of standards-based education, the University of Hawaii's Curriculum Research and Development Group (CRDG) has conducted the HIDOE Standards Streamlining Project so that instructors and instructional leaders can implement standards-based instruction with more fidelity and become more effective providers of standards-based instruction. CRDG will complete the same streamlining process for the Common Core State Standards.

HIDOE K-12 LDS project: The project builds on the State's progress to date through a 2009 SLDS award to combine robust but disparate student, program, teacher, and school data into one integrated data warehouse. In February 2010, HIDOE initiated the production of a school-level dashboard that stakeholders can use to access the data in this warehouse for decisions related to policy, instruction, operations, management, resource allocation, and enhancing student performance.

Hawaii Excellence in Science and Technology (HiEST) Academy: Established in 2008 to engage more students in a rigorous standards based curriculum designed to improve their Mathematics and Science skills and increase their readiness and motivation to pursue postsecondary training and career options in STEM and STEM-related disciplines. The curricular approach was tested in Waipahu High School in SY2008-09 and funding was expanded to establish HiEST Academies in six new schools (Baldwin on Maui, Kau on the Big Island, and Campbell, Kahuku, Olomana, and Waialua on Oahu), reaching over 500 students. In 2009, the Governor authorized $3.2M in stimulus funds to expand HiEST Academies to 15 schools by 2011.

Hawaii's Partnership for Educational Research Consortium (HPERC): HPERC provides the research base and analyses to answer policy questions and inform critical policy and continuous improvement decisions. HPERC will advance and expedite access to data for the purposes of conducting educational research to improve instruction and student success. Key components of HPERC are the identification of pre-approved researchers who have met rigorous criteria as proven researchers and the collaborative development of prioritized educational research questions. As pre-approved researchers with pre-approved projects, they would be assigned a HIDOE liaison to help facilitate their access to the necessary data. The full realization of HPERC would promote dedicated research on educational policy and practices, including the evaluation of program implementations, such as the Literacy for Learning and STEM initiatives.

Hawaii Teacher Standards Board (HTSB): is authorized by the State to license teachers and to approve and regulate all teacher preparation providers in the State. HTSB uses a standards-based approach to approving teacher preparation programs. Rather than requiring specific courses or credit hours, all State-Approved Teacher Education Programs (SATEP) are required to demonstrate that their teacher candidates meet State-Approved Teacher Education (SATE) Unit Standards, HTSB Teacher Performance Standards, and national Specialized Professional Associations' standards.

Hoʻokele: P-20 Longitudinal Data Informing Cradle to Career Development: A collaborative project of State leaders, HIDOE, the University of Hawaii, Department of Labor Industries Relations, and Hawaii P-20, *Hoʻokele* (Hawaiian for "navigator") will create a fully operational P-20 statewide longitudinal data system by 2011. This work will be funded through State Fiscal Stabilization Funds Part A Phase II funds in SY2010-11, and any needed maintenance and growth activities after that time will be funded by State General Funds and other competitive grant sources. Through Hoʻokele, end users of the current K-12 SLDS system will have access to data from early childhood programs, institutes of higher education (IHEs), and state agencies, as well as expanded charter school data.

Initiative for New School Leaders: A new 3-year, $2.1 million program funded by the Harold K.L. Castle Foundation with clusters of grants designed to improve the recruitment, training, and coaching of future principals. Funds will help create multiple pathways to certification for aspiring principals through partnerships with some of the finest principal leadership programs in the nation.

Interim Assessments: These assessments will be given at regular and specified intervals throughout the school year, as indicated in the Common Core Curriculum Frameworks to be developed by HIDOE, in order to evaluate students' knowledge and skills relative to a specific set of standards. Importantly, these interim assessments will measure student learning growth and will be included as a key measure in HIDOE's new performance-based educator evaluations. Accordingly, HIDOE will develop a full suite of interim assessments for grades K-8 and key high school courses in the four core subject areas (English Language Arts, Mathematics, Science and Social Studies) to be administered each quarter (at the end of the standard Hawaii school grading period) and to align with the scope and sequence laid out in the Curriculum Framework.

Joint Education Initiative Council (JEDI Council): Includes of a range of community leaders who champion HIDOE's Reform Action Plan described in this Race to the Top application and who are committed to informing and mobilizing their constituencies to support the Common Education Agenda.

Lexiles: HIDOE will report student scores in grades 3-8 and 10 using Lexiles, which is a measure familiar to classroom teachers and administrators because it provides comparable information about students' reading ability.

Literacy for Learning Plan: HIDOE program based on Michael Fullan's Tri-Level Reform strategy to more effectively support schools to ensure that all classrooms provide quality instruction to students. This will also serve as the professional development support to teachers in the rollout of the Common Core State Standards adopted by the Board in 2010.

Native Hawaiian Educational Outcomes Council: Includes leadership from the Native Hawaiian community and Native Hawaiian organizations that share a common goal of improving educational outcomes for Native Hawaiian students in HIDOE. This group advising the Superintendent specifically on the goal of closing the achievement gap for Native Hawaiians. Chaired by Micah Kane, current Kamehameha Schools Trustee and former chairman of the State Department of Hawaiian Homelands, the Council will conduct an environmental scan in summer 2010 to review how the roughly $500 million of federal, State, and private monies are being spent annually by Native Hawaiian organizations, assess the achievement-gap activities are already taking place, and identify possible synergies through better alignment of resources and perhaps through a geographical focus on the Zones of School Innovation.

Native Hawaiian Education Act (NHEA): The federal government passed the Native Hawaiian Education Act (NHEA) in 1988 to recognize its role in meeting the education requirements of Native Hawaiians. NHEA authorizes the development of "supplemental educational programs to address the unique conditions of Native Hawaiians." (20 U.S.C.A. 7512 (15))

New Tech High School Model: Focuses on systemic reform in a high school learning environment that utilizes student-centered, project-based, technology-infused approaches to develop collaborative teamwork by students and teachers, self-directed learning, and critical thinking skills. In July 2010, the two high schools in the Waiʻanae Coast ZSI, Waiʻanae High School and Nanakuli High School, will each open a New Tech academy tied to Hawaii standards.

National Assessment of Educational Progress (NAEP): This refers to federal tests in reading, mathematics, writing, and science developed and given by the United States Department of Education (USDOE) to samples of students in grade 4 and 8 in all states. The data from the NAEP include results for demographic groups of students, but not for complex areas, schools, or individual students. The metrics that NAEP uses include average scale scores and the percentages of students achieving NAEP Advanced, NAEP Proficient, NAEP Basic, and NAEP Below Basic.

No Child Left Behind (NCLB): This law, enacted in 2001, is a reauthorization of the Elementary and Secondary Education Act, and consists of many Title programs (e.g., Title I, Title IV, etc.) each with its own funding and reporting requirements. The Act specifies school and state accountability mandates and reporting requirements for Title I funds, and requires that all schools in a state must be subject to the same accountability system.

Office of Strategic Reform (OSR): The OSR will serve as a catalyst for a performance-based culture and aligned organization, and will be directed by the newly created position of the Special Executive Assistant for Strategic Reform (SEASR). The SEASR will report directly to the Superintendent and be responsible for project management oversight of strategic initiatives. OSR will include four Special Assistants, who will be deployed to support strategic projects with a focus on projects involving multiple state offices and requiring cross-functional solutions. The Special Assistants would provide consulting, analysis, and strategic planning services; they will also measure and evaluate the progress of strategic initiatives.

P-20 Partnerships for Education (P-20): P-20 is the agency leading the creation of the State's planned P20 Longitudinal Data System (P20 LDS). P20 LDS is the technology infrastructure that will pull together all State data from throughout the P-20 educational pipeline (early childhood through the workforce), including data about student achievement, teacher and principal preparation programs, HIDOE employment, and teacher licensure status from the HTSB. UH, the State Dept. of Labor and Industrial Relations, Hawaii's Teacher Education Coordinating Committee (TECC) and HTSB are also partners in the effort.

Pods in Zones of School Innovation: Human Resource units (pods) will be established in each ZSI to manage and appropriately staff the schools, provide job embedded professional development, provide preferential placement of highly qualified teachers and leaders, and provide additional capacity to implement quality standards-based curriculum, instruction and assessments.

Professional Development: Education, Empower, Excel (PDE3) is an evolving professional development system, into which HIDOE will add features, functions, and professional development opportunities as they become available. PDE3 currently provides users with access to PD 360, an online, on-demand, professional learning resource that delivers high-quality video segments showing real teachers implementing research-based best practices that improve student achievement. PD 360 will give school administrators the ability to target professional development to meet the specific goals for their school and the individual needs of each teacher.

Professional Development and Educational Research Institute (PDERI): Administered thorough the Office of Human Resources, PDERI provides educational officers and school leadership teams with opportunities for professional development courses and credit opportunities.

Priority Schools and Zones of School Innovation (ZSI): Persistently low-achieving schools identified under a formula approved by the federal government. Of the 115 "in status" Title I schools, the bottom 5% percent or six schools comprise the Priority Schools. However, HIDOE recognizes that focusing solely on six Priority Schools will not transform the entire system. Thus, HIDOE is establishing PK-12 Zones of School Innovation (ZSI) that encompass both Priority Schools and the schools within their Complex Area (or feeder pattern). In total, the HIDOE will provide intensive support to 14 schools. The total student population of the ZSIs is 11,000, and 13 of these 14 schools are considered "hard-to-staff" because of their geographical remoteness.

Private Schools: Privately operated schools not under the direction of the Hawaii Department of Education.

Project Charters: Since fall 2009, project teams in HIDOE have developed "Project Charters" for initiatives requiring HIDOE resources. HIDOE's leadership initiated Project Charters as a mechanism to allocate American Recovery and Reinvestment Act (ARRA) funds and have increased their use of Project Charters to allocate resources and track project implementation. Preliminary project charters have been developed for each prong of the Reform Action Plan described in this Race to the Top application. Each Charter contains an outline of deliverables that include communication plans for dissemination of practices to schools and complex areas, and protocols for monitoring implementation.

Response to Intervention (RTI): ARRA IDEA (Special Education) Act funds are being used to develop, implement, and document a statewide Coordinated Early Invention System (CEIS), more commonly known as RTI. The Curriculum and Instruction Section of HIDOE will be responsible for future communication and training regarding RTI (it was previously under HIDOE's Special Education Section. Tier 1 (universal intervention) training will be integrated with the training for using the Data for School Improvement (DSI) system so that teachers will learn how to use formative assessment data to plan necessary interventions (such as extended learning opportunities, tutoring, or online tutorial programs).

School-Based Learning Communities for Teachers and Administrators: HIDOE will develop both school-based (or interschool- based) learning communities for teachers and school principals, and Complex Area learning communities for administrators. These learning communities will serve as: 1) a mechanism for identifying students' learning goals based on formative and interim assessment data; (2) a cohort of reflective learners who self-identify their professional development needs to help them fulfill identified student learning goals; 3) a venue for collaborative lesson study and/or action research; and 4) a supportive network for teachers to observe one another in practice and increase one another's effectiveness (p.156).

School Community Councils: Act 51, SLH (2004) required the formation of local School Community Councils for every HIDOE-operated school in the State, and funded schools' transition to the new school

School Improvement Team (SIT, OCISS): Personnel in the OCISS School Improvement Team will fulfill project management functions under the direction of the Office of Strategic Reform in implementing the ZSIs, and compile the processes, protocols, best practices, and lessons learned into a Framework for School Turnaround personalized to HIDOE and its rural and urban communities.

School Synergy: HIDOE contracted School Synergy, an education consulting firm, to review its hiring and placement practices and recommend specific policies or procedures to promote more equitable distribution of effective teachers throughout the State. While some of the School Synergy recommendations require collective bargaining changes, others can be implemented immediately (131).

SMARTER-Balanced Assessment Consortium: The SMARTER-Balanced Assessment Consortium proposes to develop common summative assessments that can be used as State, district, and school accountability instruments. These tests will allow for the comparison of performance across states. Additionally, the tests will be reported on a common scale, facilitating the interpretation of a student's progress as he or she moves from school to school, or to and from districts or states. Periodic benchmark assessments will be developed as interim instructional tools. They will be used to monitor student progress throughout the school year and redirect instruction and resources to students according to their performance. In addition, rich formative classroom tasks and instructionally-embedded professional development will reinforce teaching and learning on a daily basis in classrooms.

Special Education (SPED): This count and percent contain all special education students listed on the official enrollment report as receiving special education services and includes special education students with a "Speech only and Hearing-Impaired only" condition.

Special Funds: Funds generated through revenue sources other than state taxpayer revenues, such as cafeteria collections from students; adult education tuition/fees; summer school tuition; driver education fees; facility rental fees; and lost textbook penalty fees.

Standard-based Assessment, Hawaii Content and Performance Standards: These tests measure student achievement in reading and mathematics based on Hawaii content standards. The percents shown are assessment results, not No Child Left Behind (NCLB) accountability results. "Percent Proficient & Exceeds Proficiency" is derived from test results that meet or exceed proficiency (i.e., **proficiency cut-score**).

Statewide Induction Program Foundation Elements (SIPFE): SIPFE includes guidelines for an orientation program, mentoring program, and professional development. As mandated by existing state law (HRS §302A-601.3, page D-86), all Complex Areas must adopt and implement an induction program approved by the HIDOE Office of Human Resources; approval is based on meeting all of the criteria listed in the Statewide Induction Program Foundation Elements.

STEM Portal (www.mystemhawaii.org): Internet site to provide students, parents and teachers with information on and access to STEM programs around the State, including curricular and instructional resources.

Step Up BOE Recognition Diploma: see *BOE Recognition Diploma*

Systems Accountability Office: Key programs will be evaluated by staff in the Office of the Superintendent's Systems Accountability Office (4.0 FTE) who have already been redirected from expenditure audits to program audits. These program review staff will evaluate the effectiveness of key strategic initiatives. Complex, key strategic initiatives, such as performance-based evaluation, will be assessed by external evaluators who bring strong technical and research expertise to partner with HIDOE staff in ensuring continuous improvement and effective outcomes. Program review external evaluations and results will identify program improvements and inform the redirection of HIDOE financial and human resources to support the effective execution of HIDOE's Reform Action Plan and improved outcomes for children.

Title I: A school is designated as a "Title I" school and receives supplemental federal funding under NCLB if its student population meets a specified poverty rate. Title I schools are obligated to follow federal requirements regarding Title I funds.

Trust Funds: Funds segregated for specific purposes, such as foundation grants, and athletic gate receipts.

Vertically-scaled Hawaii State Assessment: Beginning in SY2010-11, the Hawaii State Assessment (HSA) will include a vertical scale, permitting measurement of year-over-year growth at the individual student level for students in grades 3-8 and 10 in Reading and Mathematics, and grades 4, 8, and 10 for Science. The vertical scale will enable the State to produce a value-added score for individuals. Thus, by the end of SY2011-12, HIDOE will be able to augment the information provided to teachers on their students' performance and their contributions to it by identifying effective, highly effective, and ineffective teachers and principals by comparing data of their students' actual HSA scores with students' predicted performance, controlling for prior scores and demographic factors.

Weighted Student Formula (WSF): Hawaii developed the WSF and a "Committee on Weights" (COW) to ensure that public school funding follows demonstrated student needs. WSF allows Hawaii to assess the relative cost of educating students based on the unique learning needs of each student, and to allocate funds appropriately and transparently. For example, students requiring special education services or English as a second language instruction are assigned a greater weight due to the higher cost of educating them, and hence the school receives more funding for those students than it does for students without these characteristics.

Zones of School Innovation (ZSI) and Priority Schools: Six "Priority Schools" and seven additional feeder schools in their K-12 complexes. Priority Schools are persistently low-achieving schools identified under a formula approved by the federal government. Of the 115 "in status" Title I schools, the bottom 5% percent or six schools are designated as "priority schools." However, HIDOE recognizes that focusing solely on six Priority Schools will not transform the entire system. Thus, HIDOE is establishing PK-12 Zones of School Innovation (ZSI) that encompass both Priority Schools and the schools within their Complex Area (or feeder pattern). In total, the HIDOE will provide intensive support to 14 schools. The total student population of the ZSIs is 11,000, and 13 of these 14 schools are considered "hard-to-staff" because of their geographical remoteness.

Hawaii Race to the Top Sponsors/Portfolios/Project (by Assurance Areas)

Sponsor	Portfolio	Projects	Portfolio Mgr	Project Mgr
Assurance Area: Section A – System Alignment and Performance Monitoring				
Ronn Nozoe	Accountability and Issue Resolution	Aligned Planning (Academic and Financial Plan/Strategic Plan/BSC)	Bob Campbell Ed Wada	Peter Kawamura
		Federal Programs Alignment		Linda Unten
		Accountability Framework		Jerry Wang
		Community Access Portal		Carole Furuya Kwock
	System Transformation *(also includes PERC project, see Section C)*	Reorganization of Offices		Christina Tydeman
Kathryn Matayoshi	Community Engagement	Community Engagement	Kathryn Matayoshi	Sandy Goua
Assurance Area: Section B – Standards and Assessments				
Joyce Bellino	High Standards *(also includes projects in Sections D and E)*	Common Core State Standards Implementation	Laurel Nishi	Clayton Kaninau
		College and Career Ready Diploma Implementation		Monica Mann
		Assessment Literacy		
	Assessments	End of Course Assessments		Cara Tanimura
		Interim and Summative Assessments		
	Student Support	Continuum of Proactive Student Supports for Early Intervention & Prevention		Jean Nakasato
Assurance Area: Section C – Data to Improve Instruction				
David Wu	Technology Support	Longitudinal Data System*	To be hired	David Hawkins (External)
		Infrastructure (Single Sign On)		
		Network Work Plan		Les Miyamoto
Ronn Nozoe	System Transformation *(also includes project in Section A)*	Hawaii Partnership for Educational Research Consortium and Research Symposium	Bob Campbell Ed Wada	Glenn Hamamura (External)
Assurance Area: Section D - Great Teachers, Great Leaders				
Kerry Tom	Performance Management	Performance-Based Compensation System	To be hired	Yvonne Lau
		Evaluation Systems		
	Professional Development	Induction and Mentoring		Greg Dikilato
		Improving Effectiveness of Educator Preparation Programs		
		Knowledge Transfer System/Professional Devel Framework		
	Human Resources	Equity Plan/Recruitment and Placement		Glenn Kunitake
		Alternative Certification for Teachers		Linda Kamiyama
		Alternative Certification of Principals and Vice Principals		
Joyce Bellino	High Standards *(includes projects in Sections B and E)*	Functional Data Analysis and Instructional Teams	Laurel Nishi	Monica Mann
Assurance Area: Section E – Turning Around Persistently Low-Achieving Schools - $18,686,786				
Ronn Nozoe	Zones of School Innovation	HIDOE Assistance and Oversight	Camille Masutomi	Camille Masutomi
Joyce Bellino	High Standards *(also includes projects in B and D)*	STEM Learning Strategy and Network	Laurel Nishi	Derek Minakami