



Native Hawaiian Education Council

RFP-2017-003R

REQUEST FOR PROPOSAL – Re-Issued Native Hawaiian Education Data Systems Mapping

BACKGROUND

The Native Hawaiian Education Council (NHEC or the Council) was created under the terms of the Native Hawaiian Education Act and is responsible for assessing, coordinating, reporting and making recommendations to the United States Department of Education (USDOEd) and other congressional and educational organizations and entities. NHEC is funded via the Native Hawaiian Education Program as administered by the USDOEd.

STATEMENT OF PROFESSIONAL SERVICES

The Council seeks contracted professional services to inventory, map, analyze, identify opportunities and make recommendations regarding Native Hawaiian education data, data repositories and data systems.

Contact Information

Inquiries and Proposals should be addressed to:

Native Hawaiian Education Council
Proposal # RFP-2017-003R
Dr. Sylvia Hussey, Executive Director
735 Bishop Street, Suite 224
Honolulu, HI 96813
808-523-6432

**Proposals must be submitted in electronic form (emailed)
no later than Monday, June 19, 2017 at 4:00 p.m. HST
to nhec@nhec.org**

BACKGROUND & CONTEXT

Native Hawaiian Education Vision & Goals. In October 2014, Native Hawaiian education (NHE) stakeholders gathered to draft a vision and two goals as articulated below (and also available on the NHEC website). In 2015, as the Council constructed its Strategic Plan, the NHE vision and two goals were approved, adopted and integrated into its Strategic Plan 2020.



NATIVE HAWAIIAN EDUCATION COUNCIL

Established in 1994 under the Native Hawaiian Education Act, the statutory responsibilities of the Native Hawaiian Education Council are to 'Coordinate, Assess, and Report & Make Recommendations' on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies and procedures to improve the educational attainment of Native Hawaiians.

Learn more at
www.nhec.org

Strategic Plan 2020
Framework & Areas of Focus

Strategies & Tactics

S0 - Systems
 11 Build upon trust and confidence in NHEC's capabilities
 12 Deploy operational influence strategies
 13 Support cooperative resource competitions
 14 Support educator development
 15 Advance impactful legislation, including awareness of political timelines and impacts
 16 Strengthen education policy and advocacy efforts

S1 - Council Composition
 17 Implement the reauthorized Council composition
 18 Implement strategies to preserve Native Hawaiian education voices

S2 - Sustainability
 19 Address organization identity and sustainability
 20 Collaborate to identify and improve access to funding for Native Hawaiian education program funding

S3 - Coordinate
 21 Coordinate repository for culture-based curriculum mapping
 22 Coordinate repository for place, culture and community-based instructional practices
 23 Coordinate repository for culture-based assessment and evaluation data

S4 - Support
 24 Develop support strategies for teachers who have been involved in specific Hawaiian culture-based educational programs or settings

S5 - Convene, Coordinate & Link
 25 Link business to culture-based education curriculum work
 26 Link Native Hawaiian education program outcomes to employment opportunities
 27 Link Native Hawaiian business, community and partnerships with education
 28 Link K-20 programs and models systemically

S6 - Report & Recommend
 29 Spotlight Native Hawaiian education issues
 30 Facilitate flow of communities, education needs and issues

S7 - Data
 31 Convene and coordinate efforts to bring stakeholders to better understand needs, priorities and recommendations
 32 Assess and evaluate the impact of NHEP grants
 33 Facilitate establishment of repositories for Native Hawaiian education data
 34 Complete cohort field testing of NHEC Common Indicator System and Framework

S8 - Communicate
 35 Advance key messages
 36 Spotlight and connect grantees and programs
 37 Tell and maintain NHEA, NHEP, NHEC and Island Council stories
 38 Spotlight Native Hawaiian education vision, goal statements and progress
 39 Call people and organizations to the work and to be "actionable"
 40 Link organizations to Native Hawaiian education system work

Native Hawaiian Education Vision & Goals

Vision Statement:
 'O Hawai'i ke kahua o ka ho'ona'auao.
 I nā makahiki he 10 e hiki mai ana e 'ike 'ia ai nā hanauna i mana i ka 'i'olelo a me ka nolinona Hawai'i no ka ho'omau 'ana i ke ola pono o ka mauli Hawai'i.

Rationale:
 In 10 years, kānaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna and new 'ike to sustain abundant communities.

Goal 1:
 'Ōlelo Hawai'i
 In the next 10 years, our learning systems will:
 • Advance 'Ōlelo Hawai'i Expectations
 • Actualize a Hawaiian Speaking Workforce
 • Amplify Access and Support
 • Achieve Normalization

Goal 2:
 'Ike Hawai'i
 In the next 10 years, our learning systems will:
 • Actualize 'Ike Hawai'i
 • Amplify Leo Hawai'i
 • Advance Hana Hawai'i

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Native Hawaiian Education Council. The Native Hawaiian Education Council (NHEC or the Council) was created under the terms of the Native Hawaiian Education Act (NHEA or the Act) and is responsible for assessing, coordinating, reporting and making recommendations to the United States Department of Education (USDOEd or the Ed Department) and to the United States Congress on the status of Native Hawaiian education. As key responsibilities, the NHEC is tasked with reporting on the aggregate impact of programs created to advance the education of Native Hawaiians, including programs created and funded under the NHEA, through the Native Hawaiian Education Program (NHEP) and with making recommendations to improve the education and well-being of Native Hawaiians.

Strategic Priority. This RFP is Phase I of the Council’s Native Hawaiian Education Data Strategy which aligns to the following strategic plan strategies S7-Data and S3-Coordinate (refer to the slide below).

Native Hawaiian Education Data Strategy

S3 - Coordinate
T11 – Coordinate repository for culture-based curriculum mapping
T12 – Coordinate repository for place, culture and community-based instructional practices
T13 – Coordinate repository for culture-based assessment and evaluation data

S7 - Data
T21 – Convene and coordinate efforts to bring stakeholders to better understand needs, priorities and recommendations
T23 – Facilitate establishment of repositories for Native Hawaiian education data

Phase I: Map NHE Data and Systems (FY 16-17, 17-18)
Objective: Identify and map Native Hawaiian Education (NHE) data and data systems
Launch project to identify Native Hawaiian Education related repositories, data systems, etc. and study the result to better understand needs, gaps, priorities and recommendations.

Phase II: Connect and Network NHE Repositories (FY 18-19, FY 19-20)
Objective: Connect and network identified repositories (from Phase I)
Based on Phase I, connect and network identified repositories (e.g., culture based curriculum, instruction, assessment, evaluation) and/or facilitate establishment of repositories.

Phase III: Juxtapose NHE Data and Systems (FY 19-20+)
Objective: Juxtapose and study NHE data and systems to health, housing, and other related Native Hawaiian data
Based on Phase II, juxtapose and study NHE data to better understand needs, gaps, priorities and recommendations.

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Native Hawaiian Education Program. The purpose of the Native Hawaiian Education Program (NHEP) is to develop innovative education programs to assist Native Hawaiians and to supplement and expand programs and authorities in the area of education. Authorized activities include, among others: early education and care programs; family-based education centers; beginning reading and literacy programs; activities to address the needs of gifted and talented Native Hawaiian students; special education programs; professional development for educators; and activities to enable Native Hawaiian students to enter and complete postsecondary education programs.

The USDOEd developed (4) four measures for evaluating the overall effectiveness of the NHEP; NHEP grantees report on the following applicable measure(s), the percentage of: 1) Native Hawaiian students in schools served by the program who meet or exceed proficiency standards for reading, mathematics, and science on the State assessments; 2) Native Hawaiian children participating in early education programs who consistently demonstrate school readiness in literacy as measured by the Hawai‘i School Readiness Assessment; 3) Students in schools served by the program who graduate from high school with a high school diploma in four years; and 4) Students participating in a Hawaiian language program conducted under the Native Hawaiian Education Program who meet or exceed proficiency standards in reading on a test of the Hawaiian language. The four measures are commonly referred to as NHEP Government Performance and Results Act measures or “GPRA measures”.

Government Performance and Results Act of 1993. The purposes of the Government Performance and Results Act of 1993 (GPRA) are to: (1) Improve the confidence of the American people in the capability of the Federal Government, by systematically holding Federal agencies accountable for achieving program results; (2) Initiate program performance reform with a series of pilot projects in setting program goals, measuring program performance against those goals, and reporting publicly on their progress; (3) Improve Federal program effectiveness and public accountability by promoting a new focus on results, service quality, and customer satisfaction; (4) Help Federal managers improve service delivery, by requiring that they plan for meeting program objectives and by providing them with information about program results and service quality; (5) Improve congressional decision making by providing more objective information on achieving statutory objectives, and on the relative effectiveness and efficiency of Federal programs and spending; and (6) Improve internal management of the Federal Government. Implementation of GPRA at the Federal level is a function of the Office of Management & Budget (OMB).¹

Every Student Succeeds Act. The Every Student Succeeds Act (ESSA), signed into law by President Obama in December 2015, serves as the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), which was last reauthorized in 2002 as the No Child Left Behind Act (NCLB). Since its inception, the intent of the law has been to raise achievement for low-income and otherwise disadvantaged children. The civil rights community has long recognized equal educational opportunity as central to our struggle to achieve equality for all Americans. Without a robust and thoughtful implementation of ESSA over the next decade, we will have missed a crucial opportunity and the students we represent will continue to be denied the full protections they need and are entitled to under federal law.

Whether African-American, Latino, Asian American, Native American students, students with disabilities, those who speak English as a second language, or those from low-income families—the challenges are different than they were in the 1960s, but the stakes are at least as high. This law, and its implementation, creates new opportunity for advocates to fight for educational equity and equal opportunity for all students.²

NHEC PROJECTS IN FLIGHT

The following projects are currently in progress and the Council expects the selected contractor to establish professional working relationships with the contractors (in parenthesis):

1. Common Indicators & System Framework Field Testing (Pacific Policy Research Center);
2. NHEP Grant Funding Patterns (IMPAQ International, LLC); and
3. Development of Student Outcome Measures (Pacific Policy Research Center).

Contractors already working on these project are not precluded from responding to this RFP.

¹ <https://www.whitehouse.gov/omb/mgmt-gpra/gplaw2m>

² The Leadership Conference Education Fund

EDUCATION DATA REPOSITORIES AND SYSTEMS

The Council is aware of a number of education data repositories and systems both at the Federal and State level as well as data and systems managed by governmental agencies and other institutions and organizations. However, it is not an exhaustive inventory and expects the selected contractor to identify and expand the inventory as part of meeting the requirements of the RFP.

United States Department of Education, Institute of Education Sciences, National Center for Education Statistics. The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences. NCES fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally.³

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Paper-and-pencil assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and in Technology and Engineering Literacy (TEL). Beginning in 2017, NAEP will begin administering digitally based assessments (DBA) for mathematics, reading, and writing, with additional subjects added in 2018 and 2019.⁴

State of Hawai'i Department of Education Data Systems. Teaching in the modern era requires access to real-time and longitudinal data that can be used to monitor student progress, identify effective teacher practices and inform decision-making at the classroom, school and system levels. These data are subject to the Family Educational Rights and Privacy Act.

Electronic Student Information System (eSIS): Includes student biographical data, attendance, elementary homeroom class lists, school master schedule, student and teacher schedules, grades/marks/report cards, enrollment, parent information, emergency contacts, diploma types available, projected graduation date, student credit accumulation, Career Technical Education progress, student health information, and homelessness.

Electronic Comprehensive Student Support System (eCSSS): Includes student information relating to special education, English Language Learners, behavior assessments, progress monitoring, intervention and RTI management, along with support program data, action plans for at-risk students and early warning system.

Accountability System: Compiles scores from the state assessment (and alternate and Hawaiian language versions), student scores from quarterly assessments, and School Quality Survey results.

³ <https://nces.ed.gov/about/>

⁴ <https://nces.ed.gov/nationsreportcard/about/>

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SMS Food Services: Produces data resulting from the Free and Reduced Price Lunch program. The Department also collects related charter schools data via the Office of Hawaii Child Nutrition Programs.

Electronic Human Resources System (eHR): Tracks teacher certification, payroll and personnel time & attendance.

PDE3: Accounts for staff professional development (courses taken and completed) along with teacher evaluation data.

Transportation: Real-time data about bus transportation and routes.

Facilities: Data about school facilities, space and infrastructure.

Financial Management: Repository for service verification and budget data.

Curriculum Development & Learning Management System: Data for formative assessments, grades, attendance and instructional & curricular management.

Migrant: Database with student-level data for students eligible for migrant services.

Longitudinal Data System (LDS): The LDS provides reports and dashboards where teachers and administrators can access data about student academic progress and performance. The LDS enables teachers and administrators to customize existing reports by selecting specified report filters on student demographics, staff, etc., and develop what’s known as Response to Intervention (RTI) — custom supports designed to meet the specialized learning of the student. LDS data are compiled along a continuum that begins with early education and continues through K-12. The LDS receives data from several of the systems mentioned above.⁵

External Resources and Tools from the State of Hawai‘i Department of Education Website.⁶ Information obtained from the State of Hawai‘i, Department of Education’s website provide additional sources to consider in the scan and inventory of education data, data repositories and data systems.

Site	Description
Civil Rights Data Collection website	Information about students in public elementary and secondary schools in the U.S. on a variety of indicators, including enrollment, access to educational programs or services, and academic proficiency results. Includes state - and school- specific data. Managed by the federal CRDC.
Hawaii Department of Business, Economic	DBEDT's Research and Economic Analysis Division site serves as a repository of data related to commerce and the economy in Hawaii,

⁵ <http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/HawaiiEdData/Pages/Hi-Data.aspx>

⁶ <http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/HawaiiEdData/Pages/Hi-Data.aspx>

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Site	Description
<u>Development & Tourism</u>	including census data, visitor statistics, forecasts and more. Managed by Hawaii DBEDT: 808-586-2466.
<u>Hawaii Health Data Warehouse</u>	Hawaii data related to health and promoting healthy lifestyles. Includes data from the Youth Tobacco Surveillance and Evaluation System and Youth Risk Behavior Survey. Managed by the Hawaii Department of Health: 855-946-5899.
<u>Juvenile Justice Information Center</u>	Reports on juvenile offender information from the police, prosecutors, Family Court, and the Hawaii Youth Correctional Facility for use by the participating agencies in tracking juvenile offenders Managed by the Office of the Attorney General: 808-586-1150.
<u>National Center for Education Statistics</u>	NCES is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. Includes state-specific data.
<u>U.S. Department of Education — Research & Statistics</u>	<p>Section of the ED website that presents data and research about U.S. schools which has been collected by ED or other federal entities. Includes state-specific data. Includes:</p> <ul style="list-style-type: none"> • Evaluation reports – from ED’s Office of Planning, Evaluation and Policy Development (OPEPD) • Evaluation studies – from ED’s National Center for Education Evaluation and Regional Assistance (NCEE) • Performance and accountability reports for federal programs related to education and students • Nation’s Report Card – National Assessment of Educational Progress (NAEP) data • State education performance – each state’s progress on achieving the goals tracked by the U.S. Education Dashboard • Research reports – from ED’s Institute of Education Sciences (IES)
<u>U.S. Census Bureau</u>	Repository of census data collected on the population of the U.S.
<u>U.S. Department of Education "Data Express"</u>	Includes three sections that allow users to view and access state-level data in different ways: State Snapshots, Data Element Explorer, and Build a State Table.
<u>Data.gov</u>	Clearinghouse for data collected by U.S. Federal Executive Agencies and Offices

Hawai'i Workforce Longitudinal Data System. Hawai'i maintains two separate longitudinal databases. According to one government official, the Hawai'i Workforce Longitudinal Data System (WorLDS) “focuses on the transition between work force related programs and entry into the workforce” while the Hawai'i DXP “focuses on the transition between education and the workforce.” There are plans to eventually link the two systems. WorLDS is a centralized warehouse that collects and stores data from Hawaii's workforce programs, and matches that data to wage and benefits records. Hawai'i DXP is a P-20W system, managed by the Hawai'i P-20 Partnerships for Education – a collaboration between the Executive Office on Early Learning, Hawai'i State Department of Education, and the University of Hawai'i system. Data is currently linked via Memorandums of Understanding. Departments who have signed MOUs include the Hawai'i Department of Education, the University of Hawai'i, the Department of Labor & Industrial Relations, the Hawai'i Department of Health, and the Hawai'i Department of Human Services. Reports, including college and career readiness indicators, are made available on the Hawai'i DXP website. Additionally, the P20 Partnership publishes policy briefs on its website. Lastly, Labor Market Information is available on the Hawai'i Workforce Infonet.

Hawai'i Data eXchange Partnership. The Hawai'i Data eXchange Partnership (formerly called the Hawai'i P-20W Statewide Longitudinal Data System or Hawai'i P20W SLDS) is a statewide, cross-agency, longitudinal data system that links information from infancy through early learning, K-12 and postsecondary education, and into the workforce. Hawai'i DXP will help guide decisions and policies to improve learner and workforce outcomes for the benefit of our community. Hawai'i DXP will provide high-quality data that gives parents, teachers, policymakers and other stakeholders information that allows for targeted examination of programs and policies and their impacts on student achievement and workforce outcomes. It will also inform strategic planning, support accountability, and improve program effectiveness at all of the levels of education and workforce training statewide.⁷

Office of Hawaiian Affairs, Strategic Priority: Ho'ona'auao (Education). To maximize choices of life and work, Native Hawaiians will gain knowledge and excel in educational opportunities at all levels. Ho'ona'auao is a top priority for the Office of Hawaiian Affairs (OHA). A good education remains the fastest way to a higher standard of living. And the need for better education for many Hawaiians has never been more urgent. As a result, OHA has sharpened its focus on two things: raising significantly the number of Native Hawaiian students who at least meet achievement standards in middle school as well as high school; and increasing by 12 percent the number of Native Hawaiian students who graduate from post-secondary institutions.⁸ To accomplish the above tracking, data sharing agreements are in place between OHA and Department of Education.

Kamehameha Schools. Kamehameha Schools has a long-standing tradition of research and evaluation. Research activities include broad studies such as Ka Huaka'i: 2005 Native Hawaiian Educational Assessment as well as focused reports on early childhood education and Hawaiian population forecasts. Evaluation studies examine the effectiveness of educational programs within Kamehameha Schools. The Research and Evaluation division examines Hawaiian education from a multidisciplinary perspective. Study findings inform decision making at Kamehameha Schools and enhance community

⁷ <http://www.p20hawaii.org/programs/hawaiidxp/>

⁸ <http://www.oha.org/education/>

awareness of Hawaiian well-being.⁹ Kamehameha Schools' numerous reports, particularly its Ka Huaka`i publication is a major source of information about Native Hawaiians used for a number of purposes (e.g., programs, grant application, advocacy).

Ulukau. The purpose of Ulukau, the Hawaiian Electronic Library, is to make these resources available for the use, teaching, and revitalization of the Hawaiian language and for a broader and deeper understanding of Hawai`i. Ulukau is a coined word given as the name of this web-based library. The word refers to unexplained supernatural interpretive powers. It is the hope of the authors of Ulukau that in the same way that unexplained supernatural interpretive powers can be divinely given to a person, so knowledge and understanding can come to the person who makes the effort to read the language and the words of this electronic library.

Ulukau uses open-source Greenstone software, designed specifically for digital libraries. Greenstone was developed with UNESCO support at the University of Waikato, Aotearoa (New Zealand), and can be used on computers running Windows, Unix or Mac OS. Software and website development is by DL Consulting. Publication engagement on Ulukau is managed via Ka Haka Ula o Ke`elikolani, College of Hawaiian Language at the University of Hawai`i – Hilo.¹⁰

PURPOSE OF AND CONSIDERATIONS FOR THIS REQUEST FOR PROPOSAL

As noted earlier, the Council approved, adopted and integrated the NHE vision and two goals into its Strategic Plan 2020, the basis which formed the Native Hawaiian Education Data Strategy (NHEDS). In short, Phase I of the NHEDS is intended to identify the “AS IS” NHE data landscape, in an attempt to understand: *Who has what data? and What actions by the Council, within its statutory responsibilities, can advance the effectiveness and positive collective impact of NHE?*. Therefore, **the Council seeks contracted professional services to inventory, map, analyze, identify opportunities and make recommendations regarding Native Hawaiian education data, data repositories and data systems.**

In preparing a response to this Request for Proposal (RFP), Contractors should consider the following in developing and articulating the RFP response, the proposed project plan, activities and deliverables (in no particular order):

- Knowledge of education data, data repositories and data systems, including detail knowledge of data sets and elements;
- Knowledge of and experience in data governance, security, use (e.g., large and finite data sets) and privacy; collaborative working, data sharing agreements; research and evaluation; repositories (e.g., curriculum, instructional practices, assessments); and policy, systems and collective impact;
- Ability to identify complimentary or comparative (to education) data repositories and systems (e.g., health, housing, workforce, socio-economic, research, program evaluation);
- Ability and experience to apply a systemic perspective in multi-faceted analysis, identification of gaps, recommendation formulation, based on inventoried Native Hawaiian Education data, data repositories and data systems; and
- Ability to communicate and report analysis, findings and recommendations in digestible mechanisms (e.g., report, infographics, website).

⁹ <http://www.ksbe.edu/spi/reports/>

¹⁰ <http://www.ulukau.org/>

PROJECT PHASES, ESTIMATED PROJECT TIMELINE, BUDGET

Project plan proposals should include phased activities and timeline, estimated staff hours, related deliverables and professional fees in the following phases, **with an estimated timeline of beginning the project on July 1, 2017 and delivering the final report no later than October 31, 2017 (approximately 16 weeks/4 months):**

- Phase I – Kick-Off of Project, including Project Planning, Reporting and Communication
- Phase II – Inventory and Mapping of Education Data, Data Repositories and Data Systems
- Phase III – Identification of Opportunities
- Phase IV – Report of Opportunities and Recommendations

There is no specific budget allocation for this project and the Council expects the submitted RFP responses to demonstrate an understanding of the requirements by the articulation of activities, timeline, staff hours, deliverables and related professional fees. The final RFP response should include assumptions for: travel, if deemed appropriate; overhead rate(s); Hawai'i general excise tax and other incidental expenditures.

CONTRACT AGREEMENT SAMPLE

An example of NHEC's current contract agreement form is provided at Appendix A. **Contractors are encouraged to forward immediately, the sample to their procurement, contracting, legal and/or other reviewing entities within their organization to ensure the award to contracting to start of the project timeline is no longer than two weeks.**

PROJECT TEAMS AND SUBJECT MATTER EXPERTS

Responders must demonstrate the possession of the expertise needed to complete the requirements of the RFP. The Council expects proposed project team members in a proposal to be the same project team members that are assigned to the engagement if awarded. NHEC recognizes that project team members may need to be replaced from time to time due to circumstances beyond the contractor's control, however, the Council expects this to be the exception not the rule and the Council expects replacement staff members to have the same level of quality as initially proposed or assigned project staff.

OTHER MATTERS

Special Termination Provision. Because NHEC was created under the terms of the Native Hawaiian Education Act (NHEA or the Act), funding of the Council is dependent on annual grant application and awards. NHEC may terminate any Contract because of a lack of grant funding by the United States Department of Education in administering the Native Hawaiian Education Program. Upon termination, NHEC shall be entitled to receive all completed and uncompleted deliverables, work products, designs, plans, suggestions, ideas, and all other information and documents, which Contractor has made or developed hereunder up to the termination date; Contractor will be entitled to payments based on completed milestones and deliverables and related pro-rata billing for time and materials contributed toward incomplete deliverables, if any.

Confidentiality. The Contractor and NHEC staff working on the engagement must sign specific confidentiality agreements at the inception of the contract, then annually (as needed), or within 10 business days of starting on the project (if new), to emphasize the criticality of confidentiality for this work.

Work Product/Deliverable Ownership. All information, gathered in and work products and/or deliverables produced as a result of this project, is the property of NHEC and project folders and files will be established for this project for access by both contractor and NHEC staff and utilization of file naming convention and organized electronic work files is expected of NHEC by the contractor. The Contractor may use logo cover sheets, logo transmittal letters and/or header and footer identifiers to identify their delivered work products or deliverable documents.

Publication. The Contractor does not have a proprietary interest in any of the work products, deliverables, progress report information or any information gathered as a result of this RFP. The Contractor cannot publish any progress reports, any formal or informal interim or draft reports, internal or external reports, work products or any portions of any of the above thereof, and may not otherwise publically disclose information without the express written consent of the NHEC.

NHEC reserves the right to present or publish any work product(s)/deliverable(s) as deemed appropriate. All final deliverable documents by the Contractor should include written assurance that all permissions for publication (e.g., photos, audio, participants) are secured.

PROFESSIONAL REFERENCES

Given the nature of this RFP, contractors should include in their response three (3) professional services references on one page in the following format:

Name of Organization

Point of Contact Name, E-Mail Address and Phone Number

Description of professional services provided and work products produced, including description of the items, level of effort and estimated hours of effort and any additional complexities.

Refer to Appendix B - Professional Reference Check Form for information that will be solicited from provided professional services references and the timely return of the information by references will be considered in the final evaluation.

Note [1] – Professional references should be for work within the past 24 months.

Note [2] - If the Contractor has submitted professional references in response to a previous NHEC RFP (within the past 12 months), the Contractor may re-submit these professional references.

CONTRACTOR SELECTION CRITERIA

NHEC's criteria for vendor selection will include but not be limited to:

A. Request for Proposal

- Understanding of the requirements of this RFP, including responding to the RFP in the manner outlined, providing the required details and adhering to the proposal submission requirements.

B. Native Hawaiian Education Council

- Understanding of the Council and its purposes and responsibilities, including the Native Hawaiian Education Act, the Native Hawaiian Education Program (NHEP) and the USDOEd.
- Understanding of the NHEP, including grant management processes, reports and available data.

C. Native Hawaiian/Culture Based Education

- Understanding of the Native Hawaiian history and education contexts.
- Understanding of culture based education and its related aspects (e.g., curriculum, instruction, assessment, program evaluation, program and/or organization accreditation).

D. Data, Data Repositories and Data Systems and Analysis

- Knowledge of and experience with education data, data repositories and data systems, including detail knowledge of data sets and elements.
- Knowledge of and experience in data governance, security, use (e.g., large and finite data sets) and privacy; collaborative working, data sharing agreements; research and evaluation; repositories (e.g., curriculum, instructional practices, assessments); and policy, systems and collective impact.
- Ability to identify complimentary or comparative (to education) data repositories and systems (e.g., health, housing, workforce, socio-economic, research, program evaluation).
- Ability and experience to apply a systemic perspective in multi-faceted analysis, identification of gaps, recommendation formulation, based on inventoried Native Hawaiian Education data, data repositories and data systems.
- Ability to communicate and report analysis, findings and recommendations in digestible mechanisms (e.g., report, infographics, website).
- Experience in analysis including working with spreadsheet applications and related graph and pivot table capabilities and/or more sophisticated data analysis tools.

E. Business Requirements

- Vendor must demonstrate proof of having a valid State of Hawai'i Department of Taxation General Excise Tax (GET) license at the time of submission of a proposal or an appropriate written explanation for not having a GET.
- Vendor must have received a notice of "Compliant" status from the State of Hawai'i "Hawai'i Compliance Express" service prior to being considered for selection, and must be in "Compliant" status at the time of the signing of any contract based on this RFP. A copy of the updated (if a previous RFP Respondent) "Compliant" status should be submitted with the proposal request and an updated copy will be required at the time of contracting.

F. Professional Services Reference

- Three (3) professional services references.

PROPOSAL SUBMISSION REQUIREMENTS

Proposal Organization. Proposals should not exceed 20 pages, excluding staff profiles, references and other appendices and be organized as follows:

Section I - Cover and cover/transmittal letter (does not count in the 20 pages).

Section II - Executive Summary 1 page summarizing the key proposal elements, phased cost information, etc. in the table format below:

Executive Summary	
Name of Respondent Organization	
Paragraph Description of Organization	
Name(s) of Proposed Project Team Members and Roles	
Summary of Proposed Professional Services by Phase	
Phase I – Kick-Off of Project, including Project Planning (XXX professional services hours)	\$
Phase II – Inventory and Mapping of Education Data, Data Repositories and Data Systems (XXX professional services hours)	\$
Phase III – Identification of Opportunities (XXX professional services hours)	\$
Phase IV – Report of Opportunities and Recommendations (XXX professional services hours)	\$
Sub-total – Professional Fees	\$
Other billable items, detail by type (e.g., general excise tax, indirect cost, travel, other)	\$
Total – Proposal	\$
Point of Contact	
Name, Organization Title, Project Role(s)	
Mailing Address	
E-mail Address	
Contact Phone Number	

Section III – Project Plan and Costing by Phase, detailing phased activities and timeline, estimated staff hours related deliverables and professional fees

- Phase I – Kick-Off of Project, including Project Planning, Reporting and Communication
- Phase II – Inventory and Mapping of Education Data, Data Repositories and Data Systems
- Phase III – Identification of Opportunities
- Phase IV – Report of Opportunities and Recommendations

Section IV – Project Team Please include a project organization chart, including name and summarized, proposed role of each project team member. Proposed project team resumes and/or curriculum vitae can be provided in an appendix.

Section V – 3 Professional References – 1 page

Name of Organization

Point of Contact Name, E-Mail Address and Phone Number

Description of professional services provided and work products produced, including description of the items, level of effort and estimated hours of effort and any additional complexities.

Section VI - Appendices

Proposal Format and Requirements. Proposals should be submitted in letter size (8 ½” x 11”) with 1-inch margin on all sides, numbering pages consecutively throughout the document; single-spaced; 12-point type using one of the following fonts: Times New Roman, Arial, Courier or Courier New. Appendices should be separated from the main proposal and clearly identified in the electronic file (e.g., separation/title sheet, header).

Electronic copies should be submitted in Portable Document Format (PDF) file with no restrictions on printing.

Submission Deadline and Address. Electronic submissions to the nhec@nhec.org e-mail address are to be transmitted and received no later than **Monday, June 19, 2017 at 4:00 p.m. HST.**

Untimely submissions will be returned to the responder and notified of non-compliance and non-consideration on the next business day of late receipt.

Submit proposal to:
Dr. Sylvia Hussey, Executive Director
Email: nhec@nhec.org

ESTIMATED RESPONSE TO PROPOSAL TIMELINE

<u>Dates/Time Frame</u>	<u>Activities</u>
1. Saturday, March 20, 2017	NHEC: Release RFP-2017-003, Native Hawaiian Data Systems Mapping
2. No later than Monday, June 19, 2017 (approximately 4 weeks), 4:00 p.m. HST	Contractors: Submit proposal to nhec@nhec.org .

RFP Questions. All questions should be directed to Sylvia Hussey, Executive Director (nhec@nhec.org) or at 808-523-6432.

ESTIMATED CONTRACTING TIMELINE

<u>Dates/Time Frame</u>	<u>Activities</u>
3. No later than Monday, June 19, 2017 (approximately 4 weeks), 4:00 p.m. HST	Contractors: Submit proposal to nhec@nhec.org .
1. No later than Monday, June 26, 2017	NHEC: Complete review, recommendation and action, award and notification.
2. No later than Friday, June 30, 2017	NHEC and Contractor: Complete contracting process and execute Contract.
3. No later than Monday, July 3, 2017	Contractor: Begin project.

Native Hawaiian Education Council
RFP-2017-003R: Native Hawaiian Education Data Systems Mapping
Appendix A – NHEC Contract/Format
May 20, 2017

Contract # CO-

CONTRACT made this ____ day of ____, ____, by and between Native Hawaiian Education Council (NHEC) located at 735 Bishop Street, Suite 224, Honolulu, Hawai'i 96813 and _____, _____.

WHEREAS, NHEC historically engaged third-party contractors to provide _____ and other similar professional services;

WHEREAS, the Native Hawaiian Education Council desires to engage the services of _____ for NHEC's business needs as it relates to various work products and deliverables to further NHEC's strategic plan, tactics and business needs;

NOW, THEREFORE, it is agreed as follows:

1. **Definitions:** As used throughout this Contract, the following terms shall have the meanings set forth below unless otherwise indicated:
 - A. The term, "NHEC" means the Native Hawaiian Education Council, the non-profit organization contracting for the services described in the Scope of Services.
 - B. The term "Contractor" means _____ who will provide the services described in the Scope of Services.
2. **Parties:** The parties to this Contract are the NHEC, represented by NHEC Executive Director Sylvia Hussey and _____.
3. **Scope of Services:** Refer to Section V.
4. **Term:** The Contract shall become effective on the date of the last authorized signature by the parties. The term of the Contract will run from the date of the last authorized signature and terminate on 30 days after the last deliverable, work product or service is delivered by _____ to NHEC, unless terminated in accordance with the provisions of **Section XII Termination.**

5. Time Schedule, Deliverables, Professional Fees, Payment Schedule:

The Scope of Services will be activated by completion of an individual Statement of Work as provided at Appendix A with each Statement of Work constituting the complete work between the Contractor and NHEC, including time schedule, professional fees, payment schedule and deliverables.

- 6. Indemnification:** Unless otherwise prohibited by law, the Contractor agrees to indemnify, defend and hold harmless NHEC, its employees, officers and members, from and against any and all claims, liens, demands, damages, liability, actions, causes of action, losses, judgments, costs and expenses from any claims (including investigation costs, settlement costs and attorneys' fees and expenses incident thereto) sustained by or asserted against NHEC arising out of, resulting from, or attributable to the negligence, error, or omission on the part of the Contractor, provided that the Contractor shall not be liable hereunder to indemnify NHEC against liability for damages arising out of bodily injury to persons or damage to property covered by or resulting from the sole negligence or willful misconduct of NHEC, its agents or employees.
- 7. Intellectual Property:** All reports, recommendations, documents, drawings, plans, specifications, technical data and information, copyrights, patents, licenses or other products produced as a result of the services rendered under this Contract will become the sole property of the NHEC. The NHEC hereby grants the Contractor the unrestricted right to retain copies of and use these materials and the information contained therein in the normal course of the Contractor's business for any lawful purpose. Either the originals or reproducible copies satisfactory to the NHEC of all technical data, evaluations, reports and other work product of the Contractor shall be delivered to the NHEC upon completion or termination of services under this Contract.
- 8. Severability:** In the event that any court of competent jurisdiction shall hold any provision of this Contract unenforceable or invalid, such holding shall not invalidate or render unenforceable any other provision contained in this Contract.
- 9. Integration:** All other prior discussions, communications and representations concerning the subject matter of this Contract are superseded by the terms of this Contract and, except as specifically provided herein, this Contract constitutes the entire Contract with respect to the subject matter contained in this Contract.

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Appendix A – NHEC Contract/Format
May 20, 2017

10. **Applicable Law:** The Contract shall be governed by, subject to, and construed according to the laws of the State of Hawai'i. The Contractor will comply with all applicable Federal, State and local laws.
11. **Confidentiality:** Without first obtaining prior written approval from NHEC during the term of this Contract or thereafter, the Contractor agrees not to disclose, make commercial or other use of, give or sell to any person, firm or corporation, any proprietary and/or confidential information received directly or indirectly from NHEC or acquired or developed in the course of this Contract.
12. **Termination:** [A] - Either party may terminate this Contract without cause at any time by giving written notice to the other party of such termination at least 60 calendar days before the effective date of such termination; [B] - Either party may terminate this Contract immediately for nonperformance or a material breach of Contract; or [C] NHEC may terminate this Contract because of a lack of grant funding by the United States Department of Education in administering the Native Hawaiian Education Program. Upon termination, NHEC shall be entitled to receive all completed and uncompleted deliverables, work products, designs, plans, suggestions, ideas, and all other information and documents, which the Contractor has made or developed hereunder up to the termination date; the Contractor will be entitled to payments based on completed milestones and deliverables as indicated in each executed Statement of Work as referenced in **Section V: Time Schedule, Deliverables, Professional Fees and Payment Schedule**.
13. **Contractor Status:** Nothing in this Contract shall be construed to create an employer/employee relationship between the parties, and the Contractor and its staff members assigned to this engagement, shall be deemed to be at all times to be providing professional services under this Contract and not as an employee of NHEC. The Contractor and its staff members assigned to this engagement shall not be considered an employee of NHEC under any of NHEC's employee benefit programs or for purposes of federal income tax withholding, the Federal Insurance Contributions Act, the Social Security Act, or the Federal Unemployment Tax Act. Individual Contractor staff members shall not represent that they are employees of NHEC.
14. **Notice to the Contractor Regarding its Tax Duties and Liabilities:** The Contractor is responsible to pay the Contractor's applicable Federal, State and County taxes.
15. **Power of Contract:** The Contractor has no authority to bind, obligate or commit NHEC to any contract or obligation with third parties.

Native Hawaiian Education Council
RFP-2017-003R: Native Hawaiian Education Data Systems Mapping
Appendix A – NHEC Contract/Format
May 20, 2017

16. **Legal Compliance:** The Contractor agrees to comply with all applicable Federal, State, and local laws and regulations.
17. **Insurance:** The Contractor shall maintain insurance coverage appropriate to the Scope of Service of this Contract and to the satisfaction of NHEC.
18. **Settlement of Dispute:** Neither NHEC nor the Contractor will institute litigation in any court concerning a dispute arising under this Contract, unless that party has used good faith efforts to resolve the dispute on a timely basis through negotiation with the other party. A dispute may be submitted to mediation or arbitration upon mutual Contract of the parties. In the event that the parties cannot negotiate a timely settlement of a dispute, then either party may institute appropriate legal action.
19. **Counterpart and Electronic Signatures:** This Agreement may be executed in a number of identical counterparts, each of which will be deemed an original for all purposes and all of which will constitute, collectively, one agreement. Delivery of an executed signature page to this Agreement by facsimile or other electronic transmission (e.g., emailed PDF) will be effective as delivery of a manually signed counterpart of this Agreement by both the Client and Consultant.

IN WITNESS HEREOF, the parties have executed this Contract effective on the date stated above.

The Contractor

On behalf of the Native Hawaiian Education Council

Signature

Signature

The Contractor, Title

Sylvia Hussey, Executive Director

Date

Date

Native Hawaiian Education Council
RFP-2017-003R: Native Hawaiian Data Systems Mapping
Appendix B - Professional Reference Check Form
May 20, 2017

<u>Reference Element</u>	<u>Response</u>
Name of Contractor	
Name of Client Reference	
Education Sector	
Brief Description of the Project or Study	
Scope and Size of Project	
Role of the Contractor	
Key Reasons Contractor Selected	
Contractor's Hawai'i Work Experience	
Key Deliverables of the Project or Study	
Quality of the Deliverables	Met Expectation, Exceeded Expectation, Did Not Meet Expectation, Medium, High, Exceptional
Project Management Capabilities	Novice (1 to 3 years), Experienced or Skilled (5 to 7 years), Highly Experienced and Skilled (10+ years)
Would you use this Contractor Again and Why?	
Reference Point of Contact	Name, e-mail and phone number, including area code.

LAST PAGE OF REQUEST FOR PROPOSAL 2017-003R NATIVE HAWAIIAN EDUCATION
DATA SYSTEMS MAPPING