



REQUEST FOR PROPOSALS (RFP) NO. 16-0001  
EXTERNAL EVALUATION OF THE EARLY COLLEGE HIGH SCHOOL PROGRAM  
QUESTIONS AND ANSWERS

1. Are research and evaluation organizations from outside the United States eligible to submit proposals for this evaluation?

*Organizations outside of the United States are eligible to submit proposals for RFP 16-0001, External Evaluation of the Early College High School Program, provided the organization is able to provide a valid tax clearance (refer to RFP Section 1.7, Tax Clearance for Proposals), is able to sign the required certifications (refer to RFP Section 4.5, Requirements for an Agreement for Services With the Research Corporation of the University of Hawaii) and is not listed on the U.S. Treasury Department's Office of Foreign Assets Control (OFAC) Sanctions List.*

2. Are there incumbents who have conducted or are conducting external evaluation activities for the ECHS program and for the broader GEAR UP program?

*Education Northwest is currently conducting an external evaluation of the GEAR UP Hawaii program.*

3. Is Education Northwest eligible to bid on this RFP?

*We are conducting an open RFP process and any entity or individual that meets the requirements of the RFP is welcome to submit a proposal.*

4. Will the external evaluator have access to interview and focus group data from the Education Northwest case study of Hawaii dual enrollment programs (Oct 2015)?

*The external evaluator will have access to the final report from the case study of Hawaii dual enrollment programs, currently available online at <http://educationnorthwest.org/sites/default/files/resources/expanding-opportunities.pdf>. Although the case study informed the ECHS program, it is a separate project and data from the study will not be shared as part of the ECHS external evaluation.*

5. Are internal evaluation reports available to potential proposers prior to proposal submission?

*Internal evaluation reports will not be available to potential proposers prior to proposal submission. However, internal ECHS reports, focus group data, survey data, etc. will be provided to the contracted external evaluator for the ECHS program.*

Hawai'i P-20

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6. Do you have a preferred number of pages for proposal, not including appendices?

*There is no preferred number of pages for the proposal, although we appreciate concise proposals. We envision the typical proposal being about 25 pages long, excluding appendices.*

7. One of our PIs is interested in applying to the above referenced funding opportunity. We would like to find out if the funding is already at the UH or is it with the RCUH?

*The funding for this project will be through our federal GEAR UP grant, which has been awarded to the University of Hawaii. Funding is with the University.*

8. Urban and rural locations have unique challenges, needs, and characteristics. Could you tell us if the 12 schools are primarily designated as urban, rural, or a mix, so we can take those characteristics into account when drafting the proposal?

*Two of the twelve schools are considered urban, the remaining schools are considered rural. Schools are rural if they are located on Oahu, outside the city of Honolulu or if they are located on a neighbor island.*

9. Approximately how many students are involved in ECHS program? This will help us better estimate time and effort for data cleaning and analysis, particularly for quantitative data.

*Between fall 2014 and fall 2015 a total of 696 students (unduplicated) enrolled in an ECHS course. We have not yet confirmed enrollment for spring 2016 or beyond.*

10. Who are the teachers of these courses—university professors, adjuncts, former high school teachers, etc.? Additionally, is there a training program they complete to be an ECHS teacher, or are there certain criteria they must have to be an ECHS teacher?

*ECHS course instructors are University of Hawaii (UH) faculty or staff. In some cases a high school teacher may be hired as an adjunct faculty member by a UH campus to teach the course if they have the appropriate qualifications. There is no training program required for faculty or instructors to teach an ECHS course. Course instructors are identified by the partner University of Hawaii campus.*

11. Are dual-credit opportunities inclusive of career and technical education, or are they mostly traditional academic courses in English, math, science, and social studies?

*Most of the ECHS courses offered are in general education or liberal arts. However, some ECHS schools offer courses aligned with CTE pathways, i.e., business and hospitality/tourism.*

12. May two firms partner in response to the RFP, or should only one company be listed as the offeror (with individuals from the second firm listed as assigned employees)?

*One company should be listed as the offeror. If awarded, an RCUH Agreement for Services will be executed between a single offeror and the department.*



13. We are aware that the program will conclude summer 2017. Is there a hard deadline for submission of final evaluation deliverables or evaluation end date?

*We anticipate a final report will be submitted by April 15, 2018.*

14. Are the outcomes data for this study (HS student college-level course enrollment and credits; college enrollment in first and second year, etc.) available for all Hawaii students? For which years?

*GEAR UP Hawaii (GUHI) has a data sharing agreement with the Hawaii Department of Education (HIDOE) for the ECHS evaluation to share de-identified student-level data needed to create a comparison group and evaluate program outcomes. GUHI will submit a data sharing request to the Hawaii P-20 Data eXchange Partnership for de-identified cross-sector and postsecondary outcome data. The years and time period that outcome data are available are outlined below:*

*a) ECHS course enrollment and credits earned data will be available in the semester after each course is offered. The last courses funded under ECHS will be offered in summer 2017 and enrollment and credits earned data for all ECHS participants will be available by fall 2017.*

*b) First fall college enrollment data will be available the spring semester following fall enrollment after high school graduation. Data will be available for the Class of 2015, Class of 2016, and Class of 2017.*

*c) Second fall college enrollment data will be available the spring semester following second fall college enrollment. Data will be available for the Class of 2015 and Class of 2016.*

15. Will we have access to all grantee reporting data? Will it be necessary to obtain these data directly from each grantee, or will they be available to us through other means?

*Each ECHS grantee submits end of semester reports and an end of year report to the ECHS program manager. The external evaluator will obtain all ECHS data, including grantee reports, from the GEAR UP Hawaii (GUHI) internal evaluator.*

16. Are grantee data reports currently being entered into the Hawai'i Data eXchange Partnership (DXP)?

*No, grantee reports are program-specific, e.g. they do not include institutional data, and are not included in the DXP.*

17. Will we be able to access all data in the DXP, including student characteristics, HS outcomes, and college outcomes? If will not have not direct access, will we be able to request data runs/reports from the DXP? If needed, will DOE assist us in obtaining data through/from the DXP?

*The external evaluator will not have direct access to data in the DXP. GUHI can request de-identified student-level data including student characteristics, high school, and college outcomes. All requests for data must be justified, based on research methodology to answer the evaluation questions. The external evaluator*



*will obtain all ECHS data, including de-identified student-level data, from the GUHI internal evaluator pending completion of a non-disclosure confidentiality agreement.*

18. What is the lag time between the occurrence of events/activities and the entry of the relevant data into the DXP?

*The DXP is a partnership between the Hawaii Department of Education, the University of Hawaii System, and other state entities. The lag time between the occurrence of an event, i.e. an ECHS course, and the availability of data related to that event (i.e. course grades), is dependent upon the availability of that data from the source system. See responses to question 14 above for a specific timeline of when relevant data may be available.*

19. If not included/replicated in DXP, will data from the National Student Clearinghouse be made available to us?

*GEAR UP Hawaii (GUHI) has a data sharing agreement with the Hawaii Department of Education (HIDOE) for the ECHS evaluation to share de-identified student-level data, including NSC data, needed to create a comparison group and evaluate program outcomes. GUHI will submit a data sharing request to the Hawaii P-20 Data eXchange Partnership for de-identified cross-sector and postsecondary outcome data. All requests for data must be justified, based on research methodology to answer the evaluation questions. The external evaluator will obtain all ECHS data, including de-identified student-level data, from the GUHI internal evaluator pending completion of a non-disclosure confidentiality agreement.*

20. What is the preferred page length for the technical proposal?

*There is no preferred number of pages for the technical proposal, although we appreciate concise proposals. We envision the typical technical proposal section being about 10 pages long.*

21. The link to the two examples for Model Rosters on the ECHS Program website appears to be disabled. Can you kindly provide the two models for how schools can report student participation in supplemental support services?

*The link has been updated and the Model Rosters document is now available through the ECHS program website.*

22. Do districts, schools, the state, or GUHI administer any kind of annual or periodic survey to teachers or students that focuses on school culture or climate? If so...

*The Hawaii Department of Education administers a School Quality Survey (SQS) to parents, teachers, administrators, and students each year. More information can be found at <http://arch.k12.hi.us/school/sqs/sqs.html>.*

- a. Can the data be made available to the evaluator?



Hawaii P-20 does not hold SQS data but school and state level reports are publicly available at <http://arch.k12.hi.us/school/sqs/sqs.html>

- b. Who completes the survey (teachers, students, parents)?

The SQS is administered to students, parents, teachers, and school administrators each year.

- c. For how many years has the survey been administered?

School and state level reports from the SQS are available as far back as 2001. Questions about the comparability of survey responses across years may be addressed to the Hawaii Department of Education (see website noted above).

- d. What is the response rate?

The response rate for each year is reported in the school and state level reports. For example, the most recent response rates from the statewide 2015 report include: 78.7% for students; 24.4% for parents; 86.9% for teachers, and 81.9% for administrators.

23. How many of the current ECHS schools participated in Running Start prior to participating in ECHS?

Prior to ECHS, all juniors and seniors could participate in Running Start on an individual basis.

In addition, all five "Expanding" schools (Farrington, Kaimuki, Waiakea, Waianae, and Waipahu High Schools) offered at least one high school-based Running Start course – courses were offered on the high school campus to an intact group of high school students – prior to ECHS.

Statewide and school-level participation in dual-credit (i.e. Running Start) is reported in the College and Career Readiness Indicators Report (<http://www.p20hawaii.org/resources/college-and-career-readiness-indicators-reports/>).

24. Can we obtain data on Running Start participants through GUHI?

Please refer to question 19.

25. What is the range in the number of students participating in the ECHS program across the 12 schools?

Participation varies by ECHS school. Below is an unduplicated headcount of ECHS participants by school for fall 2014, spring 2015, summer 2015, and fall 2015. Not included in this count are students who participated in a dual-credit course at a participating ECHS school that was not funded by ECHS.

High School	Participants
Farrington	149



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<i>High School</i>	<i>Participants</i>
Hilo	54
Kailua	50
Kaimuki	111
Kapaa	68
Kauai	42
Kealakehe	9
Kohala	25
Molokai	23
Waiakea	80
Waianae	85

26. In which grade(s) do students typically begin participating in the ECHS program? and Is it a 1- or 2-year program/commitment for most participants?

*Participation in ECHS is open to students in grades 9-12 who qualify, e.g. meet all required course, school, and/or college pre-requisites, and participation (by grade level) varies by high school. In the last few semesters the majority of ECHS participants were juniors and seniors. Students are not required to make a commitment to the program when they enroll in an ECHS course.*

27. What are the main criteria for selection of students into the ECHS program?

*The criteria for recruitment and selection of students into the ECHS program vary by school and depend upon each school's definition of their target student population. For example, many schools are targeting low-income, first-generation students to participate in ECHS. In addition, participating students must meet any required pre-requisites for the offered courses as well as college admissions requirements.*

28. At what point did the students begin taking the Smarter Balanced assessment? and Are we able to obtain HSA results as well as Smarter Balanced results for the 2014-15 class of seniors and the 2015-16 class?

*The Smarter Balanced assessment was implemented statewide in the 2014-15 school year. Students in grades 3-8 and 11 took the assessment in spring 2015. GEAR UP Hawaii (GUHI) has a data sharing agreement with the Hawaii Department of Education (HIDOE) for the ECHS evaluation to share de-identified student-level data needed to create a comparison group and evaluate program outcomes. All requests for data must be justified, based on research methodology to answer the evaluation questions. The external evaluator will obtain all ECHS data, including de-identified student-level data, from the GUHI internal evaluator pending completion of a non-disclosure confidentiality agreement.*

29. Are we, as external evaluators, allowed to invite advisors to support the evaluation?

*The external evaluator is expected to develop an evaluation design and research methodology that will address the requirements listed in the Request for Proposals. Any staff intended to work on the external evaluation should be listed in the proposal.*



30. Do you have comparative schools or the comparisons will be conducted within students in the 12 schools listed in the RFP?

*An appropriate comparison group for the external evaluation of the ECHS program will be determined by the external evaluator. Comparison schools, i.e. schools randomly assigned or selected as non-treatment schools, were not a part of the program implementation.*

31. Can RCUH provide information about the number and grade levels of students enrolled at each participating school? What percentage of students in the participating schools are involved in the GEAR-UP intervention?

*Participation varies by ECHS school. Below is an unduplicated headcount of ECHS participants by school for fall 2014, spring 2015, summer 2015, and fall 2015. Not included in this count are students who participated in a dual-credit course at a participating ECHS school that was not funded by ECHS.*

<i>High School</i>	<i>Participants</i>
<i>Farrington</i>	<i>149</i>
<i>Hilo</i>	<i>54</i>
<i>Kailua</i>	<i>50</i>
<i>Kaimuki</i>	<i>111</i>
<i>Kapaa</i>	<i>68</i>
<i>Kauai</i>	<i>42</i>
<i>Kealakehe</i>	<i>9</i>
<i>Kohala</i>	<i>25</i>
<i>Molokai</i>	<i>23</i>
<i>Waiakea</i>	<i>80</i>
<i>Waianae</i>	<i>85</i>

32. Assuming large percentages of students are involved in the GEAR-UP program at participating schools, does RCUH have agreements with non-participating schools that would enable the selected vendor to draw a comparison group? What assistance can RCUH provide in securing buy-in from non-participating schools (if necessary)?

*Please refer to question 19.*

*GUHI will provide assistance to work with HIDOE and non-participating schools as needed to collect data not available through institutional records (i.e. survey, interviews). Any new or revised instruments (survey, interview, etc.) will need to be approved by the University of Hawaii Human Studies Program and HIDOE prior to use.*





33. Does RCUH have a data agreement with higher education institutions (or with the National Student Clearinghouse) to enable the selected vendor access to student-level post-secondary information?

*GEAR UP Hawaii (GUHI) has a data sharing agreement with the Hawaii Department of Education (HIDOE) for the ECHS evaluation to share de-identified student-level data, including NSC data, needed to create a comparison group and evaluate program outcomes. GUHI will submit a data sharing request to the Hawaii P-20 Data eXchange Partnership for de-identified cross-sector and postsecondary outcome data. All requests for data must be justified, based on research methodology to answer the evaluation questions. The external evaluator will obtain all ECHS data, including de-identified student-level data, from the GUHI internal evaluator pending completion of a non-disclosure confidentiality agreement.*

34. Will we have access to individual student record data for students not participating in the Early College High School Program (ECHS)?

*Please refer to question 19.*

35. How many courses are offered in the program?

*A total of 45 courses were offered through the ECHS program for fall 2014, spring 2015, summer 2015, and fall 2015.*

36. Does the program recruit multiple cohorts, for example, recruiting new students each year?

*Participation in ECHS is open to students in grades 9-12 who qualify, e.g. meet any required course or school pre-requisites, and participation varies by high school. Students are not required to make a commitment to the program when they enroll in an ECHS course.*

37. Can students get in the program at any grade from 9th to 12th?

*Participation in ECHS is open to students in grades 9-12 who qualify, e.g. meet any required course or school pre-requisites.*

38. According to the timeline listed in the RFP, it seems that if we want to know the program's impact on the second fall college retention, we can only focus on students who got in the program at 11th or 12th grade in 2014 fall. Is that what you intent to focus?

*The availability of second fall college enrollment data will be limited to the Class of 2015 and Class of 2016 (see question 14 above). However, the final evaluation design will be determined by the external evaluator and GEAR UP Hawaii encourages offerors to include innovative deliverables.*

39. Do students who participate in the ECHS program also participate in other college and career readiness programs, such as Gear Up Hawai'i?

*ECHS schools that are designated as Title I (50% or more of the students qualify for free- or reduced-price lunch) may participate in GEAR UP Hawaii (GUHI) funded programs as well as non-GUHI funded programs*





such as Upward Bound. Non-Title I schools may also offer college and career readiness support programs to students.

40. When describing qualifications and expertise in Section 4.3.1, are we limited to experience or projects within the last 2 years?

*No, offerors are not limited to experience or projects within the last two years. All relevant experience or projects should be described – though as stated above, we appreciate concise proposals.*

41. Are any indirects allowed? If so, are there any rules/regulations regarding the use of the indirects?

*The External Evaluation of the ECHS Program project is funded through an external, federal GEAR UP grant awarded by the U.S. Department of Education. The GEAR UP grant is subject to a restricted indirect cost rate of 8%. Proposals must include justification for charging indirect.*

42. Is participant compensation allowed? If so, are there any rules/regulations restricting its use?

*No, participant compensation is not allowed.*

43. Are snacks/food and (non-alcoholic) drinks allowed as an expense for purposes such as general meeting expenses for community-based meetings and focus groups. If so, are there any rules/regulations restricting its use?

*In general, snacks/food and non-alcoholic drinks are allowable expenses under the GEAR UP grant. Recipients should be "participants" (students and parents). Offerors should clearly articulate their plan regarding these expenses so a more formal determination can be made.*

44. There is a 4-page limit for the Executive Summary. Are there any restrictions on other aspects of the format of this document, including spacing (e.g., single vs. double), font type, font size, margin size, etc.?

*There are no formatting restrictions for the proposal, although we ask that formatting be consistent throughout the proposal. Please refer to questions 6 and 20 for additional information on preferred length.*

45. For the other proposal sections, are there any restrictions on the format of the documents?

*Please refer to question 44.*

46. The list of high schools that are involved seemed to have duplicated 4 of the high schools (Page 11). Are the following the correct list (obtained from the web site):

- a. Hawai'i – Hilo High School, Kealakehe High School, Kohala High School, Waiākea High School
- b. Kaua'i – Kapa'a High School, Kaua'i High School
- c. Moloka'i – Moloka'i High School



- d. O'ahu – Farrington High School, Kailua High School, Kaimuki High School, Wai'anae High School, Waipahu High School

*There are a total of 12 ECHS high schools listed below:*

*Farrington High School  
Hilo High School  
Kailua High School  
Kaimuki High School  
Kapaa High School  
Kauai High School  
Kealahou High School  
Kohala High School  
Molokai High School  
Waikeala High School  
Waianae High School  
Waipahu High School*

- 47. Approximately how many students (as well as parents [e.g., for permission for their students]) for each school would be “accessible” for activities such as participation in interviews and focus groups, completion of surveys, etc.?

*A total of 289 students (unduplicated) who have participated or are currently participating in ECHS, and their parents, have consented to participate in the evaluation activities (survey and focus groups) associated with the ECHS evaluation. This number does not include students from fall 2014 or spring 2016 and beyond.*

- 48. Qualitative: Regarding stakeholders for the qualitative piece, we identified the students in the program now, students who are in school now who went through the program, and educators involved in the program at various schools. Are there other stakeholders of interest, and if so, are all of these required for the qualitative component?

*The external evaluator is expected to develop an evaluation design and research methodology that will address the requirements listed in the Request for Proposals. All evaluation activities, including data collection activities such as interviews, focus groups, etc. should be clearly articulated in the submitted proposal.*

- a. Can the qualitative method include multi-modes (i.e., individual vs. group; face-to-face vs. phone vs. online survey method)?

*The external evaluator is expected to develop an evaluation design and research methodology that will address the requirements listed in the Request for Proposals. However, the external evaluator should account for and address any validity issues that may arise by collecting data through multiple modes.*

- b. Is there an expectation that interviews/focus groups will be transcribed or are notes sufficient?



*The external evaluator is expected to develop an evaluation design and research methodology that will address the requirements listed in the Request for Proposals. As such, the type of data collected and mode of analysis will be determined by the external evaluator.*

49. Quantitative:

- a. What variables will we have access to in order to conduct the most comprehensive quantitative analysis (e.g., demographics, co-variates, propensity scoring, baseline measures, intervention attributes, other possible confounding variables such as Advanced Placement Courses, outcome measures) and at what points in time will they have been collected (i.e., longitudinal)?

*Please refer to question 19.*

- b. For each of these variables, what is/are the source(s) (e.g., Department of Education, P-20, University of Hawai'i, individual students/parents)?

*Student-level de-identified data will be acquired via appropriate data sharing processes from the Hawaii Department of Education and the Hawaii P-20 Data eXchange Partnership.*

- c. Of these variables, which would be provided to us (i.e., clean data set with a codebook) versus we would be expected to collect ourselves?

*The external evaluator will obtain all ECHS data, including de-identified student-level data, from the GUHI internal evaluator pending completion of a non-disclosure confidentiality agreement.*

- d. There is a strong link between academic performance and psycho-social-emotional variables. Will it be allowed to collect more data on psycho-social-emotional-motivational variables to enhance/add to the data (e.g., by adding to an existing survey or creating a new survey), provided the total budget does not exceed the limit?

*The external evaluator is expected to develop an evaluation design and research methodology that will address the requirements listed in the Request for Proposals and GEAR UP Hawaii encourages offerors to include innovative deliverables. Any new or revised instrument (survey, interview, etc.) will need to be approved by the University of Hawaii (UH) Human Studies Program (IRB) and the Hawaii Department of Education.*

- e. Will we have access to and be provided non-Early College students' data for comparison-group purposes? If so, what variables will we have access to and at what time points (e.g., for possible matching, co-variates, propensity scoring, outcomes, etc.)?

*Please refer to question 19.*

*The time when data will be available is dependent upon the availability of that data from the source system. See responses to question 14 above for a specific timeline of when outcome data may be available.*



- f. Is it important to distinguish between the Early College program versus the Advanced Placement courses?

Yes.

50. On Page 15, the following is noted as a “Required Deliverables”: “Sustainability plan at the school and system level.” Is this in regards to the sustainability of the Early College program, or of the evaluation of the Early College program?

*The sustainability plan refers to the sustainability of the Early College High School program.*

51. What aspects of the project and evaluation of the project are to be considered to be “research”, which would also require Institutional Review Board approval (among other possible approvals)?

*The internal and external evaluation of the ECHS program is considered research on human subjects and requires approval of the University of Hawaii Human Studies Program (IRB) and the Hawaii Department of Education. Initial approval for the project was received on 9/30/2014. Any modifications to the study will require IRB approval.*

52. Given that the program is in its implementation phase, when could the evaluation, including collection of data, begin?

*The timeline for evaluation activities will be determined by the external evaluator. Data collection and other evaluation activities can begin at any time after the contract period begins, pending appropriate approvals.*

53. Does the 2-year timeline for the evaluation allow for a solid, truly mixed qualitative-quantitative design and analysis to be successfully completed? For example, allowing time for the qualitative results to influence the quantitative design, and vice versa?

*The external evaluator is expected to develop an evaluation design and research methodology that will address the requirements listed in the Request for Proposals and GEAR UP Hawaii encourages offerors to include innovative deliverables. GEAR UP Hawaii has allotted two years to conduct the external evaluation.*

54. Will we be able to present and publish on the project and evaluation results, including for applied and scientific/academic purposes (e.g., academic conferences, academic journal articles)?

*Any presentations and publications of the project and/or evaluation results for any purpose require prior approval of the GEAR UP Project Director.*

55. For Appendix A “Proposal Letter to the Research Corporation of the University of Hawaii,” what information should go in the first blank, “We propose to provide services for the Research Corporation of the University of Hawaii. For the benefit of \_\_\_\_\_ of the University of the Hawai’i.”

*Please use “Hawaii P-20 Partnerships for Education – GEAR UP Hawaii”.*



56. Will there be future funding to extend the evaluation after 2 years?

*At this time, there is no funding available for an extension after two years.*

57. Would it be advantageous to suggest in the proposal further extramural grant pursuits to continue the external evaluation into a longitudinal design past 2 years?

*This is not a requirement of the RFP though GEAR UP Hawaii encourages offerors to include innovative deliverables. Offerors should clearly identify any proprietary information in their submitted proposal; refer to section 1.9, Proprietary Information, of the RFP.*

58. Page 17: “Appendix D – References. Using the form shown in Appendix D, the Offeror must disclose all contracts for similar services performed during the last two (2) years.” By “all contracts for similar services” do you mean contracts for evaluations of college readiness programs and initiatives, rather than all contracts for evaluation services in general?

*“Similar services” refers to evaluations of college access programs. If this is not available, offerors may submit references for general evaluations conducted in the past two years.*

59. What is the specific required experience for working in Hawaii and low-income communities? Would providing technical assistance in schools that serve low-income students meet this requirement or does the work need to be evaluation work specifically?

*The criteria used to evaluate proposals, including having experience working in Hawaii's low-income communities, are not required. However, offerors are encouraged to demonstrate to what extent they meet each criterion.*

60. Do data collectors need to have experience working in low-income Hawaiian communities?

*The external evaluator is expected to develop an evaluation design and research methodology that will address the requirements listed in the Request for Proposals, this includes determining the most appropriate approach(es) to collect data.*

61. The evaluation questions listed in the statement of work refer to the “systems level.” How are systems defined in this context?

*“Systems level” is defined within the RFP as “policy/practice outside of the participating school or partner campus”, for example sustainability at the school complex or state level.*



62. In the RFP, the ECHS Program is compared to traditional Running Start programs. Are there some students engaged in traditional Running Start programs, Jump Start, or Early Admits programs who are also participating in the ECHS Program at the selected high schools? Is it possible for students to be in multiple programs?

*Yes, it is possible for students to participate in multiple programs and ECHS students may participate in both ECHS and Running Start concurrently.*

63. Have quantitative and/or qualitative baseline school- or student-level data been collected? If so, what data were collected and for which outcomes?

*Student demographic (gender, ethnicity, socioeconomic status, etc.) and academic data (standardized test score) in relation to dual credit participation and college access were collected at the school level for the Class of 2012, 2013, and 2014. Data were used to target recruitment and to inform the internal evaluation.*

64. What student-level outcome data elements, if any, have been collected prior to and continuously since the start of program implementation in 2014?

- a. Is it possible to retrospectively access any of these data elements for students who did not participate in ECHS (for ECHS schools and non-ECHS schools)?

*Please refer to question 19.*

65. Have data about school culture prior to implementing ECHS been collected and, if so, what measures were used?

- a. Would the evaluator have access to those data?

*No data related to school culture have been collected. Focus groups with school staff were conducted in Year 1 and data includes reference to school culture. Internal evaluation data for the ECHS program, including focus group data, will be available to the external evaluator.*

- b. Similarly, what sort of documentation exists to describe the systems in schools, prior to implementing ECHS?

*The Hawaii Department of Education administers a School Quality Survey (SQS) to parents, teachers, administrators, and students each year. More information can be found at <http://arch.k12.hi.us/school/sqs/sqs.html>.*

66. The RFP states that program documents and information collected during the developmental and formative evaluation will be available to us.

*Internal evaluation data collected and available to the external evaluator includes but is not limited to:*

- *Spring 2015 program staff focus groups*



- *Fall 2015 student surveys*
- *End of semester school-level reports (total served)*
- *End of semester supplemental services reports (student supports)*
- *End of year reports (reflective assessment)*

a. If so, what instruments were used for data collection?

*All instruments used for internal evaluation of the ECHS program (surveys, interview protocol, report templates, etc.) were developed in-house.*

b. Have these data been synthesized? If so, would we have access to the findings/reports?

*Spring 2015 program staff focus groups, fall 2015 student surveys, and 2015 end of semester reports have been synthesized. All data, findings, and reports related to internal evaluation of the ECHS program will be available to the external evaluator.*

67. What process or data sharing agreements, if any, are already in place to track participants' college enrollment, college-level course enrollment, and retention to 2<sup>nd</sup> year?

*GEAR UP Hawaii will submit a data sharing request to the Hawaii P-20 Data eXchange Partnership for de-identified cross-sector and postsecondary outcome data. All requests for data must be justified, based on research methodology to answer the evaluation questions. The external evaluator will obtain all ECHS data, including de-identified student-level data, from the GUHI internal evaluator pending completion of a non-disclosure confidentiality agreement.*

a. Would the evaluator have access to data for students who are not part of ECHS? Would those data include information on whether non-ECHS students participated in traditional Running Start or other dual-credit programs at participating schools?

*Please refer to question 19.*

b. Does the data collected include a unique student ID that links students from high school graduation to post-secondary enrollment?

*Yes.*