

# GOVERNANCE HANDBOOK

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## EARLY CHILDHOOD DATA COLLABORATIVE MISSION, PURPOSE, AND SCOPE

The Hawai'i Early Childhood Data Collaborative (ECDC) is a cross-agency, cross-program partnership of early childhood stakeholders to provide an oversight of early childhood data governance in Hawai'i. ECDC will deliver outcomes information to stakeholders to assess, evaluate, and improve the alignment of state's early childhood system and workforce preparation efforts to increase access and better utilize resources.

The purpose of ECDC is to provide critical and actionable information to Hawai'i's policymakers, early childhood program providers, and general public about state's early childhood system and workforce preparation, such as children's on-track health and development, enrollment and participation in high-quality early childhood programs, teacher credentials and salary parity, and return on investment.

### Mission Statement

The governance mission is to ensure that the integrated early childhood data meets high reliability, validity, security, and integrity standards and is used by and made available to key stakeholders through coordinated efforts across partner organizations and departments.

### Purpose Statement

The purpose of ECDC governance is to ensure coordinated and effective governance for all aspects of cross-agency, cross-program data planning, sharing, maintenance, protection, access, and use.

### Scope of Work Statement

The scope of ECDC, in no particular order, is to:

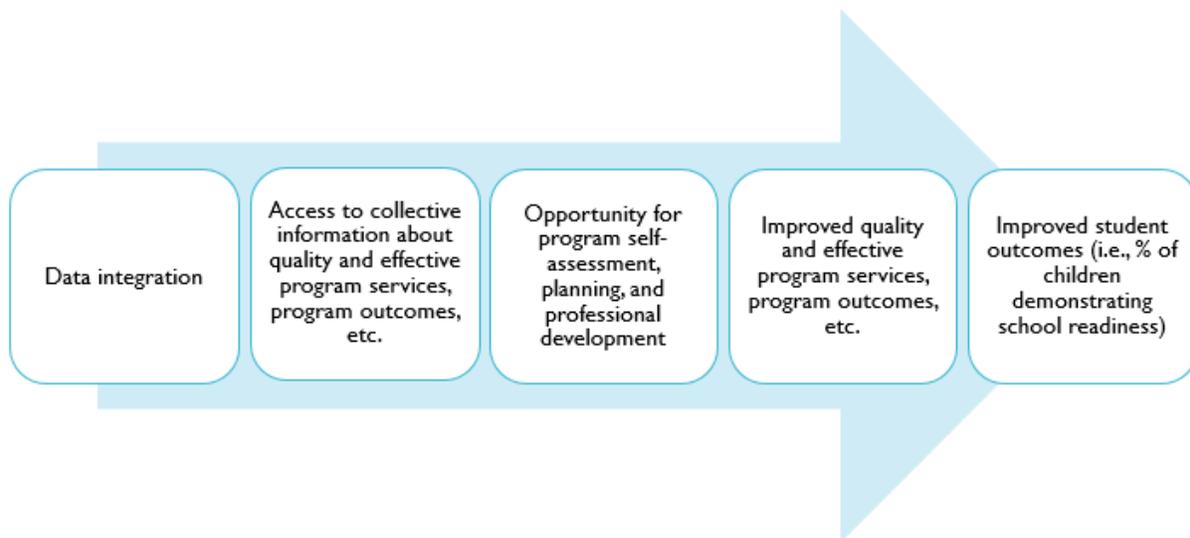
1. Establish standing operating principles and governance program scope;
2. Vet and prioritize guiding policy, research, and data questions that align with governance program mission and scope;
3. Promote data quality and consistency;
4. Develop privacy, confidentiality, and security standards with regard to data storage, access, use, and dissemination;
5. Identify early childhood integrated data hub and its ownership, as appropriate;
6. Identify data elements to be gathered from each data-sharing partner organization for use in research, analysis, and reporting;
7. Develop a mapping process to align data from multiple sources to a central data dictionary;
8. Design and create the technology infrastructure that maximizes efficiency and security of multiple partner data sources;
9. Develop a priority research agenda or scope of requests for research datasets and processes for receiving, reviewing, and responding to data requests from external researchers;
10. Develop communication, advocacy, and information dissemination policies and procedures around the need for coordinated data sharing and use in the early childhood sector;
11. Establish annual review processes to evaluate and refine program scope, processes, and data and technology infrastructure to assure the program continuously meets stakeholder needs; and
12. Attend to other items as requested.

## Critical Policy Questions

Early childhood stakeholders gathered in 2013 to select and prioritize a set of critical policy questions that would guide changes in policy and practice to ensure continuous improvement over time. The selected questions are:

1. Which children and families are and are not participating in early childhood programs?
2. What are the education and economic returns on early childhood investments?
3. What characteristics of programs are associated with positive outcomes for which children?
4. How does homelessness and/or housing issues impact student achievement?
5. How do measures of student achievement correlate to teacher preparation and effectiveness?
6. How does mobility (e.g., changing programs, schools, geographic location) impact student achievement?
7. What is the relationship between early experiences (e.g., breastfeeding, prenatal care) with long-term educational outcomes?
8. Which children aged birth to five are served by one or more programs?
9. What is the relationship between compensation, degree/licensure/certification obtained, and working in early childhood programs?

## Theory of Change



## WHAT IS DATA GOVERNANCE?

Establishment of a data governance program is a standard business practice across many industries, especially when cross-agency, cross-program data sharing is involved. Data governance policies and processes lay out agreed-upon parameters within which data is standardized, collected, securely stored, analyzed, shared, and used while ensuring the protection of individual privacy and confidentiality. For example, data governance processes typically address Memoranda of Understanding and Data Sharing Agreements between organizations and the prioritization and execution of research and analytical processes.

The mission of a data governance program is to establish coordination and accountability protocols, clarify the operational chain of command, and institute processes related to noncompliance with governance protocols or the chain of command.

### Multiple Layers of Data Governance

Data governance programs undertake multiple types of activities, including data, project, and program governance. A successful data governance program demands the vision, leadership, and cooperation of people at all levels of implementation: executive-level administrators, project managers, program staff, and subject matter experts. The commitment of the leadership team is essential for the success of a data governance program.

The scope and goals of activities differ for data governance, project governance, and program governance, as outlined below:

**Data Governance** ensures that data are:

- Reliable;
- Accurate;
- Valid;
- Complete;
- Timely; and
- Available only to those with a legitimate need for and authority to access the data.

Data governance addresses issues such as data quality, data standards, common vocabulary, and data matching standards for cross-agency data alignment. It enables processes to more easily integrate, synchronize, and consolidate data across different programs and organizations.

Data governance is **not** data cleansing, extraction, transformation, and loading activities. It is also not data warehousing, database design, or project management. While each of these is affected by or related to the data governance program, data governance addresses more than these disciplines; and each of these areas has facets beyond data governance, such as technological and architectural solutions.

A strong data governance program is specifically designed to provide oversight that ensures confidentiality, integrity, and availability of the data by reducing data security risks due to unauthorized access or misuse of the data.

**Project Governance** provides a framework for decision-making around specific projects within a larger program. Projects have specific start and end dates and are typically focused on specific content, outcomes, and deliverables to be completed on time and on budget, such as conducting analyses and producing reports related to a specific policy question.

**Program Governance** provides a structure and framework for goal setting, strategic planning, and decision-making for a program. The overarching governance plan identifies key roles and responsibilities for each organization and the people involved in the program. It identifies the key stakeholders involved in program management and who is authorized to approve program activities and priorities.

## Change Management

Data governance programs for long-term programs and data management also typically develop processes to standardize the methods and procedures to accommodate future changes. For example, data governance committees typically make decisions about changes to services, system functionality, and data definitions. Change management procedures introduce standard and methodical policies and procedures for requesting, documenting, testing, approving, and implementing system changes and dealing with emergency changes.

## ESTABLISHING EARLY CHILDHOOD<sup>1</sup> DATA GOVERNANCE IN HAWAII

Since 2008, Hawai'i P-20 Partnerships for Education (Hawai'i P-20) has been the managing partner of the Hawai'i Data eXchange Partnership (DXP), a cross-sector partnership of five state agencies, the University of Hawai'i, Hawai'i State Department of Education, Department of Labor and Industrial Relations, Department of Human Services, and Hawai'i State Department of Health. Under Hawai'i P-20's leadership, DXP has developed the statewide longitudinal data system (SLDS) which links information from infancy through early learning, K-12, and postsecondary education, and into the workforce. This full-spectrum view of education and learning opportunities enables a better understanding of kindergarten readiness and the relationship between early childhood experiences and subsequent student achievement and outcomes. The SLDS allows for targeted examination of programs and policies, and their impacts on student achievement and workforce outcomes. It informs strategic planning, supports accountability, and improves program effectiveness at all levels of education and workforce training statewide.

In response to the federal requirements to incorporate early childhood into the longitudinal data system, Hawai'i P-20 took the initiative in 2013 to conduct an early childhood data reporting and needs assessment to gather information about the idea of centralizing and coordinating early childhood data in Hawai'i. A series of focus groups was conducted with early childhood stakeholders to gain an understanding of the types of early learning and early childhood programs that exist, the challenges involved in collecting and synthesizing early childhood data, and the information needs related to early childhood for a variety of stakeholders. The focus groups included, but were not limited to, state policymakers; state departments of education, health, and human services; early care and education program providers; advocacy groups; and higher education faculty serving early childhood programs. Since 2014, Hawai'i P-20 has convened early childhood stakeholders, establishing the Early Childhood Data Collaborative (ECDC), to provide an oversight for early childhood data governance, sharing, and analysis activities in the state.

In Hawai'i, there is no single organization that has been designated to centralize and coordinate early childhood data across the education, health, and human services sectors. Though DXP was created to look at long-term education and workforce outcomes, Hawai'i has had no coordinated or centralized process for accessing early childhood data or connecting early childhood data to the SLDS. Creation of ECDC, a cross-agency, cross-program data sharing and analysis partnership, has enabled state agencies, early childhood programs, and other stakeholders to come together and build a long-term, sustainable data governance program to guide early childhood data efforts. ECDC will coordinate data storage, access, use, and dissemination activities that will be used to provide actionable information to policymakers, state agencies, families, and program providers.

ECDC is governed by two committees: the Coordinating Council, which includes organizations with child and program data to share, and the Advisory Council, which includes organizations invested in early childhood, but either do not have data to share or are not currently planning to share data. ECDC is **not** intended to supersede data governance activities within any state agency or participating organization;

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<sup>1</sup> Early Childhood is defined as prenatal – age 8 for the purposes of the Early Childhood Data Collaborative.

rather, it is designed to guide cross-agency, cross-program data sharing and analysis activities. Figure 1, below, shows how ECDC works with multiple entities to share data and disseminate findings through a variety of venues, including DXP. It should be noted that even though child/student data is used for cross-program, cross-agency analysis, all findings from DXP, state agencies, partner organizations, and research partners will be reported only in aggregate and in a format that protects individual child/student privacy.

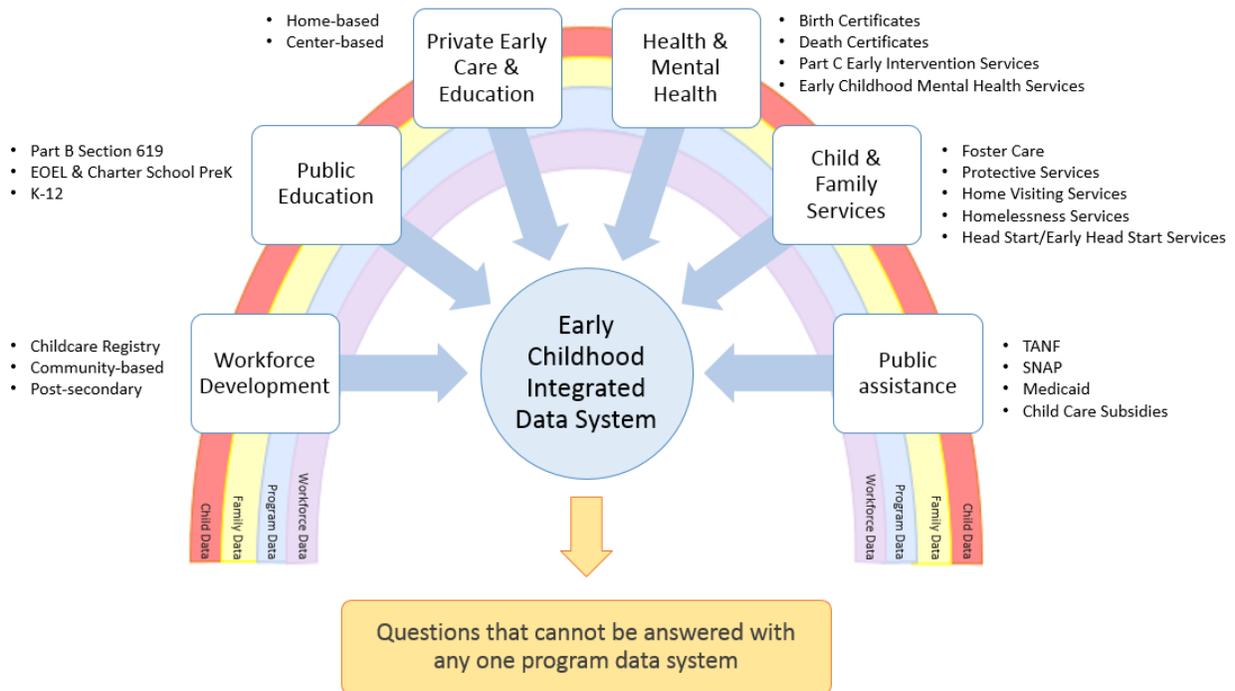


Figure 1: ECDC Data Sources and Flow<sup>2</sup>

Participation in ECDC is not mandated for any organization. Organizational participation is strongly encouraged in order to foster coordinated and cost-efficient data sharing and research efforts statewide. If an organization chooses to participate in ECDC’s governance committees, its representatives are expected to be active participants in committee meetings. Membership may change over time due to priorities and resources, but agencies that have executed cross-agency data sharing agreements should be involved in ECDC.

<sup>2</sup> The early care and education settings include center-based programs, family child care programs, family-child interaction programs, and home-based instruction programs.

## ECDC DESCRIPTION

### Data Governance Committee Structure and Responsibilities

ECDC benefits from planning and oversight via the Coordinating Council and Advisory Council, as displayed in Figure 2 below. This structure was vetted with multiple stakeholders in 2015. Most entities represented in the ECDC data governance committees have executive leadership and thus, ECDC governance does not include an executive committee. All data governance representatives are entrusted to keeping their executives informed of activities and commitments on an ongoing basis. The Coordinating Council, with its representatives from data-sharing organizations acting as the executive's designee, has authority to make decisions about how the data is shared, accessed, and analyzed and how the findings are disseminated. The Advisory Council provides support and recommendations to the Coordinating Council about related upcoming legislation, research priorities, and dissemination of reports.

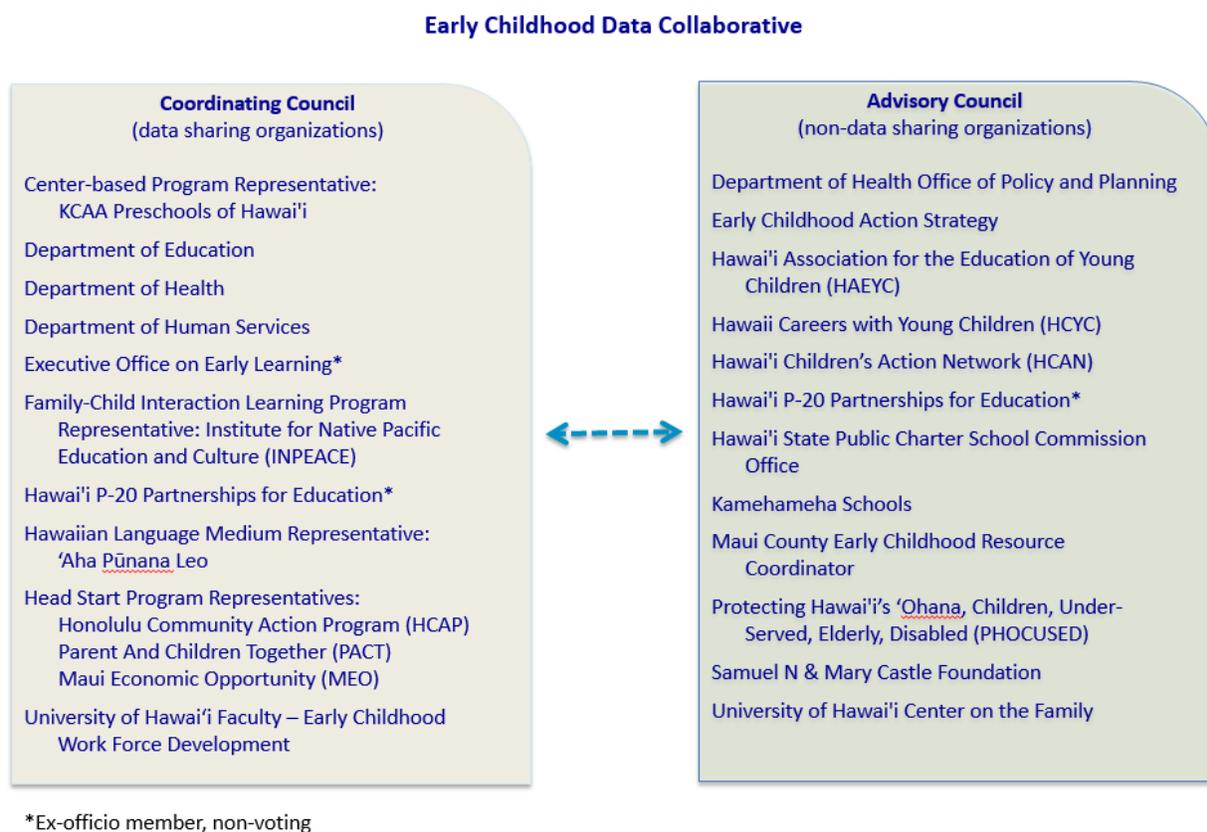


Figure 2: ECDC Data Governance Committee Structure

The **Coordinating Council (CC)** includes a sample of representatives from data sharing partner organizations, with Hawai'i P-20 representative serving as the facilitator. The CC is charged with:

- Setting the overall mission and strategic goals of governance efforts;
- Securing organizational resources and cooperation needed to support ECDC activities;
- Providing updates and suggesting recommendations to agency executives about ECDC activities;
- Bringing enterprise-wide perspective and focus to decision-making;

- Resolving strategic and logistical issues;
- Deciding when to update ECDC membership and for what purposes; and
- Determining the impact of new policy and legislation on activities and deliverables.

The CC reviews, approves, and oversees the scope of work and data governance activities, as well as the processes and procedures developed through the governance process. The CC, with guidance from agency executives, also prioritizes data governance efforts and communicates with early childhood stakeholders. Each member of the CC retains ownership rights for their organization’s shared data, but is also responsible for acting on behalf of ECDC’s overall mission and purpose.

The **Advisory Council** includes representatives from non-data-sharing organizations, with Hawai’i P-20 representative serving as the facilitator. The Advisory Council is responsible for:

- Providing ongoing review, feedback, and input on programmatic or data-related issues;
- Reviewing relevant legislation and subcommittee reports, and providing recommendations to the CC;
- Supporting the public information efforts of ECDC;
- Assisting with fundraising efforts on behalf of ECDC; and
- Assisting the CC with the prioritization of reporting and research activities that meet the information needs of policymakers and practitioners.

Additional subcommittees or workgroups may be established over time as needed. For example, a technology workgroup may be convened to investigate and recommend the best technology solutions for data storage, security, architecture of merged files, and access processes. Likewise, a research or analytical workgroup could be established to prioritize and plan the analytical approach to answer critical policy questions. The CC, with insight from the Advisory Council, will identify subject matter experts and/or data stewards, from both data-sharing and non-data-sharing organizations, to participate in topic-specific workgroups that are tasked with developing recommended processes and plans for addressing specific data-sharing and analytical topics.

## Coordination

Hawai’i P-20 provides coordination and facilitation support to ECDC during the implementation phase, however it is understood that Hawai’i P-20 will not serve in this role indefinitely. The Hawai’i P-20 facilitator makes decisions as necessary to fulfill ECDC’s mission and serves as the liaison to the CC and Advisory Council. When the governance program is fully operational, a managing partner organization will be selected and an ECDC Coordinator will be hired to oversee the day-to-day operation of the governance program and provide support to data governance committees. ECDC Coordinator activities include agenda development, dissemination of meeting minutes, and facilitation and management of data sharing agreements and Memoranda of Understanding (MOU) related to ECDC data sharing activities. The ECDC Coordinator will serve as liaison to all data governance committees to execute the policies and activities as directed by the CC.

## Policy

ECDC policies require all participating partner organizations, both data-sharing and non-data sharing, to:

- **Participate in ECDC:** Representatives from participating partner organizations will contribute to ECDC by serving on committees and/or providing input when asked. Committee members will represent their organization and have the authority and responsibility to make decisions on behalf of their organization for the benefit of ECDC, which runs statewide.
- **Assign subject matter experts (SMEs) and/or data stewards to participate in data governance committee meetings:** Partner organizations will designate SMEs and/or data stewards from their respective organizations with sufficient expertise and give them the authority and responsibility to make recommendations about preferred solutions, processes, or procedures to the CC and ECDC Coordinator.

## ECDC PROCESS

ECDC shall create processes with regards to decision-making, organizational responsibilities, and documentation support. ECDC will establish review and escalation processes for addressing policies and protocols. These processes will determine who reviews what and how issues will be dealt with when consensus is not achieved in workgroups or committees. ECDC may also engage subject matter experts and/or data stewards through workgroups and the Advisory Council to ensure the committee has access to high levels of technical and subject matter knowledge. Figure 3, below, summarizes the general workflow through ECDC.

Over time, questions about early childhood data systems or program effectiveness may be sent to participating partner organizations or directly to the ECDC Coordinator for referral to the CC. Questions submitted may be accepted as critical policy or analytic inquiries for which cross-program analyses and reports are produced. The CC may opt to refer the question elsewhere if deemed beyond the scope of ECDC. If accepted for review and discussion by the CC, it will determine the best process for addressing the issue.

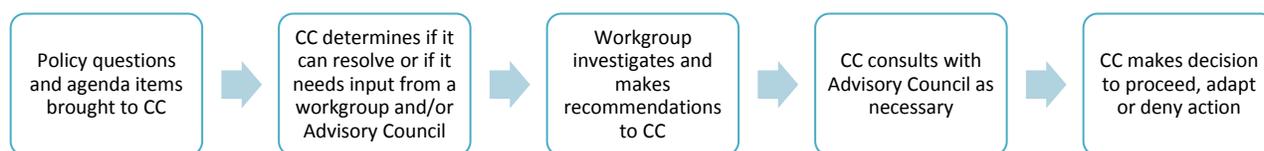


Figure 3: Workflow Process for Addressing Agenda Items

## Operating Procedures

- Each data governance committee will include at least one representative from key partner organizations. There is only one vote per organization.
- CC members will consist of designated representatives from participating data-sharing partner organizations.
- CC members are responsible for bringing their respective executives' guidance to the table and voting accordingly.
- In cases where issues cannot be resolved in the CC meetings, they may be escalated to organization executives for further review and guidance.
- Issues that cannot be resolved in subcommittees or workgroups will be escalated to the CC.
- Data governance committees may solicit input from other committees, the Advisory Council, or other external stakeholders not already participating in ECDC.
- Workgroup members make recommendations to the CC, but do not have the authority to make binding decisions on behalf of ECDC.
- The Advisory Council makes recommendations in response to requests from any data governance committee, and the ECDC Coordinator takes those recommendations to the CC for consideration and decision-making, as needed.
- Members of each committee are required to attend regularly scheduled meetings or send a designee in place of the member, and to respond to all action items in a timely manner.

- Consistently inactive members will be identified and agency leadership will be asked to appoint another representative from the same agency or organization to participate in their place.
- Members of all committees are responsible for reviewing all materials prior to meetings and participating in all data governance discussions with an enterprise-wide focus for ECDC, and not just as a representative of a participating partner organization.
- Members are selected by their organization's executive.

## Data Governance Committee Decision-Making Process

Decisions are made in each committee by consensus:

- Once the matter at hand has been fully discussed and all objections have been addressed through negotiation, a formal vote will be taken (either in person and/or via email).
- Each partner organization on the governance committee is allowed one vote to be cast by its respective representative or designee.
- Each data governance committee member is required to send a delegate to vote on his or her behalf if he or she is not able to attend a meeting. In the event of the absence of a data governance committee member or delegate authorized to vote, the partner organization agrees to adhere to the decision made by the group, unless there were extenuating circumstances for the absences. In such a case, the partner organization may be given an opportunity to request reconsideration of the decision reached in its absence.
- At all levels of the decision-making process, negotiation and modifications to the proposed decision will occur in an effort to reach consensus.
- If voting results in a tie or if serious concerns by one or more members still remain, members may agree to refer the issue to their organization's executive for review and decision.
- If a decision is still not reached, no action on the matter will be taken and a new proposal may be developed by the CC.
- Ex-officio members (i.e., committee members who do not own data) can provide input to committees, but do not have a vote.

Each data governance committee member is responsible for understanding the level of authority delegated to him or her by the agency executive and communicating in a timely fashion to their committee and/or the ECDC Coordinator when a decision is to be made outside the scope of his or her authority. For example, CC members would likely refer legal discussions to agency general counsel or create a workgroup consisting of agency legal counsel.

## Documentation Support by the ECDC Coordinator

To the extent possible:

- Agendas and any supporting documentation will be distributed five business days in advance of meetings and clearly identify items for action, discussion, or for information only.
- All documents slated for review will be delivered electronically to council members five business days in advance of the meeting.
- Meeting notes will be taken and distributed to group members and interested others within one week of the meeting.
- Action items listing responsible parties will be documented in the meeting notes.

## ECDC OPERATING PRINCIPLES

1. ECDC is **NOT** intended to supersede data governance activities within any State agency or participating organization.
2. ECDC facilitates early childhood cross-agency, cross-program data sharing and linking to participating data-sharing organizations, including DXP, in a consistent, transparent way.
3. ECDC data maintenance protocols facilitate data sharing and use while ensuring the privacy of individual unit records.
4. Protecting the privacy of individuals is a priority.
5. Partner organization data contributors are the owners of their data and are experts at understanding and explaining their data.
6. Common understanding and use of data increase its value.
7. Ongoing ECDC data system and process design and maintenance will focus on system agility, flexibility, and scalability to be able to efficiently respond to stakeholders' evolving needs.

## ECDC GLOSSARY OF TERMS

Term*	Meaning	Example
<b>Access Management</b>	A discipline that focuses on ensuring that only approved roles are able to create, read, update, or delete data – and only using appropriate and controlled methods. Data Governance programs often focus on supporting Access Management by aligning the requirements and constraints posed by Governance, Risk Management, Compliance, Security, and Privacy efforts.	
<b>Advisory Council (AC)</b>	An ECDC advisory committee is represented by organizations invested in early childhood but do not have data to share. The AC reviews and provides feedback and input on programmatic or data-related issues, as well as assists the CC with prioritization of reporting and research activities.	
<b>Business Rule</b>	A statement expressing a policy or condition that governs business actions and establishes data integrity guidelines.	Example: Grade level  Business Rule – To be considered eligible for Kindergarten, the student must be five years old by a specific date that is determined by the state.
<b>Change Control</b>	A formal process used to ensure that a process, product, service, or technology component is modified only in accordance with agreed-upon rules. Data governance programs often extend the scope of change control to include additions, modifications, or deletions to data models and values for reference/master data.	

Term*	Meaning	Example
<b>Common Education Data Standards (CEDS)</b>	A national collaborative effort to develop voluntary, common data standards for a key set of early childhood, K-12, postsecondary, and workforce (e.g., demographics, program participation, transition and course information) variables coordinated by U.S. Department of Education (ED) National Center for Education Statistics. CEDS elements focus on standard definitions, code sets, and technical specifications of a subset of key data elements.	
<b>Compliance</b>	A discipline, a set of practices and/or an organizational group that deals with adhering to laws, regulations, standards, and contractual arrangements or requirements.	Examples: regulatory, contractual, adherence to internal standards, policies and architectures, and conformance to rules for data management, project management, and other disciplines.
<b>Coordinating Council (CC)</b>	An ECDC governing committee is represented by organizations with child and program data to share. The CC reviews, approves, and oversees the scope of work and data governance activities.	
<b>Data Architecture</b>	A discipline, process and program focusing on integrating sets of information. One of the four Enterprise Architectures, along with Application Architecture, Business Architecture, and System Architecture.	
<b>Data Classification</b>	Degree of sensitivity for each piece of data in terms of access and use. Data that is private, personal, or proprietary and must be protected from unauthorized access.	<ul style="list-style-type: none"> <li>• Public: Course catalog;</li> <li>• Sensitive: average test scores for a school;</li> <li>• Restricted: student-level academic record, Social Security Number</li> </ul>
<b>Data Definition</b>	The description or meaning for a data field.	Home Language: the primary language spoken in the child’s home

<b>Term*</b>	<b>Meaning</b>	<b>Example</b>
<b>Data Dictionary</b>	A database about data and database structures. A catalog of all data elements, containing their names, structures, and information about their usage, for the benefit of programmers and others interested in the data elements and their usage.	
<b>Data Element</b>	The smallest piece of information considered meaningful and usable. A single logical data fact, and the basic building block of a Logical Data Model.	Date of Birth, Gender, Date of Entry in a Program, Home Language
<b>Data Element Name</b>	Name of a distinct piece of data.	Date of Birth, Gender, Entry Date in a Program, Home Language
<b>Data Governance</b>	The exercise of decision-making and authority for data-related matters. The organizational bodies, rules, decision rights, and accountabilities of people and information systems as they perform information-related processes. Data Governance determines how an organization makes decisions.	Early Childhood Data Collaborative (ECDC)
<b>Data Governance Executive Committee</b>	A data governance structure is represented by leadership/policy level groups or organizations with authority to make decisions about how the data is shared, accessed, and analyzed and how the findings are disseminated while securing data privacy and confidentiality.	Coordinating Council (CC)
<b>Data Governance Coordinator</b>	Staff person designated with responsibility for the implementation and oversight of data management goals, standards, practices, processes, and technology.	ECDC Coordinator
<b>Data Governance Framework</b>	A logical structure for organizing how the organization thinks about and communicates Data Governance concepts.	

Term*	Meaning	Example
<b>Data Mapping</b>	A process of aligning (mapping) data from multiple sources to a central data dictionary usually used as a first step for data integration.	
<b>Data Model or Data Modeling</b>	Data modeling is a method used to define and analyze data requirements needed to support the business processes of an organization. The data requirements are recorded as a <i>conceptual data model</i> with associated data definitions. Actual implementation of the conceptual model is called a <i>logical data model</i> .	Common Education Data Standards (CEDS)
<b>Data Owner</b>	The director of the department, program, or organization that requests and manages collection of a particular set of data or is assigned responsibility for a particular set of data.	DOH Early Intervention Section; DOE Special Education Services; DHS Benefits, Employment & Support Services Division (BESSD)
<b>Data Privacy</b>	The assurance that a person’s or an organization’s personal and private information is not inappropriately disclosed. Ensuring data privacy requires access management, security, and other data protection efforts.	
<b>Data Request</b>	A request from an internal or external customer for data or information to be supplied in a specified format for a specific reason such as a report, analysis, comparison, research, etc.	
<b>Data Stakeholders</b>	Those who use, affect, or are affected by data. Data Stakeholders may be upstream producers, gatherers, or acquirers of information; downstream consumers of information; those who manage, transform, or store data; or those who set policies, standards, architectures, or other requirements or constraints.	Superintendents and Deputy Superintendents, Executive Directors of Early Childhood Programs, Legislature, Parents, Private Foundations

Term*	Meaning	Example
<b>Data Steward</b>	Program or department staff from partner organizations designated to be responsible for the data related to a specific program area. A business subject matter expert designated and accountable for assisting with definition, analysis, quality, and use of the data, as well as documentation of appropriate metadata.	Special Education program staff; not necessarily the Special Education section director
<b>Direct Identifiers</b>	Information that relates specifically to an individual such as the individual’s residence, including for example, name, address, Social Security Number or other identifying number or code, telephone number, e-mail address, or biometric record.	Example: Name, address, Social Security Number, telephone number, e-mail address.
<b>Decision Rights</b>	The process of determining who makes a decision, when, how, and under what circumstances. Formalizing Decision Rights is a key function of Data Governance.	
<b>Early Childhood Data Collaborative (ECDC)</b>	A cross-agency, cross-program partnership of early childhood stakeholders to provide an oversight of early childhood data governance in Hawai’i.	
<b>Education Records</b>	The records that are directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution. For more information, see FERPA regulations, 34CFR§99.3.	Example: Report card, transcript
<b>Enterprise Architecture (EA)</b>	A comprehensive framework used to manage and align organizations’ business processes, IT software and hardware, people, operations, and projects. EA is often divided into four domains: Application, Business, Data, and Systems.	

Term*	Meaning	Example
<b>Family Educational Rights and Privacy Act (FERPA)</b>	A federal law (20 U.S.C. § 1232g; 34 CFR Part 99) designed to protect the privacy of student education records and establish the right of students to inspect and review their education records; to request to have the school records amended; to have some control over the disclosure of PII from education records. FERPA also gives parents certain rights with respect to their children’s education records.	
<b>Health Insurance Portability and Accountability Act (HIPAA)</b>	A federal privacy rule (Pub.L. 104-191, 110 Stat. 1936, enacted August 21, 1996) designed to establish standards to protect individuals’ medical records and other personal health information and applies to health plans, health care clearinghouses, and those health care providers that conduct certain health care transactions electronically.	
<b>Indirect Identifiers</b>	Information that can be combined with other information to identify specific individuals, including, for example, a combination of gender, birth date, geographic indicator and other descriptors.	Example: Place of birth, race, religion, weight, employment information, medical information, education information, and financial information
<b>Information Technology (IT) Governance</b>	The leadership, organizational structures, and processes that ensure that the enterprise’s technology sustains and supports the enterprises’ strategies and objectives.	
<b>Information Architecture</b>	A discipline, process, and/or program focusing on the design and organization of data, unstructured information, and documents. Can be a synonym for Data Architecture.	
<b>Issue Framing</b>	A process for scoping and defining a problem prior to solving it. How a decision is framed limits the possible choices that are seriously considered.	

Term*	Meaning	Example
<b>Issue Resolution</b>	A structured process for reaching a solution to a problem while considering the needs of all stakeholders. Usually includes an escalation process through the Data Governance hierarchy.	
<b>Local Education Agency (LEA)</b>	As defined in Elementary and Secondary Education Act, a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.	The Hawai'i Department of Education serves as the local education agency in Hawai'i. Some charter schools operate as local education agencies.
<b>Memorandum of Understanding (MOU)</b>	A memorandum of understanding is an agreement between two parties in written form that outlines each party's responsibility when sharing data.	
<b>Metadata</b>	Data about data. A term used for data that describes a specific element or set of data. The term refers to all of the characteristics that need to be known about data in order to build databases and applications, and to effectively use data for policy- and decision-making.	
<b>Permitted Value</b>	Specific values that may be contained in a field.	Gender: M or F
<b>Personally Identifiable Information (PII)</b>	Information that can be used to distinguish or trace an individual's identity either directly or indirectly through linkages with other information. See FERPA regulations (34CFR§99.3) for a complete definition of PII specific to education data and for examples of education data elements that can be considered PII.	Example: Date of Birth, Social Security Number

Term*	Meaning	Example
<b>Project Governance</b>	A framework for decision-making around specific projects within a larger program. Projects have specific start and end dates, and are typically focused on specific content, outcomes, and deliverables to be completed on time and on budget.	Conducting analyses and producing reports related to a specific policy question.
<b>Program Governance</b>	A structure and framework for goal setting, strategic planning, and decision-making for a program.	Early Childhood Data Collaborative (ECDC)
<b>Public PreK</b>	Prekindergarten program funded by public dollars, including state and federal awards.	EOEL PreK program, Preschool Development Grant Charter School PreK program
<b>Research or Analytical Subcommittee or Workgroup</b>	A data governance subcommittee of subject matter experts to prioritize and plan the analytical approach to answer critical policy questions.	
<b>Risk Management</b>	To assess, minimize, and prevent negative consequences posed by a potential threat. Risk may operational, financial, compliance, etc. A key responsibility of Data Governance includes Risk Management.	
<b>Sensitive Data</b>	Data that carry the risk for adverse effects from an unauthorized or inadvertent disclosure. This includes any negative or unwanted effects experienced by an individual whose PII was a subject of a loss of confidentiality that may be socially, physically, or financially damaging, as well as any adverse effects experienced by the organization that maintains the PII.	
<b>State Education Agency (SEA)</b>	A state education agency (SEA), or state department of education, is a formal governmental label for the state-level government agencies within each U.S. state responsible for providing information, resources, and technical assistance on educational matters to schools and residents.	Hawai'i Department of Education

Term*	Meaning	Example
<b>Subject Matter Expert (SME)</b>	A businessperson who has significant experience, responsibility, and knowledge of a given business subject or function.	
<b>Technology Subcommittee or Workgroup</b>	A data governance subcommittee of subject matter experts to investigate and recommend the best technology solutions for data storage, security, architecture of merged files, and access processes.	
<b>Workflow</b>	The movement of data, documents, or tasks through a work process. Data Governance programs often address workflows by embedding governance controls (e.g., approvals, decision steps) or by providing governance processes (e.g., issue resolution, change control).	

\*Many items are adapted or copied directly from the Data Governance Institute, LLC. (<http://www.datagovernance.com>) and Privacy Technical Assistance Center, “Data Governance Checklist” (<http://ptac.ed.gov>).