

HAWAII STATE DEPARTMENT OF EDUCATION
PROCUREMENT AND CONTRACTS BRANCH

JANUARY 28, 2026

ADDENDUM A

TO

REQUEST FOR PROPOSALS

RFP D26-037

SEALED PROPOSALS

PROVIDE A CENTRALLY MANAGED

ONLINE COLLEGE AND CAREER PLANNING PLATFORM

FOR THE HAWAII STATE DEPARTMENT OF EDUCATION

PART I: CHANGES TO THE RFP

1. RFP Section 3, Scope of Work; Project and Offeror Requirements, the following chart on (page 12) has been deleted in its entirety and replaced with the following chart (revision shown in **bold text**):

Estimated number of users:

	High School	Middle School	Complex Area	State Office	Elementary School¹
Number of Schools ²	47	55	--	--	179
Administrators/ Educational Officers	194	135	60	15	495
Counselors	252	121	--	--	271
Teachers	3,388	2,042	--	--	5,678
Students	46,127	29,507	--	--	74,646
Parents	90,000	55,000	--	--	145,000

¹ Elementary school data included for consideration of the potential extension to elementary schools.

² Schools with multiple grade spans are included in the number of schools per grade span served.

2. RFP Section 3.3, Systems Integration Services, Integration (page 14) has been deleted in its entirety and replaced with the following (additions shown in **bold text**):
 - Integration
 - CONTRACTOR shall integrate Online College and Career Planning Platform with the statewide Student Information System.
 - **CONTRACTOR shall be able to support common Student Information System Data standards (example, OneRoster).**
 - **CONTRACTOR shall be able to support custom API integrations.**
 - CONTRACTOR shall integrate Online College and Career Planning Platform with Google for student login.
 - CONTRACTOR shall integrate Online College and Career Planning Platform with Azure Entra ID for staff login.

3. Appendix C Online College and Career Planning Traceability Matrix, Category: Logistics, Component: Data Needs for Single Sign-on and Rostering, the following last two rows have been deleted (deletions shown in **bold** text below):

Category: Logistics
Component: Data Needs for Single Sign-On and Rostering
Ensures no custom data files will be manually exported or imported for the chosen solution.
Ensures no portal maintenance outside of the STATE's platform will be updated and maintained.

Appendix C has been deleted in its entirety and replaced with the following Excel Spreadsheet labeled as follows:

- RFP D26 037 Appendix C Online College and Career Planning Traceability Matrix Addendum A.xlsx

PART II: WRITTEN QUESTIONS

Written questions received by the STATE are listed below. The following responses are hereby provided and incorporated into the RFP:

Q1: The Procurement Timetable mentions presentations or demonstrations "if necessary" for Priority-Listed Offerors. Does the STATE have a tentative week scheduled for these demonstrations to ensure the availability of key project personnel, and will the 15-day demonstration site access be required only for those on the Priority List?

A1: The STATE is planning for the demonstration to be scheduled during the week of February 23rd, 2026. The 15-day demonstration access will only be required for those on the Priority List.

Q2: For the "Systems Integrator Services," does the STATE require a single flat fee for the entire enterprise rollout, or should pricing be disaggregated to reflect the tri-level system (State, Complex Area, and School level)?

A2: The STATE prefers Systems Integrator Services to be disaggregated as quoted as fixed price deliverables.

Q3: Please provide the breakdown of enrollment (estimated number of Statewide users) by grade level?

A3: The estimated number of Statewide Student Users by grade level is:

Grade	K	1	2	3	4	5	6*
Estimated Number of Users	10,744	11,283	11,565	12,243	12,263	11,774	11,599

*Middle Schools may or may not include grade 6.

Grade	7	8	9	10	11	12
Estimated Number of Users	11,491	11,191	13,019	12,145	9,497	11,466

Q4: The RFP specifies a Go-Live for all 47 high schools by July 30, 2026. To ensure stability, does the STATE intend to identify a subset of "Pilot" or "Beta" schools during Year 1 to test core functionality before the full statewide high school launch?

A4: The STATE intends for July 30, 2026 to be the Go-Live date for all 47 high schools. The OFFEROR's proposal would include the STATE's deliverables implemented by July 30, 2029.

This would include the Elementary School (K through grade 5) option.

Q5: The STATE envisions a multi-phased implementation where Year 1 focuses on "core functionality". Can the STATE clarify which specific components in Appendix C are considered "core" for the Year 1 Go-Live versus those that can be implemented later in the four-year cycle?

A5: Core functions include all mandatory components with the exception of "Parent and/or Family Access." This includes all systems integrator services needed for the configuration, customization, data migration, reports development, interfaces, testing, installation, training, and communications.

Q6: Beyond compliance with WCAG 2.1 Level AA, are there specific state-level compliance tests, certifications, or audits the CONTRACTOR must pass to satisfy the Hawaii Electronic Information Technology Disability Access Standards?

A6: There are no state-level compliance test, certifications, or audits that must be satisfied prior to implementation. However, the solution must satisfy all relevant requirements in the Hawaii Electronic Information Technology Disability Access Standards.

Q7: Is there a Student Information System (SIS) currently used at a statewide level? If so, can the STATE confirm whether data integration will be provided centrally by the STATE?

A7: Yes, there is a statewide SIS that is leveraged by the STATE. Integration shall be provided by the CONTRACTOR. Please refer to the Addendum A, Part I: Changes to the RFP, 2. RFP Section 3.3, Integration.

Q8: Can you confirm the SIS that the STATE uses and that the proposed solution will need to integrate with?

A8: Infinite Campus.

Q9: For the mandatory integration with the statewide Student Information System (SIS), does the STATE have a preferred data standard (example, Ed-Fi, OneRoster) or an existing data exchange layer that the CONTRACTOR can leverage, or must the solution be built using custom API connections?

A9: Supporting multiple data standards is desirable. It is also beneficial for the solution to also support custom API connections as deemed necessary.

Q10: In addition to technical support and professional development, what strategic or consultative support is the vendor expected to provide at the school level (example, implementation planning, adoption strategy, or continuous improvement)?

A10: Please see RFP Section 3.3, Systems Integration Services, Training.

Q11: The RFP specifies Google integration for students and Azure Entra ID for staff, but the Parent and/or Family Access rollout is scheduled for Year 3. Will the STATE provide a centralized identity provider for the estimated 145,000 parents, or is the CONTRACTOR expected to build and maintain a local account system for non-employee users?

A11: The STATE would not be managing a centralized identity provided for parents. The CONTRACTOR will be expected to maintain a system for non-student and non-employee users.

Q12: It is clear that the requirement is to integrate with Google Account for students and Azure AD for staff. What other and/or multiple Identity Providers (IdPs) are to be considered?

A12: Entra ID (Azure) and Google would be the only IdP's to be considered.

- Q13: With Google and Azure integrations, what is the use case for locally created accounts?
A13: Local accounts may need to be supported for Parent and/or Family Access.
- Q14: Can you clarify if written approval to use a particular subcontractor is needed before the proposals are due?
A14: Written approval to use a subcontractor is not needed before the proposals are due. Please refer to section 4.10 Section 4: Subcontractors for subcontractor information to be included in the proposal.
- Q15: Can the STATE clarify the expectations for references provided by Offerors? Specifically, what medium(s) will be used to conduct reference checks (e.g., phone calls, email questionnaires, virtual meetings)?
A15: The method used to conduct reference checks is at the discretion of the STATE.
- Q16: Should Offerors submit only the completed Appendix C, or is an additional narrative response expected to accompany Appendix C?
A16: Please see Section 4.11: Section 5: Proposed Solution; Technical Proposal (Appendix C).
- Q17: Can the STATE provide additional detail on how the Price Proposal will be evaluated? Specifically, will pricing be scored based on the initial four-year contract term only, or the full eight-year period including renewal options?
A17: Appendix D shall be used by the Offeror to provide the necessary pricing data for the proposal evaluation for the Initial Term only.
- Q18: In the Response Key for Appendix C, will responses of "YES" and "CONFIG" be assigned different scoring weights? Does the STATE have a preference between the two responses?
A18: The STATE prefers the mandatory components to be part of the CONTRACTOR's platform natively without the need of a partner or subcontractor. Thus, a "YES" would be considered greater than "CONFIG."
- Q19: For scoring, is "configuration" considered to be as good as a "yes"?
• If our product offers a default configuration and works out of the box, but supports additional configurations, what should we respond?
• "In the ""Comments"" column, please provide additional clarification, if needed." – could you provide more information about what you want to see here? Ie only comments describing customization needed and not justification for putting a "yes"
• Would you prefer that we not include any screenshots in Appendix C and keep these in Appendix E?"
A19: The STATE prefers the mandatory components to be part of the CONTRACTOR's platform natively without the need of a partner or subcontractor. Thus, a "YES" would be considered better than "CONFIG." The Offeror should include any relevant information that the Offeror would want the STATE to consider.
- Q20: Appendix C requires a searchable resource for "local Hawaii opportunities" (example, vocational training and apprenticeships). Will the STATE provide a verified database of these local listings, or is the CONTRACTOR responsible for the research, curation, and ongoing maintenance of these local listings?
A20: The CONTRACTOR will research, curate, and maintain the local listing.
- Q21: Is the STATE looking for a job board and/or listing of work-based learning opportunities? Please explain.

- A21: The STATE would like a database of career preparation opportunities that students can use to search for activities that will help them prepare for their career of interest.
- Q22: The platform must include resources aligned to the Hawaii Work-Based Learning Continuum and General Learner Outcomes (GLOs). Will the STATE provide the specific digital curriculum materials, rubrics, and assets for these, or is the CONTRACTOR responsible for developing or cross-walking their existing content to meet these standards?
- A22: The CONTRACTOR should cross-walk the lessons and resources included in their curricular modules with the Hawaii Work-Based Learning Continuum and GLOs to ensure alignment.
- Q23: Appendix C, Category: Work-Based Learning refers to staff assigning student tasks. Can you provide clarification on the types of student tasks you are referring to?
- A23: Student tasks may include, but are not limited to, curricular modules included on the platform, work-based learning documentation, resume building, interview lessons, goal-setting, and completing items for the electronic portfolio.
- Q24: What is the estimated number of background checks conducted annually for work-based learning purposes?
- A24: The STATE currently does not have a mechanism to run background checks for work-based learning purposes. Background checks are required for all adults working in close proximity to students, which includes adults supervising and mentoring students for work-based learning. With the increase in work-based learning opportunities, the number of background checks per year may be in excess of one hundred (100).
- Q25: The platform requires translation into 13 specific languages. Does this requirement apply strictly to the platform interface (navigation, buttons, and menus) or must the entire library of third-party curricular modules and videos also be translated?
- A25: The requirement does not apply to the curricular modules and videos.
- Q26: Does the STATE have a unified, statewide Single Sign-On (SSO) provider for staff and students, or would that be configured at the local level?
- A26: No, there is no unified SSO provider for both Staff and Students. Staff and Students each have their own SSO providers via different IdPs.
- Q27: Is the requirement to provide administrative reporting on student usage and what careers and colleges students are showing interest in? Please clarify what type of metrics the STATE would like to see around student usage.
- A27: The CONTRACTOR shall provide reports on student usage that include, but are not limited to, frequency, function, career interests, college interests, aggregated by class or school depending on the user group.
- Q28: Is tracking post-secondary outcomes (Appendix C, Category: Post-High Application and Outcome Tracking) an expected feature for Year 1 or Year 2?
- A28: The feature is expected for students graduating in Year 1 (Class of 2027). The feature is for Year 1 implementation.
- Q29: Should Offerors complete and submit the Excel version of Appendix C, or the PDF version embedded within the RFP? Does the STATE have a preference?
- A29: The OFFEROR would submit the Excel version of Appendix C.

- Q30: Is allowing students to plan for 4 through 6 years of future courses part of this scope?
A30: The plan for future courses is not included as part of the scope of this RFP, but the ability to capture this information for a student is included in the Personal Transition Plan.
- Q31: Can you tell us more about the preference to maintain multiple environments? Is this for geo redundancy? Or is this referring to development environments (development, staging, production, et cetera)?
A31: This is in reference to development environments (example, Production versus Quality Assurance).
- Q32: Regarding Appendix D and the Narrative Response Section 3 (Pricing and Billing Support), does the STATE have a preferred "True-Up" threshold or frequency (example, 10% fluctuation) for adjusting subscription fees if actual user counts vary significantly from the estimates provided?
A32: Offerors should describe their true-up processes that would permit the STATE to easily add and subtract users (or school sites) and services in the billing of the service and OFFERORS may define a threshold as part of their process including the associated price increase or decrease.
- Q33: Appendix E (Approach and Implementation Plan) Can the STATE elaborate on what it is referring to here? Is the question intended to be a descriptive summary of the Offeror's proposed architecture and scope?
A33: The STATE is looking for a description on how the proposed solution will satisfy the scope of the requested deliverables. The description should provide more context as to how the solutions implementation will be achieved through integrations that may include, but are not limited to applications, various modules, third party components, or customizations.
- Q34: What are examples of the integration use cases for using API specifications?
A34: Some examples of API use cases may include, but are not limited to- Automated tasks within the platform such as: Local user creation, platform manipulation, mass configuration changes, et cetera.
- Q35: Several questions reference the use of a test environment. Can the STATE clarify its expectations for the purpose and use of the test environment?
A35: The test environment will be used to test configuration or system changes prior to release in production.
- Q36: Is the goal to own the platform including source code?
A36: The goal is to understand how and/or if source code is made available if at all. Additionally, if necessary how source code can be accessed by STATE if deemed warranted.
- Q37: The Appendix E Training Plan asks whether "Job Aids" and "Configuration Manuals" will be delivered as part of training materials. Can the STATE provide additional detail or examples of what it is referring to for each of these items?
A37: Configuration manuals may include implementation and/or setup guides, Administrator Manuals (exhaustive references covering system-wide settings options, et cetera), integration and/or API documentation, data migration manuals, et cetera. job aids may include quick start guides, checklists, interactive walkthroughs, decision tables and/or flowcharts, video micro-learnings, et cetera.
- Q38: Can you please confirm whether these cyber insurance limits are mandatory at the time of bid submission, and whether there is any flexibility in meeting them? Specifically, would the STATE consider allowing lower coverage limits? Additionally, if a contractor is unable to meet these exact

limits, would that be grounds for disqualification as non-responsive, or would this be treated as a requirement to be satisfied prior to contract execution?

A38: Proof of insurance coverage (liability, auto, cyber, et cetera) is provided upon execution of the Contract. There is no negotiating the terms or limits.

Q39: Can the STATE share more information on what role regional entities, such as Districts et cetera, will play coordinating or supporting the implementation process?

A39: The STATE is a tri-level system -- school, complex area, and state office. The state office will lead the coordination of the implementation process statewide and support the complex areas and schools. The complex areas will provide additional coordination and support to the schools within their complex area. The schools will coordinate the implementation of the program at the school level.

APPENDIX C: ONLINE COLLEGE AND CAREER PLANNING PLATFORM REQUIREMENTS TRACEABILITY MATRIX

Please review the components in each table and follow the provided instructions below.

Please indicate your ability to provide each component, as defined in **Section 3. Scope of Work; Project and Offeror Requirements**, by checking the box in the "Response Rating" column of the appropriate response: "Yes (Provided)", "Config", "Light Custom", "Heavy Custom", or "No". (Note: The definition of the response codes is provided below.)

In the "Licensed Module" column, please provide the name of the licensed module and/or third-party solution where the requirement will be implemented.

In the "Comments" column, please provide additional clarification, if needed.

Response Code	Definition
Yes	ALL functionality is provided "out of the box" natively to the single offering — the CONTRACTOR engages in no partnership or other relationship to offer access to it. Requirement will be met and is included in the quoted price without additional cost. This application requirement is met by proposed software that is installed and operational at other sites and can be demonstrated to the STATE.
Config	ALL functionality is provided by setting CONFIGURATION parameters that can later be altered without reimplementing any part of the solution. Requirement will be met and is included in the quoted price without additional cost.
Light Custom	MOST functionality is provided, but may require some limited workaround, LIGHT CUSTOM application development and/or integration with third-party connector, a platform-as-a-service (PaaS) extension, or a third-party marketplace application. If integration is required, CONTRACTOR offers a native PaaS extension using its own or third-party app. May require additional third-party or custom development service fees which have been listed separately in the price proposal.
Heavy Custom	SOME functionality is provided, but may require significant workaround, HEAVY custom application development and/or integration with third-party connector, a platform-as-a-service (PaaS) extension, or a third-party marketplace application.
No	Functionality is not provided. The functionality is not included in the proposed solution.
NOTE:	

**APPENDIX C
ONLINE COLLEGE AND CAREER PLANNING PLATFORM REQUIREMENTS TRACEABILITY MATRIX**

1. Responses that deviate from the provided "Components" and/or no indications of a response will be treated as "No." Excessive deviations and no responses may be grounds for a finding of "non-responsiveness" to this solicitation rendering the entire proposal ineligible for further consideration for award.
2. Only one (1) response per requirement will be accepted. Multiple responses will be re-coded at the discretion of the STATE.
3. The STATE discourages the use of third-party software package solutions to this solicitation. If the Offeror is contemplating the use of the third-party software to meet the required functionality, please indicate in the Comments column the proposed third-party software package, the interface and/or integration services being proposed, and including the pricing of the third-party software package in the proposal.

Mandatory Components Requirements List:

Category: Career Preparation and Exploration	Response Code				Licensed Module	Comments
Requirements by Component	Yes	Config	Light Custom	Heavy Custom		
Component: Age-Appropriate Content						
Has content, such as curriculum and career assessment inventories, on the platform suitable for grades 6 to 8 (middle school).						
Has content, such as curriculum and career assessment inventories, on the platform suitable for grades 9 to 12 (high school).						
Component: Career Assessments						
Provides assessments for interest, skills, values, personality, and aptitude.						
Provides results recommending a career, career cluster, pathway, or program of study based on student interests, personality, skills, and values.						

**APPENDIX C
ONLINE COLLEGE AND CAREER PLANNING PLATFORM REQUIREMENTS TRACEABILITY MATRIX**

Component: College and Career Planning						
Provides a comprehensive, searchable resource for understanding career options based on the components of the Occupational Outlook Handbook (Summary, What They Do, Work Environment, How to Become One, Pay, Job Outlook, Similar Occupations, etcetra).						
Provides a comprehensive, searchable resource for exploring college options based on filtered options such as admissions requirements, location, majors, sports, tuition and fees, etcetra						
Component: Career Preparation Options						
Provides a comprehensive, searchable resource for opportunities for career preparation in the United States, including local Hawaii opportunities (example: vocational training and apprenticeships).						
Component: Curricular Modules						
Provides video and print curricular modules curriculum with ready-to-use lessons and resources.						
Includes lessons and resources aligned to: Hawaii Work-Based Learning Continuum for Career, College, and Community Readiness for Awareness, Exploration, Preparation, and Training.						
Includes lessons and resources aligned to Hawaii Content and Performance Standards (HCPS): HCPS III Career and Technical Education Standards						
Lessons and resources aligned to: General Learner Outcomes (GLOs)						
Includes lessons and resources that include, but are not be limited to, job-seeking and preparation skills such as how to find employment opportunities, fill out a job application, write a resume, and interview for a job.						

**APPENDIX C
ONLINE COLLEGE AND CAREER PLANNING PLATFORM REQUIREMENTS TRACEABILITY MATRIX**

Includes lessons and resources that include, but are not be limited to, employability or professional skills training such as relationship building, business etiquette, collaboration and teamwork, organization, communication, problem-solving, and digital literacy.						
Include lessons and resources that include, but are not be limited to, financial literacy.						

**APPENDIX C
ONLINE COLLEGE AND CAREER PLANNING PLATFORM REQUIREMENTS TRACEABILITY MATRIX**

Category: Career Planning Requirements by Component	Response Code				Licensed Module	Comments
	Yes	Config	Light Custom	Heavy Custom		
Component: Career Interest List						
Provides a module for students to save a list of careers in which they are interested.						
Includes as a function of the module the ability for students to see the different pathways (postsecondary education, industry training, certifications, career advancement, etcetra) to their careers of interest.						
Includes as a function of the module the ability for students to track their progress towards their careers of interest (courses completed, certifications earned, work-based learning activities completed, etcetra).						
Includes a dashboard for staff to see schoolwide data on career interests.						
Includes as a function of the dashboard the ability to quantify the number of students interested in each career.						
Includes as a function of the dashboard the ability to drill down to student names as appropriate.						
Component: College Interest List						
Provides a module for students to save a list of colleges and potential academic programs of study (majors) in which they are interested.						
Includes as a function of the module the ability for students to see the recommended courses and activities that need to be completed in preparation for the application to the colleges and programs of study they are considering.						
Includes as a function of the module the ability for students to track the completion of the courses and activities recommended for the colleges and programs of study they are considering						

**APPENDIX C
ONLINE COLLEGE AND CAREER PLANNING PLATFORM REQUIREMENTS TRACEABILITY MATRIX**

Includes a dashboard for staff to see schoolwide data on college interests.						
Includes as a function of the dashboard the ability to quantify the number of students interested in each college.						
Includes as a function of the dashboard the ability to drill down student names as appropriate.						
Component: Electronic Portfolio						
Provides a module for students to create an electronic portfolio.						
Includes as a function of the electronic portfolio the ability for students to showcase exemplars and work-based learning experiences.						
Includes as a function of the electronic portfolio the ability for students to list industry-valued certifications.						
Includes as a function of the electronic portfolio the ability for students to store college- and career-related documents.						
Includes as a function of the electronic portfolio the ability for resources specific to the individual student.						
Allows students to download and/or access portfolios after graduation from high school.						
Component: Personal Transition Plan (PTP) Module						
Provides a module for school staff to monitor student completion of the STATE PTP requirements.						
Includes as a function of the module the ability for staff to assign tasks to students by grade level.						
Includes as a function of the module the ability for staff to monitor completion of tasks through a teacher- and counselor-view dashboard.						

**APPENDIX C
ONLINE COLLEGE AND CAREER PLANNING PLATFORM REQUIREMENTS TRACEABILITY MATRIX**

Component: Post-Secondary Goal Setting						
Has a place for students to declare their post-high school plans to enroll in college, seek employment, and/or enlist in the military.						
Includes a dashboard for staff to see schoolwide data on student post-high school plans.						
Includes as a function of the dashboard the ability to drill down which students are planning for which post-high school plan.						
Component: Resume Building Module						
Provides a guided resume builder to include the ability to keep a complete record of personal and professional components such as a career objective, education background, work and volunteer experiences, extracurricular participation, achievements, certifications earned, skills, and references.						
Includes as a function of the guided resume builder the option to choose which entries will be included in a resume when creating a downloadable PDF.						
Component: Interview Module						
Provides recommendations for students on how to prepare for a job interview.						
Provides lessons on developing interviewing skills.						
Provides a checklist for the day of the job interview.						
Provides post-interview suggestions.						
Allows students to practice interviewing skills (example: AI interviewer).						

**APPENDIX C
ONLINE COLLEGE AND CAREER PLANNING PLATFORM REQUIREMENTS TRACEABILITY MATRIX**

Category: Work-Based Learning Requirements by Component	Response Code				Licensed Module	Comments
	Yes	Config	Light Custom	Heavy Custom		
Component: Work-Based Learning Program Management						
Provides a module that establishes a systemized process to offer, manage event registration or application process, complete requirements for the approval of Work-Based Learning opportunities, and monitor the progress of student participation and completion of Work-Based Learning opportunities.						
Provides access limited to their stakeholder roles. For example, school personnel may have access to personally identifiable student data for students in which they are serving; state office and complex area personnel may have access to non-personally identifiable student data aggregated at the school, complex area, and state level; and business partners may have access to non-personally identifiable student data aggregated at the state level.						
Accommodates STATE documents required to establish Work-Based Learning partnerships, which includes the agreement between STATE and the organization providing the Work-Based Learning opportunities and the work-based learning site survey.						
Accommodates STATE documents required to implement Work-Based Learning activities, including the student training plan that requires signatures from the student, parent, school official, and work-based learning provider and any consent forms and waivers.						
Provides a searchable repository for completed documents.						

**APPENDIX C
ONLINE COLLEGE AND CAREER PLANNING PLATFORM REQUIREMENTS TRACEABILITY MATRIX**

Includes background check options to screen business partners for a background check that yields state and federal criminal history records before being approved to work with students in Work-Based Learning opportunities.						
Includes a searchable and/or filterable database of the Work- Based Learning opportunities for students to register and apply for selected Work-Based Learning opportunities.						
Includes as part of the searchable and/or filterable database the option for students to search for Work-Based Learning opportunities based on their occupational fields of choice and readiness and/or prerequisites met.						
Provides application workflow including submitting applications and uploading any additional required documents.						
Provides tracking for their event registrations and Work-Based Learning applications.						
Provides student access to the Work-Based Learning opportunities search, registration for events, the application processes, and the documentation of participation in Work-Based Learning opportunities.						
Provides parent and/or guardian access to registration for events, documents that they need to sign for their child to participate in Work-Based Learning opportunities, and their child's records as provided by FERPA.						
Provides the ability for students and school staff to document and track student participation in Work-Based Learning opportunities and student progress.						
Provides the ability for students and staff to track hours served in Work-Based Learning activities.						

**APPENDIX C
ONLINE COLLEGE AND CAREER PLANNING PLATFORM REQUIREMENTS TRACEABILITY MATRIX**

Provides the ability for students to check-in and check-out at work-based learning sites off-campus.						
Provides the ability for staff to assign student tasks.						
Provides the ability for staff to indicate completion of tasks.						
Provides the ability for staff to document applicable interventions.						
Provides the ability for staff to assess and verify completion of Work-Based Learning opportunities and industry certifications.						
Provides a survey that would allow students, school staff, and work-based learning provider to evaluate the work-based learning opportunity and student performance.						
Provides the ability to generate reports to manage data on the number of Work-Based Learning opportunities provided and the number of students who participated in or completed them.						

**APPENDIX C
ONLINE COLLEGE AND CAREER PLANNING PLATFORM REQUIREMENTS TRACEABILITY MATRIX**

Category: Post-High Application and Outcome Tracking	Response Code				Licensed Module	Comments
	Yes	Config	Light Custom	Heavy Custom		
Requirements by Component						
Component: Alumni Tracker						
Provides an exit survey for students in which students would indicate their post-secondary plans and update contact information (email, phone number, mailing address).						
Tracks post-secondary outcomes: college enrollment, employment, or enlistment in the first fall after graduation.						
Component: College Application Tracking						
Provides a module for students to create a list of colleges to which they are applying.						
Includes as a function of the module the ability to track college application deliverables for each college of interest, including acceptances.						
Component: Other Application Tracking for Post-High Options						
Provides a module for students to save a list of applications (apprenticeship, workforce, military, trade school) to which they are applying.						
Provides the ability to track application deliverables for each application such as application due date, resume, transcript, and recommendation letters.						
Component: Transcript Requests and Services						
Supports electronic transcript requests and submittals to requesting organizations and institutions.						

**APPENDIX C
ONLINE COLLEGE AND CAREER PLANNING PLATFORM REQUIREMENTS TRACEABILITY MATRIX**

Category: Logistics	Response Code				Licensed Module	Comments
	Yes	Config	Light Custom	Heavy Custom		
Requirements by Component						
Component: Accessibility						
Provides for intuitive and user-friendly navigation.						
Enables access via multiple devices, including being mobile-friendly.						
Ensures that all electronic information technology developed or provided complies with the applicable requirements of the Hawaii Electronic Information Technology Disability Access Standards (Access Standards). https://spo.hawaii.gov/wp-content/uploads/2025/05/Hawaii-Electronic-Information-Technology-Disability-Access-Standards.pdf						
Presents content in a manner that is accessible to people with disabilities, in compliance with the Web Content Accessibility Guidelines (WCAG) Version 2.1, Level AA standard.						
Includes language translation in, at minimum, Hawaiian, Japanese, Korean, Tagalog, Ilokano, Chinese, Chuukese, Marshallese, Samoan, Spanish, Cebuano, Thai, and Vietnamese.						
Component: Communication						
Allows STATE staff to communicate to students and parents about opportunities and events related to college- and career-readiness and work-based learning.						
Allows staff to send students and parents reminders and pertinent information related to colleges or careers, including but not limited to tasks, deadlines, and opportunities.						
Component: Data Needs for Single Sign-On and Rostering						

**APPENDIX C
ONLINE COLLEGE AND CAREER PLANNING PLATFORM REQUIREMENTS TRACEABILITY MATRIX**

Provides for a single sign-on and rostering needs of the chosen solution shall be compatible with the STATE's platform.						
Provides for rostering needs, which include, but are not limited to, staff names, student names, student grade point averages, and test scores.						
Component: Family Educational Rights and Privacy Act (FERPA) Compliance						
Provides ease of access to the database for students while complying with the Family Educational Rights and Privacy Act (FERPA) (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) and Personally Identifiable Information (PII) (https://www.gsa.gov/reference/gsa-privacyprogram/rules-and-policies-protecting-pii-privacy-act) of STATE Students.						
Component: Parent/Family Access						
Provides secured access to parents and authorized family members to student records and documents as appropriate and in compliance with FERPA.						
Allows parents or authorized family members to electronically sign documents required for student participation in college- and/or career- readiness activities (example: consent forms, waivers, training plans).						
Component: School-Based Stakeholder Access and Data						
Provides access to data based on user groups to monitor tasks assigned to students each school year. Provide access to specific subsets of data and/or dashboards based on granular assignments that include, but are not limited to: static assignment, dynamic assignment, or group assignment.						

**APPENDIX C
ONLINE COLLEGE AND CAREER PLANNING PLATFORM REQUIREMENTS TRACEABILITY MATRIX**

Provides access to data based on user groups to monitor Personal Transition Plan progress.						
Provides access to administrative reports based on user groups to monitor student usage and the careers and colleges students are showing interest in.						
Component: State-, Complex-, and Complex Area-Stakeholder Access and Data						
Provides access to data (example tasks completed, careers and colleges students are interested in, colleges students are applying to), dashboards, and reports based on user groups.						

**APPENDIX C
ONLINE COLLEGE AND CAREER PLANNING PLATFORM REQUIREMENTS TRACEABILITY MATRIX**

Desirable Components Requirements List:

Category: Additional Components	Response Code					Licensed Module	Comments
	Yes	Config	Light Custom	Heavy Custom	No		
Requirements by Component							
Component: Elementary-Age Content							
Has content, such as curriculum and career assessment inventories, on the platform suitable for grades 4-6 (upper elementary school).							
Has content, such as curriculum and career assessment inventories, on the platform suitable for grades K-3 (lower elementary school).							
Component: Free Application for Federal Student Aid (FAFSA) Tracker							
Provides a module for FAFSA data currently collected for STATE FAFSA data dashboards to be reflected in the platform to indicate whether a senior has completed FAFSA or not.							
Component: Letter of Recommendation Tracker							
Provides a module for students to request letters of recommendation or recommendation forms to be completed by teachers and counselors that allows teachers and counselors to agree or decline to do the recommendations and submit recommendations as required by the requestor through email, mail, or application portal.							
Component: Scholarship Application Tracking							
Provides a module for students to create a list of scholarships to which they are applying and to track application deliverables for each scholarship such as due dates, personal essays, or letters of recommendation.							
Component: Scholarship Listing							
Provides a module for school staff to input local and national scholarships for students and parents to access instructions and application information.							
Component: Scholarship Award Tracking							
Provides a module for students to self-report scholarship awards that provides a method for counselors to mark the self-reported scholarships as verified once confirmed student was awarded/offered scholarships.							