
RICHARD CHOE SEDER**GOV. MSG. NO. 820**

Hopefulness has filled my 25-year career. Hopefulness in our curiosity and courage to take on the world's toughest challenges. A hopefulness in our abilities to accelerate and amplify improvement efforts by enhancing existing ecosystem potential through improved quality of public policies, organizational processes, technologies, and human capacities and capabilities. And, a hopefulness in our abilities to accelerate and amplify transformation of ecosystems by creating new potential through improved interactions of policies, processes, technologies, and capacities resulting in improved trajectories of individuals, communities, and the world.

I have had the privilege of being able to pursue my curiosity, my hopefulness, and my desire to create value and contribute to a better world through improvement and transformation efforts in early childhood development, K-12 education, postsecondary education in community colleges and four-year and graduate institutions, workforce development, and economic and social resilience and thriving through university-based research and innovation. I have gained and shared expertise through the roles of researcher and evaluator, data analyst, policy analyst and advisor, consultant, facilitator and coach, knowledge broker and intermediary, teaching and research professor, team lead and supervisor, technical assistance and capacity-building provider, and sense-making and decision-making coordinator, collaborator, and partner across a wide variety of contexts at the international, national, regional, state, and local levels.

I thrive in helping guide organizational and social entrepreneurs to catalyze systems change. Across contexts and issues, I activate co-creative partnerships with a broad array of stakeholders, including organizational leadership and teams, nonprofit and legislative boards and committees, professional practitioners, community stakeholders, and a broad network of academics and researchers to identify and pursue new solution paths across a variety of contexts by:

- *Engaging in systems and ecosystems orientation and sense-making* to define problems of practice, identify current dispositions and the interdependent conditions and constraints that hold those problems in place, understand unaddressed internal and external needs and contexts in which those needs exist as well as available assets, opportunities, and possibilities;
 - *Accessing untapped human potential by including and integrating a heterogeneity of perspectives and ideas, including through the use of networks to create, share, and use new knowledge* throughout the co-creation processes from problem-definition to solution-finding processes through implementation to create more virtuous cycles; draw on a national and international network of subject-matter experts to complement local knowledge and expertise;
 - *Leading the design of organizational and systems-level strategic plans and implementation strategies* that strengthen long-term adaptability and resiliency (and anti-fragility), including coherence at the strategic, operational, and tactical levels; prioritization and efficient and effective allocation of resources; and articulation of shared understanding, navigation, and changing of enabling and barrier constraints in structures, programs, policies;
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- *Empowering organizations and stakeholders to learn and adapt through the use of systematic improvement and innovation methods and tools*—including human-centered design thinking principles, improvement science, and research-practice partnerships—to amplify those interactions that lead to more of the outcomes we want; to spread and scale through transformation partnership frameworks such as collective impact, networked improvement communities, and aligned-action networks;
- *Identifying opportunities to integrate and use technological offerings*, including data management; descriptive, predictive, and prescriptive analytics; customized applications; and visualization and reporting tools that can significantly enhance and create new ecosystem potential when accompanied with human capacities and individual and organizational processes to use those tools and the information generated from those systems;
- *Designing, implementing, and using multiple forms of evidence* to inform situation analyses and sense-making and *bringing forward multiple frameworks, quantitative and qualitative analysis—data, analytics, research, evaluation—and synthesis methods* to help understand what’s working, for whom, and within what contexts.

With an increasingly complex systems orientation, I simultaneously see the whole picture and the individual components, fully attentive to their connections, interactions, and interdependencies that contribute to emergent outcomes that extend beyond what can be explained by the sum of the parts. And it is with an appreciation for different types of systems that I recognize the importance of employing different frameworks, methods, and tools—including technology such as data management, analytics, and visualization—to generate timely, meaningful, and actionable information to be effectively used by stakeholders with different expertise.

I remain eternally hopeful in human potential to be curious, to be resilient, to problem solve, and to create novelty that improves the human condition. For these reasons, I continually feed my insatiable curiosity by exploring broadly across disciplines, industries, communities, and contexts. I quickly and proficiently go deep on broad arrays of issues and bring forward and make available my own deep subject-matter expertise in quantitative and qualitative monitoring, research and evaluation, and analytics; finance (revenues), funding (allocation), and resource allocation and use; policy analysis and design; human capital; accountability; and governance.

More significantly, I have dedicated my career to contributing to individuals, teams, organizations, and communities to realize their individual and collective potential. I have had the privilege to contribute through teaching, mentoring, technical assistance, and capacity-building to think differently about the problems to be solved, the systems in which they exist, and the paths to solve them. This has included continual development of knowledge, skills, and competencies to access, understand, and use new, connected information within their context to learn, co-create new knowledge, and use that knowledge to create ambitiously better outcomes.

Education

PhD, Education Policy and Governance, University of Southern California, Los Angeles, CA,
MS, Public Policy and Management, Carnegie Mellon University, Pittsburgh, PA,
BA, Economics and Management and Government, Beloit College, Beloit, WI,

Notable Project Experience

Massey Cancer Center, Virginia Commonwealth University (2021)—Served as the primary author of first-of-its-kind proposal for SAS that resulted in a multi-million dollar contract to provide cloud-based data management, analytics, and visualization and reporting services. Articulated the breakthrough people-processes-technology vision of a partnership to pursue breakthrough outcomes through a co-creative partnership between the university, its researchers, government agencies, non-profits, communities, industry, and funders around common goals and objectives and democratizing evidence as part of the theories of change to achieve those goals and objectives.

State of Hawai'i Perkins V State Plan (March 2019 to May 2020)—Led the design of the State of Hawai'i's five-year Perkins V State Plan for career and technical education that guides the use of approximately \$6.2 million of annual federal funding to K-12 and post-secondary educational institutions as an integral part of the broader Hawai'i Career Pathway System. Working in partnership with the Office of the State Director for Career and Technical Education, the Hawai'i Department of Education, the University of Hawai'i Community Colleges System, and the state's Workforce Development Council to systemically, systematically, and equitably improve students' access to high-quality CTE programs across the state, increase participation in those programs, and improve the educational and workforce outcomes and well-being of program participants. Hawai'i's State Plan was one of the first six state plans approved by the US Department of Education.

University of Hawai'i Alaska Native and Native Hawaiian-Serving Institutions Program (2015-2016; 2019 to Present)—*Evaluator, Design Consultant*. Serve as program and system design consultant and grant writer for the University of Hawai'i-West O'ahu, Leeward Community College, and Kaua'i Community College. Successfully obtained three Higher Education Act Title III Part A grants in the 2019 round of grant competition to support Native Hawaiian students' access, persistence, and completion. Serve as evaluator for two of the grants using systematic improvement methods to inform reinforcement and adaptation activities.

State of Wyoming – Adequate Education Systems Consultant (2005 to Present)—*School Finance Consultant; Strategy, Policy, & Implementation Consultant*. Continue to provide policy analysis and development to the Wyoming Office of the Attorney General and State Legislature on issues of monitoring and accountability, equitable and adequate school funding, educator effectiveness; developed needs-identification methodologies and internal assessment processes related to maintenance, renovation, and construction of school facilities; systems analysis for the Attorney General's Office of School Finance Litigation to ensure Constitutionality of the education system; and program design and implementation assistance to the Wyoming Department of Education and School Facilities Department with emphasis on data collection, management, analysis, reporting, and evidence use.

Examining Understanding and Use of Student Voice & School Design (2019)—*Co-Principal Investigator*. Explored the understanding and use of student voice and school design in five low-performing high schools in the Hawai'i Department of Education. Reviewed school needs assessments, academic and financial plans, and other publicly available data. Interviewed students, teachers and counselors, and school administrators. Provided guidance and next steps to further develop and use student voice and school design as part of systematic improvement strategies.

Teacher Performance Management in the Federated States of Micronesia (2017 & 2019 to Present)—*Principal Investigator*. Assist the Federated States of Micronesia National Department of Education to design systems that make more coherent teacher qualifications, quality, and effectiveness as part of the wider systems change efforts to dramatically improve student outcomes in the low- to middle-income nation. Through co-creative activities, I work with teachers, principals, state department administrators, and directors of education to gain multiple perspectives and insights on critical systems needs and developing multiple solution paths. I bring forward and help to interpret contextually appropriate policy comparisons with international peers while creating policy strategies that improve quality and effectiveness of the educational system given human capital, financial, and administrative capacities.

Hōkūpa‘a – Collective Impact Initiative (2014 to 2017)—*Systems Change Consultant*. Assisted director of a collective impact-inspired initiative in West Hawai‘i dedicated to increasing the personal, educational, and economic success of youth and the future of Hawai‘i. Deepened understanding of systems change, collective impact and other high-engagement partnership frameworks (e.g., networked improvement communities), and the application of systematic improvement methods to accelerate achievement of the partnership goals. Created internal evaluation and assessment processes to help monitor and learn from different organizational efforts.

Pacific Education Needs Assessments (2015 to 2016)—*Principal Investigator*. Conducted educational needs assessments and systems maps with educational system leaders in Hawaii, American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, Federated States of Micronesia, Republic of the Marshall Islands, and Republic of Palau on issues ranging from early childhood to college readiness and transitions. Through partnership-level engagements, worked with school and system leaders to assess internal culture, conditions, and capacities to improve educational outcomes in each entity. Developed initial capacities to use improvement science tools and organize networked improvement communities around common problems of practice.

State of Colorado – Interim Select Committee on School Finance (2017-2018)—*Principal Investigator*. Co-created a principles-grounded assessment and evaluation strategy of Colorado’s school funding and finance system. Brought forward high-quality evidence—data and analyses, research and evaluation, and leading policy and practice—to inform the assessment and evaluation. Guided the Interim Committee in the design of a new school funding and finance system centered on student learning integrated with governance, monitoring and evaluation, continuous improvement, human capital, and accountability systems.

Early Childhood Development Systems Assessments & Development (2009-2011; 2015)—*Consultant & Principal Investigator*. Participated in systematic analysis of governance and funding and finance systems associated with early childhood development in Cambodia, Lao PDR, and Angola with a team of researchers. Served as Principal Investigator assisting UNICEF in the design, development, and piloting of a per-capita funding model in the Republic of Tajikistan. Developed first-of-its-kind data collection instrument for UNESCO and Southeast Asia Ministers of Education Organization to understand early childhood teachers and investments across the Southeast Asia region.

Relevant Professional Experience

2020 to Present *SAS Institute*, Cary, NC.

Principal Education Industry Consultant. *Strategic Partnerships*: Built partnerships with state and local PK-12 educational agencies, 2- & 4-year institutions of higher education and state systems, and adjacent government agencies to improve their data management & advanced analytical capacities (technology & people). Developed opportunities with educational stakeholders, including longitudinal data systems, data warehouses, and analytical offerings to inform sense-making and improvement decisions throughout the student lifecycle from cradle to career. Significantly, advised institutional leaders of changes to the organizational culture to better utilize data as a strategic asset; identifying articulated & unarticulated needs and matching offerings to create maximum short- and long-term value.

Pursued co-creative partnerships of universities, government agencies, non-profits, communities, industry, and funders around common goals and objectives and democratizing evidence as part of the theories of change to achieve those goals and objectives. Identified opportunities to enhance existing and create new potential to accelerate and amplify knowledge creation, use, and impact through university-centered advanced analytics & research to take on the world's hardest challenges. Coordinated with internal subject matter experts in the areas of Agriculture Technology (AgTech); Water Quality & Sustainability; Medicine, Health, and Public Health; and Energy on research, technology needs, and partnership opportunities.

Thought Leadership: Built credibility & trusted advisor relationships with clients including policymakers, decision-makers, and end users. Identified trends & emerging issues in the field to help educational institutions & SAS to properly align understanding & adaptive responses. Led internal learning initiative to build capacity within SAS by hosting leading practitioners & thought leaders in the field. Served as invited moderator to two national webinars with technology providers and educational practitioners and researchers—one on K-12 interrupted learning hosted by *Education Week* and one on analytics and academic research on water quality and sustainability hosted by *The Chronicle*.

Marketing & Sales Support: Provided strategic support to pre-sales systems engineers to identify prospective customer needs and collaboratively created technical demonstrations to those needs. Assisted ideation and delivery of marketing materials that positioned technology, analytics, and consulting offerings in the field, including writing of use cases and impact briefs, to guide new customer capture, support, delivery, and renewal/retention. Supported national sales team's pipeline development & target achievement by building trust-relationships with customers, contributing to exceeding of 2021 revenue targets.

Served as contracted consultant from November 2020 through May 2021.

2005 to Present *Emergent Policy & Systems, Inc./Richard Choe Seder Consulting*, Honolulu, HI.

Principal Consultant Systems and Policy Improvement. Assisted international, national, regional and state, and local stakeholders in systems change, including sense-making and systems and policy analysis; strategy development; data collection, research and evaluation, reporting, and evidence use in decision-making; organizational alignment, redesign, and change management; development of legislation, rules, and regulations; and implementation and systematic improvement in early childhood, K-12, post-secondary (higher education and workforce), and individual and community well-being outcomes.

Higher Education Program Design, Research and Evaluation. Served as an evaluator and provided grant-development and -writing expertise, including articulation of the theories of change, to the University of Hawai'i's efforts to improve the educational and social outcomes of Native Hawaiian students through the federal Title III program. Identified and developed evaluation methods to understand progress, inform adaptations, and achieve system change outcomes.

Served as consultant in the interim director capacities for the University of Hawai'i-West O'ahu Institute of Research and Engaged Scholarship identifying grant and other extramural funding opportunities for faculty; providing grant writing support, including program design and resource needs and allocations; and providing professional development opportunities for faculty.

Data, research & evaluation, analytics evidence design and use. Facilitated multiagency discussions to create a PK-20+ data system in California and assisted Hawaii in development of key indicators along the college and career readiness and success continuum. Identified new data needed to create key performance indicators and inform policy and practice decisions resulting in an annual report to legislature. Worked with agency representatives to create new data collection, data storage and management, and reporting requirements. Served as consultant to the newly formed School Facilities Department to identify and implement a state-of-the-art data management, analytics, and reporting platform to inform policymakers and stakeholders on the physical condition of every educational building in Wyoming.

Created several quantitative and qualitative methods and processes to inform decisions, monitor and evaluate progress for Wyoming's funding of its educational system, operational and capital construction. Engaged state department, legislative, and school stakeholders to identify meaningful, relevant, and actionable indicators of progress.

Served as evaluation consultant to University-based programs serving Native Hawaiian students and their persistence and success. Assessed multiagency information management needs and developed and implemented action plans to exchange data, improve accuracy, reliability, accessibility, and timeliness of data for

use in monitoring, evaluation, and accountability in Wyoming and California. Ensured methodological soundness of analytical approaches and reporting.

Systems, strategy, policy, and organizational development. Evaluated strategy and programmatic efforts of school-family-community “collective impact” initiative dedicated to transforming the educational ecosystem in West Hawai‘i and created strategy and implementation options towards deeper levels of collaboration and partnership. Developed systems, processes, and formal rules and regulations for state agencies in Wyoming, including the Wyoming Department of Education and the newly created School Facilities Department, to support legislative and judicial initiatives. Analyzed internal reorganization in the Hawai‘i Department of Education and recommended changes in creation of a new office of program administration and compliance to improve effectiveness and efficiency of service delivery to internal and external stakeholders. Created systems-level redesign strategy for California educational governance, accountability, human capital, and funding using evidence from research, data, policy, and practice.

Communities of improvement. Guided development and support of networked improvement communities, collective impact, aligned-action networks, and other research-practice partnerships through co-creative problem definition; identification of root causes and contributing factors; development of theories of change; design of interventions; and implementation of systematic processes that reliably scale improvements. Provided sense-making assistance through the interpretation and use of multiple sources of evidence and knowledge, including data analyses, research and evaluation, and lived experiences of practitioners, policymakers, students, families, and communities.

School funding and finance. Performed domestic and international cost studies and developed comprehensive school funding systems that recognize dual requirements of equity and adequacy, including review of formula weights and overall funding levels to reflect district, school, and student needs. Served as an expert witness in Wyoming, Montana, and Connecticut and provided litigation support in Massachusetts and Texas. Conducted cost estimation studies in Wyoming, Massachusetts, Minnesota, New York, Texas, and Washington. Assisted Hawai‘i Department of Education’s Committee on Weights to understand issues related to funding equity and adequacy. Led the development of school funding and finance system principles for the State of Colorado Interim Committee on School Finance (2017-2018) and presented evidence of the performance of the existing systems against those principles.

Teacher effectiveness. Lead a study of teacher performance management in the Federated States of Micronesia to inform how best to train, support, evaluate, and develop the nation’s teachers. Helped system leaders and practitioners to understand differences between qualifications, quality, and effectiveness. Continued development of national teacher performance management as an integrated component to the evolving elementary and secondary education system in the nation. Served on the State of Hawai‘i Department of Education technical

advisory group providing methodological and policy analysis related to the state's educator effectiveness system.

Early childhood. Served as Principal Investigator developing a comprehensive collection of formal structures, processes, and procedures related to pre-primary teacher preparation, certification and licensure, employment, compensation, and professional development for the 11 nation-members of the SouthEast Asia Ministers of Education Organization (SEAMEO) in cooperation with UNESCO, financial support from Government of Japan through the Japan Funds-In Trust, and the Asia-Pacific Regional Network of Early Childhood (ARNEC). The inventory and data analyses informed the UNESCO-SEAMEO joint project "Early Childhood Teacher Development in Southeast Asia" and contributed to the culminating report "Southeast Asian Guidelines for Early Childhood Teacher Development and Management."

2019 to Present *Carnegie Foundation for the Advancement of Teaching*, Stanford, CA.
National Faculty. Serve as member of Carnegie National Faculty for Networked Improvement Sciences. Co-lead the teaching of blended synchronous-asynchronous networked improvement science basics courses and co-deliver Carnegie "Explorers Workshops" to organizational leaders and front-line implementers to build knowledge of improvement science principles and tools to create readiness to engage and readiness to benefit in using improvement science and being part of networked improvement communities.

Coach educators, leaders, and other stakeholders on the use of improvement science framework and tools across multiple issues and contexts across the nation, including early childhood education, migrant education, alternative education and court-associated education, and special education.

2018 to 2020 *University of Southern California*, Los Angeles, CA.
Adjunct Assistant Professor. Taught doctoral-level course in the organizational change and leadership program on the economics of organizational change— understanding individual and societal benefits of education, human capital theory, productivity, heuristics and behavioral economics, and cost-benefit/effectiveness analysis in K-12 and higher education, nonprofit organizations, for-profit organizations, and governmental agencies. Also served in this position in 2010. Served on dissertation committees to ensure clarity of research purpose, methodology quality, interpretations and implications, and writing clarity.

2016 to 2020 *University of Hawai'i*, Honolulu, HI.

Full-Rank Specialist Faculty, Systems Design and Improvement. Designed the State of Hawai'i's federal five-year Perkins V State Plan for career and technical education through co-creative engagement with stakeholders from throughout the CTE ecosystem, including K-12 and community college leaders and practitioners, representatives from business and industry, state workforce development, and the Native Hawaiian community. The plan orients the CTE system to improving the access and equity of access to high-quality CTE programs (and programs of study), increasing the participation and equity of participation in those programs, and improving the educational and workforce outcomes and the equity of those outcomes of program participants. Coordinated and aligned the Perkins V State Plan with the Hawai'i Workforce Development Council's state plan for federally funded Workforce Innovation and Opportunity Act (WIOA).

Led systems design and improvement efforts through technical assistance and capacity-building activities, research and evaluation, and facilitation of co-creative partnerships to address chronic and persistent challenges in complex environments. Used systematic continuous improvement methods to pursue systemic improvements well, quickly, and reliably at scale. Assisted education stakeholders to define their challenges and the systems that contribute to current outcomes, theories of change and conceptual models, rapid-cycle improvement activities based on understanding of the systems, and connected education communities to accelerate learning and improvement. Assisted internal and external stakeholders with strategic positioning and planning.

2015 to 2017 *RTI International*, Research Triangle Park, NC.

Director of Education Partnerships. Provided vision and strategy development, analytical technical assistance, research and evaluation, and implementation guidance to existing and emerging multidisciplinary school–community partnerships in Hawai'i, the continental United States, and across the U.S.-affiliated Pacific region—Republic of the Marshall Islands, Federated States of Micronesia, and Republic of Palau in areas of college and career readiness and success, including matriculation into 2- and 4-year institutions of higher education and school-to-workforce alignment and success.

Conducted comprehensive needs assessments, root cause analyses and analyses of enabling and barrier constraints, systems visioning, assets mapping, readiness assessments, and goal-setting activities to support partnership needs. Guided partnerships through systematic continuous improvement processes in improvement communities, including networked improvement communities, aligned-action networks, and collective impact.

Served as part of division leadership team to identify, vet, and make strategic business development decisions to pursue different work and funding opportunities. Nurtured relationships with project and funding partners to develop long-term success opportunities. Recruited and supported top-quality

program and division staff to further team, division, and organizational-wide priorities from a distance (personally based in Hawai'i with staff based across the continental U.S.).

2012 to 2013

McREL International, Honolulu, HI.

Associate Director & Research Task Lead. Under contract with the Institute of Education Sciences, the research arm of the U.S. Department of Education, coordinated ~\$4.3 million annual program budget and guided the analytical technical assistance and research and evaluation services to build a deep, cohesive body of knowledge around critical problems of practice and policy identified by local research-practice partnerships across the U.S.-affiliated Pacific region.

Served as program lead for all research and evaluation projects serving the research-practice partnerships in college and career readiness, teacher effectiveness, community engagement, and culturally relevant education. Designed and oversaw the quality assurance process for all research projects from initial proposal through implementation, including data collection and management, methodologies, reporting, and use of findings by stakeholders.

Oversaw staffing and development of the annual strategy, resource allocation, and financial accounting within federal grant requirements. Liaised with the Pacific region governing board to create entity-specific and regional priorities. Recruited and supported staff to meet the rigorous requirements of the federal contract. Led the development of the annual plan to secure funding and the contract's annual performance review process. Regularly liaised with the federal contract officer's representative to further the attainment of contract goals and objectives.

2006 to 2008

Office of the California Secretary of Education, Sacramento, CA.

Education Policy Fellow. Investigated pressing policy issues confronting California public schools including resource allocation and long-term debt of schools and institutions of higher education. Developed policy alternatives and strategies for California Secretary of Education.

Reviewed and translated comprehensive set of research conducted on the finance, governance, and efficiency of California's public education system for the Governor's Office. Coordinated policy efforts with various state agencies and stakeholder groups.

2004 to 2007

University of Southern California, California Policy Institute, Sacramento, CA.

Education Policy Program Director. Synthesized and summarized leading research to inform general public on direct ballot initiatives on issues of school finance, higher education accountability, early childhood education, and teacher quality.

Served as liaison from policymakers and government agency leaders to academic researchers of information needs to be included in decision-making processes on pressing policy and administrative issues. Developed outreach strategies

positioning University of Southern California–based research into the hands of practitioners and policymakers. Secured external funding for projects from philanthropy to conduct the work.

- 2001 to 2004 *Management Analysis & Planning, Inc.*, Davis, CA.
Senior Consulting Associate. Performed education policy, program, and management analyses and research and evaluation projects for national, state, and local governments and nonprofit organizations. Designed and implemented cost studies of core education and opportunity-to-learn programs. Led the development of effective and efficient research-based solutions to improve public education systems, including the development of systems, processes, and technology solutions. Provided litigation support in school funding adequacy lawsuits across the nation. Engaged and worked with external consultants and researchers to broaden the firm’s abilities to meet client needs. Led proposal writing efforts to secure ongoing project funding to help sustain and grow the organization. Provided thought-leadership to clients on issues of school finance and funding, resource allocation, and evidence use as part of systems change. Identified external research and analytical consultants and coordinated projects to create a coherent body of work serving clients.
- 2000 to 2001 *Standard & Poor’s School Evaluation Services*, New York, NY.
School Evaluation Services Associate. Analyzed school administrative data to provide unbiased information to school district officials, policymakers, parents, taxpayers, and other interested community groups. Designed and implemented statistical methodologies for consistent data analysis, and formed best-practice identification strategy of school districts with similar circumstances in urban, suburban, and rural settings.
- 1997 to 2000 *Reason Foundation*, Los Angeles, CA.
Director of Education Policy Program. Advised local, state, and national policymakers on unique and innovative governance, accountability, and management strategies, including the use of public-private partnerships. Developed and managed research agenda, funding proposals, staff, and budgets. Served as the Foundation’s public face for media and conferences, speaking engagements, writing, and advocating on issues to further the effectiveness and efficiency of educational systems. Coordinated a national conference on public-private partnerships and their possible roles in education systems improvement.
- 1996 to 1997 *Allegheny County Public Schools Systems Synthesis Project*, Pittsburgh, PA.
Project Manager. Evaluated 43 independent public school districts within Allegheny County, Pennsylvania, using four criteria: accountability, autonomy, efficiency, and equity. Performed quantitative and qualitative analyses of budgets, student performance data, surveys, and on-site interviews of urban, suburban, and rural school leaders. Presented findings and recommendations to panel of education leaders, researchers, and community members.
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1994 to 1995 **Firststar Bank**, Milwaukee, WI.
Relationship Manager Development Associate. Provided cash management and general bank servicing to corporate customers primarily with annual sales of \$350 million or greater; successfully attracted three Fortune 500 companies through completed requests for proposals (RFPs) for cash management services. Developed cost-effective marketing strategy utilizing geographic information systems (GIS) linking customer locations to bank locations.

Professional Service

President, Hawaii Educational Research Association, 2016 & 2017 & 2018 & 2019 & 2020 & 2021

Maintain a robust network with Hawai'i, national, and international researchers and evaluators on a wide range of educational and social issues, including methodologists who are exploring how best to measure impact of social change initiatives.

Peer-Reviewed Journal Articles & Reports

Black, A., Seder, R. C., & Kekahio, W. (2014). *Review of research on student non-enrollment and chronic absenteeism* (REL 2013–002). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. <http://ies.ed.gov/ncee/edlabs>.

Rebello Britto, P., Yoshikawa, H., Ponguta, L., Reyes, M., Oh, S., Dimaya, R., Seder, R. (2014). Strengthening systems for integrated early childhood development services: A cross-national analysis of governance. *Annals of the New York Academy of Sciences*, 1308(1), 245–255.

Rebello Brito, P., Yoshikawa, H., Van Ravens, J., Ponguta, L., Oh, S., Dimaya, R., & Seder, R. (2013). *Understanding governance of early childhood development and education systems and services in low-income countries* (Innocenti Working Paper No. 2013-07). Florence, Italy: UNICEF Office of Research.

Technical Reports

State of Hawai'i Perkins V State Plan (2020). Prepared for the Office of the State Director for Career and Technical Education and the State Board for Career and Technical Education. Approved by the State Board for Career and Technical Education on March 19, 2020. One of first six state plans approved by the U.S. Department of Education on May 22, 2020.

Nguyen, T.T. & Seder, R.C. (2019). *Student Voice, Final Report*. Prepared for the Hawai'i Department of Education. December 18, 2019.

- Seder, R.C., Goetz, M., and Cross, C.T. (2018). *Year 1 Report, Volume I: Preliminary set of principles to guide assessment and evaluation of Colorado's school finance and funding system*. Prepared for the Colorado Legislature Interim Committee on School Finance. June 30, 2018.
- Seder, R.C., Goetz, M., and Cross, C.T. (2018). *Year 1 Report, Volume II: Preliminary data, analysis, and research evidence to inform assessment and evaluation of Colorado's school finance and funding system*. Prepared for the Colorado Legislature Interim Committee on School Finance. June 30, 2018.
- Seder, R.C. (2017). *Teacher performance management in the Federated States of Micronesia*. Prepared for the National Department of Education, Federated States of Micronesia.
- Seder, R.C. (2017). *Reflecting on our journey and charting the next steps*. Prepared for the Hokupa'a Navigation Council (a collective impact initiative). July 15, 2017.
- Seder, R.C. & Mark, L. (2015). *Pre-primary synthesis report*. Prepared for the Asia-Pacific Regional Network for Early Childhood, UNESCO Bangkok, and Southeast Asia Ministers of Education Organization. <http://unesdoc.unesco.org/images/0024/002443/244370E.pdf>
- Seder, R. (2012). *Creating new funding mechanisms for early learning in Tajikistan*. Prepared for the UNICEF country office, Republic of Tajikistan.
- Seder, R. (2012, June). *Review and evaluation of the method to calculate school building capacity*. Prepared for the Wyoming School Facilities Department.
- Seder, R. (2012). *Wyoming's standard student population projection methodology*. Prepared for the Wyoming School Facilities Department.
- Esch, C., Koppich, J., & Seder, R. (2011, April). *Meaningful credential renewal: A policy proposal for strengthen teaching quality in California*. Washington, DC: New America Foundation.
- Kenning, N., Seder, R., Stoddard, C., & Taylor, L. (2011, November). *Identifying data elements to support Wyoming's monitoring of cost pressures*. Prepared for the State of Wyoming Joint Appropriations Committee and Joint Education Committee.
- Yoshikawa, H., Oh, S., & Seder, R. (2011). *Governance and finance of early childhood development services in Cambodia: Policy architecture and links with access, equity and quality*. Prepared for the UNICEF country office, Cambodia.
- Seder, R. & Rebello Britto, P. (2010). *Early childhood development: From policy idea to implementation to results. Experiences shared at the regional early childhood development policy review seminar: sustainable policies for early childhood development*. Singapore: Asia-Pacific Regional Network for Early Childhood.
- Seder, R. (2006, May) *Proposition 82 analysis: Understanding universal preschool from a research perspective*. Sacramento, CA: USC California Policy Institute.
- Odden, A., Picus, L., Goetz, M., Fermanich, M., Seder, R., Glenn, W., et al. (2005). *An evidence-based approach to recalibrating Wyoming's block grant school funding formula*. Prepared by Lawrence O. Picus and Associates for the State of Wyoming Legislative Select Committee on Recalibration.
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- Harbage, P. & Breen, T. (2005, October). *Proposition 73 analysis: Issues relating to parental notification, insights from research and best practices*. Sacramento, CA: USC California Policy Institute.
- Matsusaka, J. & Picus, L. (2005, October). *Proposition 76 analysis: Issues relating to spending caps and state spending, insights from research and best practices*. Sacramento, CA: USC California Policy Institute. (Project principal investigator)
- Choong, Y. (2005, September). *Proposition 77 analysis: Issues relating to redistricting, Insights from research and best practices*. Sacramento, CA: USC California Policy Institute. (Project principal investigator)
- Koppich, J. & Seder, R. (2005, September). *Proposition 74 analysis: Issues relating to teacher tenure and teacher quality, insights from research and best practices*. Sacramento, CA: USC California Policy Institute.
- Seder, R. (2005, June). *Understanding alternative teacher compensation: Expert insights from USC California Policy Institute's California K-12 school finance symposium*. Sacramento, CA: USC California Policy Institute.
- Picus, L. O. & Seder, R. (2004, November). *Small schools in small school districts and small schools in large school districts: Are there cost differences that should be captured in the small school adjustment of the Wyoming school funding formula?* Prepared by Lawrence O. Picus and Associates for the Wyoming Legislative Service Office.
- Seder, R. (2004, September). *Examining Washington's opportunities to learn: Exit exam*. Prepared by Management Analysis & Planning, Inc. for the Washington Academic Achievement and Accountability Commission.
- Smith, J. & Seder, R. (2004, June). *Estimating the cost of meeting state educational standards*. Davis, CA: Management Analysis & Planning, Inc.
- Seder, R., Smith, J., & Guthrie, J. (2004, March). *A preliminary study to determine adequate education funding in Minnesota*. Prepared by Management Analysis & Planning, Inc. for The Minnesota School Funding Task Force.
- Parrish, T., Chambers, J., Levin, J., Smith, J., Guthrie, J., Seder, R., et al., (2004, March). *Determining the cost of providing all children in New York an adequate education*. Palo Alto, CA: American Institutes for Research.
- Hayward, G., Seder, R., Smith, J., & Ehlers, J. (2003, December). *Wyoming education finance: Small school Funding adjustment*. Prepared by Management Analysis & Planning, Inc. for the Wyoming Legislature.
- Hayward, G., Smith, J., Seder, R., & Ehlers, J. (2003, October). *Prototype remodel: A technical report*. Prepared by Management Analysis & Planning, Inc. for the Wyoming Department of Education.
- Seder, R. & Smith, J. (2003, July). *A cost-based analysis of the reading assessment & intervention program*. Davis, CA: Management Analysis & Planning, Inc.
- Seder, R. (2002, June). *Training for the revised cost based block grant*. Prepared by Management Analysis & Planning, Inc. for the Wyoming Legislature.
- Seder, R., Guthrie, J., & Lawton, S. (2002, February). *Ontario final report: Value for money review, Ontario Ministry of Education audit review*. Davis, CA: Management Analysis & Planning, Inc.
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Seder, R., Picus, L., & Smith, J. (2002, January). *Estimating the costs of services for "at-risk" funding*. Prepared by Management Analysis & Planning, Inc. for the Wyoming Legislature.

Seder, R. (2000, March). *Balancing accountability and local control: State takeovers for fiscal and academic stability*. Los Angeles, CA: Reason Public Policy Institute.

Seder, R. (1999, April). *Satellite charter schools: Addressing the school-facilities crunch through public-private partnerships*. Los Angeles, CA: Reason Public Policy Institute.

Seder, R. (1998, October). *Pennsylvania school finance: Out of the courts, into the legislature*. Los Angeles, CA: Reason Public Policy Institute.

Seder, R. (1998, May). *Bilingual education: Reading, writing & rhetoric*. Los Angeles, CA: Reason Public Policy Institute.

Volokh, A. & Snell, L. (1997, October). *School violence prevention: Strategies to keep schools safe*. Los Angeles, CA: Reason Public Policy Institute.

Kirkpatrick, D.W. (1997, September). *Alternative teacher organizations: Evolution of professional associations*. Los Angeles, CA: Reason Public Policy Institute.

Rebarber, T. (1997, July). *Charter school innovations: Keys to effective charter reform*. Los Angeles, CA: Reason Public Policy Institute.

Presentations and Proceedings

Seder, R. C., Harrison, G. M. & Suzuka, K. (2020, Apr 17 - 21) *Conducting Statewide Needs Assessment and Creating New Paths Using Systems-Thinking, Systemic, Systematic, and Equity Principles* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/s3c2u4v> (Conference Canceled)

Seder, R. (2019, April). *Self-articulation and -assessment of teacher performance management systems in the Federated States of Micronesia*. American Educational Research Association. Toronto, Ontario, Canada.

Seder, R. & Cerf, K. (2018, April). *Activating collective impact through the use of systems thinking*. American Educational Research Association. New York, New York.

Seder, R. (2018, April). *Discussant to The Consortium of State and Regional Educational Research Associations Distinguished Papers*. American Educational Research Association. New York, New York.

Seder, R. (2018, January). *Improvement science workshop*. Hawaii Educational Research Association Annual Conference. Honolulu, Hawaii.

Seder, R. & Cerf, K. (2017, September). *Lessons learned from Hokupaa: Moving from collective intent to collective impact*. Hawaii-Pacific Evaluation Association.

Cerf, K. & Seder, R. (2017, September). *Moving from collective intent to collective impact*. 41st Annual Conference of the Pacific Circle Consortium. Hiroshima, Japan.

- Seder, R. (2017, April). *Discussant to The Consortium of State and Regional Educational Research Associations Distinguished Papers*. American Educational Research Association. San Antonio, Texas.
- Seder, R. (2017, March). *Research-practice partnerships to address ESSA*. National Conference on Education. AASA: The School Superintendents Association. New Orleans, Louisiana.
- Nakasato, S. & Seder, R. (2017, January). *Research-practice partnerships*. Education Institute of Hawaii 3rd annual empowerment conference. Honolulu, Hawaii.
- Seder, R. (2016, July). *Keynote Address: Changing relationships and creating a new normal to accelerate improvement*. Micronesia Teachers Education Conference. Kosrae, Federated States of Micronesia.
- Bulat, J. & Seder, R. (2016, July). *Early grade reading assessment*. Micronesia Teachers Education Conference. Kosrae, Federated States of Micronesia.
- Seder, R. (2016, July). *What do we know from research? And why does it matter?* Pacific Circle Consortium. Saipan, Commonwealth of the Northern Mariana Islands.
- Seder, R. & Nguyen, T. (2016, July). *An introduction to improvement science*. Pacific Circle Consortium. Saipan, Commonwealth of the Northern Mariana Islands.
- Seder, R. (2015, July). *Pursuing co-creation partnerships to address society's complex problems*. Pacific Circle Consortium. Suva, Fiji.
- Seder, R. (2015, July). *Monitoring the cost-basis of the Wyoming Funding Model*. National Center for Education Statistics, Institute of Education Sciences, STATS-DC Data Conference. Washington, DC.
- Seder, R. (2015, July). *Pursuing partnerships to support school improvement efforts*. Micronesian Teachers Education Conference. Pohnpei, Federated States of Micronesia.
- Seder, R. (2015, July). *Learning to improve: Helping schools get better at getting better*. Pacific Educational Conference. Majuro, Republic of the Marshall Islands.
- Seder, R. (2014, October). *Addressing wicked problems through authentic engagement*. Presented at the Pacific Circle Consortium, Sydney, Australia.
- Seder, R. (2014, October). *Needs assessments and root cause analysis: Critical engagement activities to address education for all goals in the Pacific*. Presented at the Pacific Circle Consortium, Sydney, Australia.
- Seder, R. (2014, July/August). *Monitoring actual Wyoming school- and district-level resource allocations compared to funding-model-generated resources*. Presented at the National Center for Education Statistics, Institute of Education Sciences, STATS-DC data conference, Washington, DC.
- Seder, R. (2014, April). *Exploring the readiness to measure readiness in U.S.-affiliated Pacific territories*. Presented at the American Education Research Association, Philadelphia, PA.
- Seder, R. (2013, September). *Research alliance use of data and evidence standards to improve program quality*. Presented at the Society for Research on Educational Effectiveness, Washington, DC.
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Seder, R. (2013, June). *Taking action with education data*. Presented at the Micronesian Teachers Education Conference, Weno, Chuuk, Federated States of Micronesia.

Seder, R. (2013, May). *Education and assessment in Yap State*. Presented at the American Education Research Association, San Francisco, CA.

Seder, R. (2013, May). *Fish out of water: The educational experiences of migrant students from Micronesia in Guam and Hawaii*. Presented at the American Education Research Association, San Francisco, CA.

Seder, R. (2013, March). *The relationship between data quality and education quality: Experiences of researchers in the U.S.-affiliated Pacific Islands*. Presented at the 57th annual conference of the Comparative and International Education Society, New Orleans, LA.

Seder, R. (2013, March). *The relationship between data quality and mixed results: Case studies from the U.S.-affiliated Pacific Region*. Presented at the Society for Research on Educational Effectiveness spring 2013 conference, Washington, DC.

Seder, R. (2012). *Wyoming's standard student population projection methodology*. Presented before the Wyoming Select Committee on School Facilities, Cheyenne, WY.

Seder, R. (2012, March). *A historical perspective on school finance reform in Wyoming*. Presented at the Association of Education Finance & Policy 37th annual conference, Boston, MA.

Yoshikawa, H., Oh, S., & Seder, R. (2012, January). *Governance and finance of early childhood development services in Cambodia: Policy architecture and links with access, equity and quality*. Presented at Bernard van Leer Foundation, The Hague, Netherlands.

Yoshikawa, H., Oh, S., & Seder, R. (2010, August). *Governance and finance of early childhood development services in Cambodia: Policy architecture and links with access, equity and quality*. Presented at UNICEF Cambodia country office.

Seder, R. (2009, November). *ECD funding mechanisms*. Presented to UNICEF East Asia Pacific Rim Office (EAPRO) convening. Jakarta, Indonesia.

Seder, R. (2007, June). *School funding adequacy: Legal questions with limited answers from research*. Presented at the Pacific Circle Consortium 31st annual conference, Honolulu, HI.

Seder, R. (2005, March). *Evolution of the California school finance system*. Presented at the University of Southern California – California Policy Institute, California School Finance Policy Symposium, Sacramento, CA.

Seder, R. (2005, March). *Teacher performance compensation*. Presented at the University of Southern California – California Policy Institute, California School Finance Policy Symposium, Sacramento, CA.

Seder, R. (2004, May). *Using professional judgment to estimate education finance adequacy*. Presented at the American Education Research Association annual conference, San Diego, CA.

Seder, R. (2000, March). *Looking forward to the changing environment for charter schools*. Presented at the Education Industry Investment Forum 'Schools & Tools,' Institute for International Research, Ft. Lauderdale, FL.

Seder, R. (2000, March). *Quality assurance: What you need to know about education companies*. Presented at the Education Industry Investment Forum 'Schools & Tools,' Institute for International Research, Ft. Lauderdale, FL.

Seder, R. (2000, February). *Performance: Making the grade and its rewards*. Presented at the 2000 Miller Forum on Government, Business and the Economy, University of Southern California School of Policy, Planning, and Development, Los Angeles, CA.

Seder, R. (2000, January). *Innovative strategies to overcome the facilities crisis*. Presented at Emerging Public/Private Partnerships in America's Schools: Investing in the Future of our Children, World Research Group, Scottsdale, AZ.

Seder, R. (2000, January). *Reassessing the pros and cons of various school reform initiatives*. Presented at Emerging Public/Private Partnerships in America's Schools: Investing in the Future of our Children, World Research Group, Scottsdale, AZ.

Seder, R. (1999, November). The 7th Annual Conference on Public-Private Partnerships: Working Together to Create Successful Public-Private Partnerships, Speaker, Canadian Council for Public-Private Partnerships, Toronto, Ontario, Canada. November 1999.
