I. EVIDENCE TABLE OF CONTENTS

Item	Attachment Title	Relevant Selection Criterion	Page Number
	Section A		
A-1	List of HIDOE schools designated as "rural" by the National Center for Education Statistics	A(1)(i)	A-1
A-2	Pie Chart Displaying Hawaii's racial & ethnic diversity	A(1)(i)	A-3
A-3	Native Hawaii Education Act	A(1)(i)	A-4
A-4	2009 Joint Report "Leaders and Laggards" (quote on p. 7 of Item)	A(1)(i)	A-24
A-5	Hawaii's Common Education Agenda	A(1)(i)	A-31
A-6	2009 Memorandum of Agreement between the Governor, HIDOE, University of Hawaii	A(1)(i)	A-33
A-7	HIDOE Strategic Plan, 2008-2011, including "Vision of a High School Graduate" (p.2), General Learner Outcomes (p. 3), and Hawaii Content & Performance Standards (p. 3)	A(2)(i) B(3)	A-45
A-8	HIDOE Strategic Plan 2005-2008	A(2)(i)	A-70
A-9	Hawaii Head Start State Advisory Council Draft Application	A(1)(i)	A-95
A-10	University of Hawaii Strategic Outcomes and Performance Measures	A(1)(i) A(3)	A-126
A-11	Hawaii P-20 Strategic Plan	A(1)(i)	A-134
A-12	Workforce Development Council's Comprehensive State Plan, Executive Summary, pages 3-7	A(1)(i)	A-154
A-13	Governor's Innovation Plan: *"Catching the Global Economic Wave"*	A(1)(i)	A-157
A-14	Education Next article citing Hawaii as one of only five states with an "A" rating for setting standards at or close to the world-class level	A(1)(i)	A-179
A-15	An overall implementation timeline of the Hawaii Reform Action Plan	A(1)(i)	A-183
A-16	Hawaii Revised Statutes HRS §302A-1101: DOE: board of education; superintendent of education	A(1)(iii) B(1)(ii)	A-191
A-17	HRS §302A-1102: DOE statewide and regional administrative services	A(1)(ii)	A-192
A-18	SEASR Job Description Superintendent's Office Proposed Organization Chart		A-193 A-197
A-19 A-20	<u>Project Charters</u> PC-1. *Section A:* Building Strong Statewide Capacity to Implement, Scale Up, and Sustain the Education Reform Plan PC-2. *Section B:* High Quality Standards and	A(2)(i)	A-198 A-204

Item	Attachment Title	Relevant Selection Criterion	Page Number
	Assessments Tied to a Common Curriculum		
A-21	PC-3. *Section C:* Consolidated and Aligned Statewide Planning Process (Balanced Scorecard)		A-214
A-22	PC-4. *Section C:* Data for School Improvement (DSI) Implementation		A-225
A-23	PC-5. *Section C:* K-12 Longitudinal Data System		A-234
A-24	PC-6. *Section C:* P-20 Statewide Longitudinal Data System		A-244
A-25	PC-7. *Section C:* Hawaii Partnership for Educational Research Consortium (HPERC)		A-255
A-26	PC-8. *Section D:* Cultivate, Reward, and Leverage Effective Teaching and Leading		A-264
A-27	PC-9. *Section E:* Zones of School Innovation (Turning Around the Lowest-Achieving Schools)		A-276
A-28	Native Hawaiian Educational Outcomes Council	A(2)(i)	A-298
A-29	Kamehameha Schools Community Education Newsletter	A(2)(i)	A-301
A-30	Hawaii State Assessment (HSA) Proficiency Rates	A(3)(ii)	A-303
A-31	National Assessment of Educational Progress (NAEP) Chart	A(3)(ii)	A-304
A-32	Board of Education's Comprehensive Student Support System Policy #2203	A(3)(ii)	A-306
A-33	HIDOE Literacy for Learning Plan	A(2)(ii)	A-307
A-34	Career and College Indicators Report	A(3)(ii)	A-331
A-35	Graduation rate and achievement gap information	A(3)(ii)	A-333
A-36	**LETTERS OF SUPPORT**	A(2)(ii)	A-334
	Hawaii Public School Participants		
	L-1. Complex Area Superintendents' Joint Letter of Commitment		A-334
	L-2. Hawaii State Teachers Association		A-337
	L-3. Hawaii Government Employees Association		A-339
	L-4. Hawaii State Student Council		A-341
	L-5. Hawaii Board of Education Letter & Resolution		A-343
	L-6. Hawaii Charter School Review Panel		A-347
	L-7. Hawaii Charter School Network		A-349
	L-8. Hawaii State Teacher Standards Board		A-350
	Congressional, State, and County Leaders		
	L-9a. U.S. Representative Mazie Hirono		A-356
	L-9b. Lieutenant Governor Duke Aiona		A-465

Item	Attachment Title	Relevant Selection Criterion	Page Number
	L-10. Hawaii State Senate President Colleen Hanabusa and Speaker of the House of Representatives Calvin Say		A-358
	L-11. Hawaii State Legislature Senate and House Education Chairs		A-359
	L-12. Hawaii Council of Mayors		A-361
	L-13. Neil Abercrombie		A-363
	Educational Partners		
	L-14. University of Hawaii President		A-365
	L-15. UH Center on Disability Studies		A-368
	L-16. UH Center on Career and Technical Education		A-369
	L-17. UH West Oahu		A-370
	L-18. Early Learning Council		A-371
	L-19. Hawaii P-20 Resolution		A-372
	L-20. State of Hawaii Workforce Development Council		A-373
	Education Focused Foundations		
	L-21. Harold KL Castle Foundation		A-374
	L-22. Samuel and Mary Castle Foundation		A-376
	L-23. W.K. Kellogg Foundation		A-377
	L-24. The Learning Coalition		A-378
	Education Focused Entities		
	L-25. Hawaii Educational Policy Center		A-380
	L-26. Michael Fullan Enterprises		A-381
	L-27. Good Beginnings Alliance		A-383
	L-28. Hawaii Parent Teacher Student Association		A-384
	L-29. Hawaii's Children First		A-385
	L-30. Joint Education Development Initiative (JEDI) Council		A-386
	L-31. Pacific Resources for Education & Learning (PREL)		A-388
	L-32. Punahou School		A-389
	L-33. Save Our Schools		A-390
	L-34. Hawaii Education Matters		A-391
	L-35. Teach for America		A-392
	Military		
	L-36. U.S. Pacific Command (PACOM) - Michael Davino		A-393
	L-37. U.S. PACOM - Peter Pawling		A-394
	L-38. U.S. Department of Defense Education Activity, Dr. Shirley Miles		A-395

Item	Attachment Title	Relevant Selection Criterion	Page Number
	L-39. U.S. Air Force - Charles Baumgardner		A-397
	L-40. U.S. Navy - R.W. Kitchens		A-398
	L-41. U.S. Army - Matthew Margotta		A-400
	L-42. Joint POW/MIA Accounting Command – Stephen D. Tom		A-401
	STEM		
	L-43. Real World Design Challenge		A-402
	L-44. Pacific Resource Partnership		A-404
	Native Hawaiian-Focused Trusts/Organizations		
	L-45. Kamehameha Schools		A-405
	L-46. Institute for Native Pacific Education and Culture (INPEACE)		A-407
	L-47. Office of Hawaiian Affairs		A-408
	L-48. Queen Liliuokalani Children's Center		A-409
	Community Foundations and Organizations		
	L-49. Hawaii Community Foundation		A-410
	L-50. Aloha United Way		A-411
	L-51. Hawaii Arts Alliance		A-412
	L-52. HMSA Foundation		A-413
	L-53. Girl Scouts of Hawaii		A-416
	L-54. Kapiolani Health Foundation		A-417
	Business Organizations		
	L-55. Hawaii Business Roundtable		A-418
	L-56. Chamber of Commerce of Hawaii		A-421
	L-57. Japanese Chamber of Commerce of Honolulu		A-422
	L-58. Hawaii Bankers Association		A-423
	Budget Summary	A(2)(i)(d)	
A-37	a) Budget Summary Table and Narrative		A-424
A-38	b) Project level budget Tables and Narratives		A-431
A-39	Budget - Indirect Cost Information and Fringe Benefit Clarification		A-462
	Section B		
B-1	Presentation Discussion on the Common Core State Standards 10-14-09, referencing a crosswalk of College and Career Readiness Standards for Language Arts and Mathematics, pages 4-9	B(1)(i)	B-1
A-16	HRS §302A-1101: BOE authority to formulate statewide education policy & assessment models)	B(1)(i)	A-191
B-2	BOE Policy #1200-1.2 Authority & Responsibility	B(1)(ii)	B-10
B-3	BOE Policy #1200-1.3 Policies & Policy-Setting	B(1)(ii)	B-11
B-4	BOE Policy #1200-1.5 Education Roles and	B(1)(ii)	B-14

Item	Attachment Title	Relevant Selection Criterion	Page Number
	Responsibilities		
B-5	MOU for the SMARTER-Balanced Consortium	B(2)	B-16
A-7	HIDOE Strategic Plan, 2008-2011	B(3)	A-45
B-6	Achieve Letter verifying Hawaii's rigorous standards	B(3)	B-19
B-7	Crosswalk comparing HCPSIII to Common Core Standards (Samples)	B(3)	B-21
B-8	BOE Policy #4540	B(3)	B-35
B-9	Education Trust West (ETW) Executive Summaries (Samples)	B(3)	B-43
A-33	HIDOE Literacy for Learning Initiative	B(3)	A-307
A-20	Project Charter: Standards and Assessment	B(1)(i)	A-264
B-10	Recommendation for Board Approval of Draft Version of proposed Common Core Standards for ELA and Mathematics	B(1)(ii)	B-63
	Section C		
C-1	Student Screen Shot	C(1)	C-1
C-2	College Readiness ACT Report	C(1)	C-2
C-3	Hawaii Data Quality	C(1)	C-3
C-4	NGA STEM Grant	C(1)	C-4
C-5	Examples of Data Governance Implementation	C(1)	C-5
	Section C Project Charters	C(2)	
A-21	PC-3. Consolidated and Aligned Statewide Planning Process (Balanced Scorecard)		A-214
A-22	PC-4. Data for School Improvement (DSI) Implementation		A-225
A-23	PC-5. K-12 Longitudinal Data System		A-234
A-24	PC-6. P-20 Statewide Longitudinal Data System		A-244
A-25	PC-7. Hawaii Partnership for Educational Research Consortium (HPERC)		A-255
C-6	Data sharing MOU between HIDOE, University of Hawaii, and the Department of Labor and Industrial Relations	C(3)	C-19
C-7	Hawaii Board of Education policy #1200-2 on data information availability and access (March 2010)	C(3)	C-25
C-8	Act 41, SLH (2010)	C(3)	C-26
	Section D		
A-39	Hawaii Teachers Standards Board Letter of Support	D(1)(i)	A-350
D-1	HRS §302A- 801	D(1)(i)	D-1
D-2	HRS §302A-802	D(1)(i)	D-3
D-3	HRS §302A-805.5	D(1)(i)	D-5
D-4	HRS §302A- 605	D(1)(i)	D-6
D-5	Act 34, Session Laws of Hawaii, 2010	D(1)(i)	D-7

Item	Attachment Title	Relevant Selection Criterion	Page Number
D-6	Hawaii's State-Approved Teacher Education Programs (SATEP) survey results		D-11
A-26	*Project Charter:* Cultivate, Reward, and Leverage Effective Teaching and Leading	D(1) (ii)	A-204
D-7	Descriptions of Tracks I through VI	D(2)(ii)	D-14
D-8	HSTA Agreement	D(2)(ii)	D-15
D-9	Act 51, Session Laws of Hawaii, 2004	D(2)	D-21
D-10	HRS §302A-638	D(2)(iv)	D-37
D-11	HRS §302A-630	D(2)(iv)	D-38
D-12	HRS §302A-632	D(2)(iv)	D-39
D-13	HRS §302A-701	D(2)(iv)	D-40
D-14	HRS §302A-704	D(2)(iv)	D-41
D-15	HRS §302A-706	(D)(2)(iv)(a)	D-42
D-16	HRS §302A-1114	(D)(2)(iv)(c)	D-43
A-36	Board members have committed to look for ways of re-adjusting these certification requirements as Hawaii's new teacher evaluation system rolls out, to improve the overall quality of teaching in Hawaii	(D)(2)(iv)(a)	A-350
D-17	School Code Regulation 5109		D-44
D-18	Act 111, SLH (2007)		D-46
D-19	HRS §304A-1202: Teacher Education Coordinating Committee		D-71
D-20	Act 188, SLH (2008)	D(5)	D-72
D-21	HRS §302A-601.3	D(5)	D-86
D-22	Statewide Induction Program Foundation Elements	D(5)	D-87
D-23	PD 360 Description & Brochure	(D)(5)(ii)	D-88
A-33	HIDOE Literacy for Learning Initiative	D(5)	A-307

Item	SECTION E	Reference	Appendix Page #
E-1	HRS §302A-1004	E(1)	E-1
E-2	HRS §302A-1129	E(1)	E-4
D-16	HRS §302A-1114	E(1)	D-43
D-17	HIDOE School Code, Regulation 5109	E(1)	D-44
E-3	HRS §302A-1112	E(1)	E-5
A-16	HRS §302A-1101	E(1)	A-191
E-4	Draft Hawaii Administrative Rules	E(1)	E-6
E-5	U.S. Dept. of Education approved HIDOE definition of "Persistently Low-Achieving Schools, March 2010	E(2)	E-40

E-6	Complete list of Tier I and Tier III schools for SY2010	E(2)	E-42
E-7	List of Priority and Zones of School Improvement Schools	E(2)	E-45
E-8	Criteria for Retention Bonus School Year 2007-08	E(2)	E-46
E-9	Title IIA - Teacher Quality - Priority Schools	E(2)	E-47
E-10	Tool for Assessing a School's Level of Need for School Improvement	E(2)	E-48
E-11	AYP Response Team Report of Findings	E(2)	E-66
E-12	Ka Pua Initiative	E(2)	E-82
A-27	Project Charter: Turning Around Low-Achieving Schools		A-276

Item	SECTION F	Reference	
F-1	K-12 percentage of the operating budget increased from 38.5% in FY2005 to 41.2% in FY2009	(F)(1)(i)	F-1
A-36	House & Senate Letter	(F)(1)(i)	A-359
A-4	Leaders and Laggards Article	(F)(1)(i)	A-24
D-10	Session Laws of Hawaii, 2004, Act 51	(F)(1)(i)	D-21
F-2	HRS §302B Relating to Charter Schools	F(1)(ii), F(2)(i), F(2)(iii)	F-2
F-3	Act 144, signed into law by the Governor on May 26, 2010 (SB2589 SD2 HD1 CD1)	F(2)	F-20
F-4	Application for Charters: Start Up Detailed Implementation Plan	F(2)	F-50
F-5	Application for Charters: Conversion Charter Schools Detailed Implementation Plan	F(2)	F-81
F-6	Charter Schools—Standardized Financial Reporting Model, Fiscal Year 2010-2011 Instructions	F(2)	F-113
F-7	Chapter 500, Title 8, Hawaii Administrative Rules – Charter Schools	F(2)	F-122
F-8	SCR 108 SD2	F(2)	F-131
F-9	HRS §302A-1126	F(2)(v)	F-134
E-2	HRS §302A-1004	F(2)(v)	D-1
F-10	Trend report updates for Act 238 – educational accountability system refined. Requires public reporting of key school level performance information.	F(3)	F-135
D-10	Act 51, Session Laws of Hawaii, 2004	F(3)	D-21
D-14	HRS §302A-701	F(3)	D-41
F-11	HRS §302A-703	F(3)	F-138
D-15	HRS §302A-704	F(3)	D-42
D-16	HRS §302A-706	F(3)	D-43

F-12	HRS §302A-831	F(3)	F-139
F-13	HRS §302A-631	F(3)	F-140
D-11	HRS §302A-638	F(3)	D-38
Item	**Priority #2: STEM**	**Reference**	**Page #**
A-5	State Common Education Agenda MOA	Priority 2	A-33
P-1	Act 271, SLH (2007)	Priority 2	CP-1
A-13	Governor's Innovation Initiative	Priority 2	A-157
C-4	NGA report, letter of transmission,	Priority 2	C-4
D-18	Act 111, SLH (2007)	Priority 2	D-46
Item	**Priority #3: Early Childhood Learning**	**Reference**	**Page #**
P-2	SCR45 SD1 was approved in the 2003 Legislature: Hawaii Preschool Content Standards	Priority 3	CP-3
P-3	Act 14, Special Session #1, 2008 (SB2878 CD1)	Priority 3	CP-5
P-4	Act 13, SLH, 2002 (SB2283 SD1) school readiness	Priority 3	CP-34
P-5	SB2068 CD1, Jr. Kindergarten Bill enrolled to Gov, 2010	Priority 3	CP-38

National Center for Education Statistics

Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey"

The file contains (**290**) records based on your search.

*NCES is not responsible for the manner in which this information is presented. This information is provided as an extra service to the user. To downl datasets please go to the CCD home page. http://nces.ed.gov/ccd/

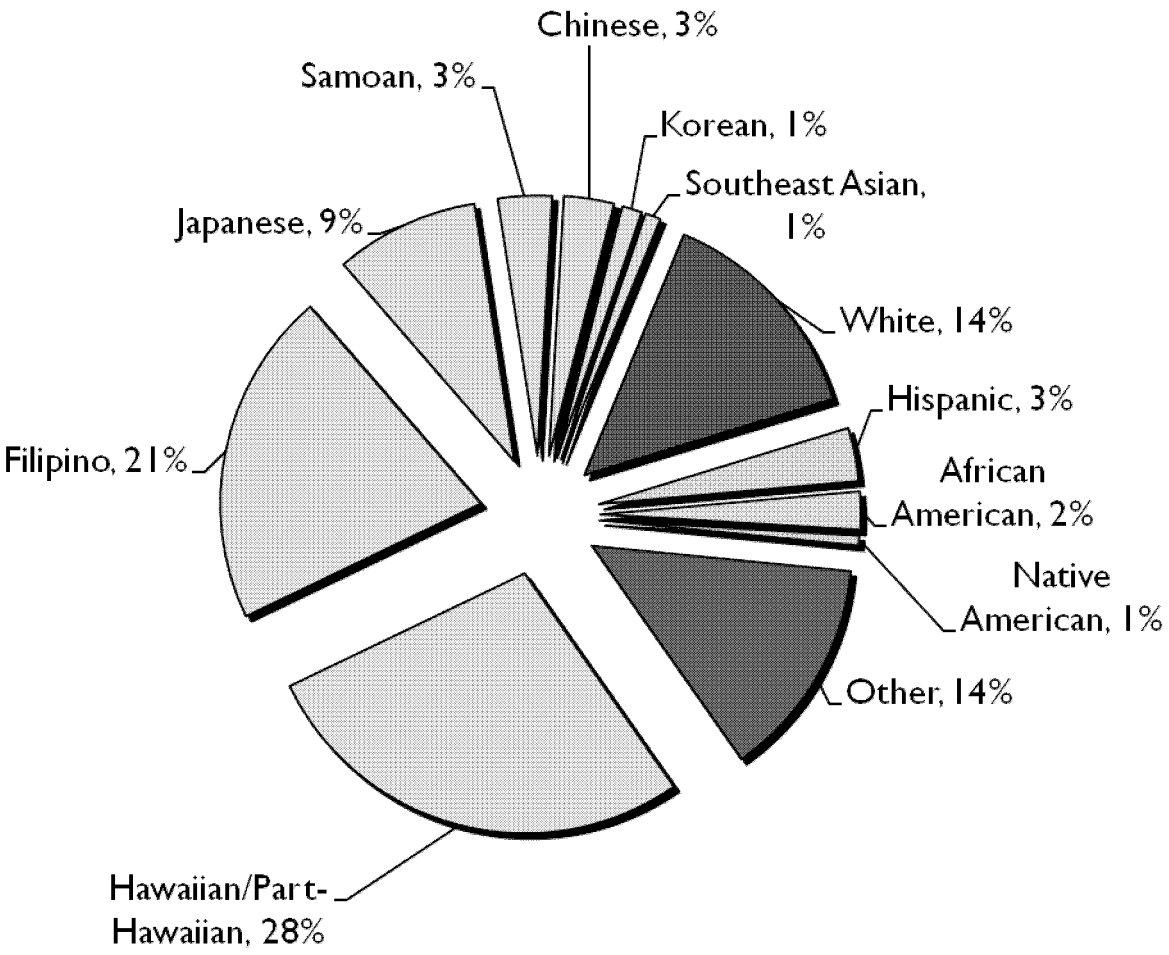
Table by School
School Year 2007-2008

SCHOOL NAME- BY SURVEY YEAR (SCHOOL)	STATE ABBR (SCHOOL)	CHARTER SCHOOL (SCHOOL)	URBAN- CENTRIC LOCALE (SCHOOL)
BARBERS POINT ELEMENTARY SCHOOL	HI	No	Rural: Fringe
HAKIPUU LEARNING CENTER - A HAWAII PCS	HI	Yes	Rural: Fringe
HANA HIGH & ELEMENTARY SCHOOL	HI	No	Rural: Remote
HANALEI ELEMENTARY SCHOOL	HI	No	Rural: Remote
HAWAII ACADEMY OF ARTS & SCIENCE PCS	HI	Yes	Rural: Distant
HAWAII TECHNOLOGY ACADEMY PCS	HI	Yes	Rural: Fringe
HOLUALOA ELEMENTARY SCHOOL	HI	No	Rural: Fringe
HONAUNAU ELEMENTARY SCHOOL	HI	No	Rural: Fringe
HOOKENA ELEMENTARY SCHOOL	HI	No	Rural: Distant
INNOVATIONS - PCS	HI	Yes	Rural: Fringe
KAMAILE ELEMENTARY SCHOOL	HI	Yes	Rural: Fringe
KAPAA MIDDLE SCHOOL	HI	No	Rural: Fringe
KAU HIGH & PAHALA ELEMENTARY SCHOOL	HI	No	Rural: Remote
KE ANA LAAHANA - PCS	HI	Yes	Rural: Fringe
KE KULA O EHUNUIKAIMALINO	HI	No	Rural: Fringe
KE KULA O NAWAHIOKALANIOPUU IKI - LABORATORY PCS	HI	Yes	Rural: Fringe
KEALAKEHE HIGH SCHOOL	HI	No	Rural: Fringe
KEANAE ELEMENTARY SCHOOL	HI	No	Rural: Remote
KEONEPOKO ELEMENTARY SCHOOL	HI	No	Rural: Distant
KEONEULA ELEMENTARY SCHOOL	HI	No	Rural: Fringe
KIHEI PUBLIC CHARTER SCHOOL	HI	Yes	Rural: Fringe
KILAUEA ELEMENTARY SCHOOL	HI	No	Rural: Distant
KING KEKAULIKE HIGH SCHOOL	HI	No	Rural: Fringe
KOHALA MIDDLE SCHOOL	HI	No	Rural: Fringe
KONA PACIFIC - PCS	HI	Yes	Rural: Fringe
KONAWAENA ELEMENTARY SCHOOL	HI	No	Rural: Fringe
KONAWAENA HIGH SCHOOL	HI	No	Rural: Fringe
KONAWAENA MIDDLE SCHOOL	HI	No	Rural: Fringe
KUA O KA LA - PCS	HI	Yes	Rural: Distant

KUALAPUU ELEMENTARY - PCS	HI	Yes	Rural: Distant
KULA ELEMENTARY SCHOOL	HI	No	Rural: Fringe
LAUPAHOEHOE HIGH & ELEMENTARY SCHOOL	HI	No	Rural: Remote
MAJOR SHELDON WHEELER MIDDLE SCHOOL	HI	No	Rural: Fringe
MAUNALOA ELEMENTARY SCHOOL	HI	No	Rural: Remote
MOLOKAI HIGH SCHOOL	HI	No	Rural: Distant
MOLOKAI MIDDLE SCHOOL	HI	No	Rural: Distant
MOUNTAIN VIEW ELEMENTARY SCHOOL	HI	No	Rural: Distant
NAALEHU ELEMENTARY & INTERMEDIATE SCHOOL	HI	No	Rural: Remote
OLOMANA SCHOOL	HI	No	Rural: Fringe
PAAUILO ELEMENTARY & INTERMEDIATE SCHOOL	HI	No	Rural: Distant
PAHOA ELEMENTARY SCHOOL	HI	No	Rural: Distant
PAHOA HIGH & INTERMEDIATE SCHOOL	HI	No	Rural: Distant
PAIA ELEMENTARY SCHOOL	HI	No	Rural: Fringe
VOLCANO SCHOOL OF ARTS & SCIENCES - A COMMUNITY PC	HI	Yes	Rural: Remote
WAHIAWA MIDDLE SCHOOL	HI	No	Rural: Fringe
WAIAHOLE ELEMENTARY SCHOOL	HI	No	Rural: Fringe
WAIKOLOA ELEMENTARY SCHOOL	HI	No	Rural: Fringe
WAIMEA ELEMENTARY SCHOOL	HI	No	Rural: Fringe

NOTES: Numbers reported represent valid responses.

DOE ethnic distribution of K-12 students: Spring 2009



Westlaw

20 U.S.C.A. § 7512 Page 1

United States Code Annotated Currentness
Title 20. **Education**
Chapter 70. Strengthening and Improvement of Elementary and Secondary Schools (Refs & Annos)
Subchapter VII. Indian, **Native Hawaiian**, and Alaska **Native Education**(Refs & Annos)
Part B. **Native Hawaiian Education**(Refs & Annos)
→ **§ 7512. Findings**

Congress finds the following:

(1) Native Hawaiians are a distinct and unique indigenous people with a historical continuity to the original inhabitants of the **Hawaiian** archipelago, whose society was organized as a nation and internationally recognized as a nation by the United States, Britain, France, and Japan, as evidenced by treaties governing friendship, commerce, and navigation.

(2) At the time of the arrival of the first nonindigenous people in Hawaii in 1778, the Native Hawaiian people lived in a highly organized, self-sufficient subsistence social system based on a communal land tenure system with a sophisticated language, culture, and religion.

(3) A unified monarchal government of the Hawaiian Islands was established in 1810 under Kamehameha I, the first King of Hawaii.

(4) From 1826 until 1893, the United States recognized the sovereignty and independence of the Kingdom of Hawaii, which was established in 1810 under Kamehameha I, extended full and complete diplomatic recognition to the Kingdom of Hawaii, and entered into treaties and conventions with the Kingdom of Hawaii to govern friendship, commerce and navigation in 1826, 1842, 1849, 1875, and 1887.

(5) In 1893, the sovereign, independent, internationally recognized, and indigenous government of Hawaii, the Kingdom of Hawaii, was overthrown by a small group of non-Hawaiians, including United States citizens, who were assisted in their efforts by the United States Minister, a United States naval representative, and armed naval forces of the United States. Because of the participation of United States agents and citizens in the overthrow of the Kingdom of Hawaii, in 1993 the United States apologized to Native Hawaiians for the overthrow and the deprivation of the rights of Native Hawaiians to self-determination through Public Law 103-150 (107 Stat. 1510).

(6) In 1898, the joint resolution entitled "Joint Resolution to provide for annexing the Hawaiian Islands to the United States", approved July 7, 1898 (30 Stat. 750), ceded absolute title of all lands held by the Republic of Hawaii, including the government and crown lands of the former Kingdom of Hawaii, to the United States, but

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

mandated that revenue generated from the lands be used "solely for the benefit of the inhabitants of the **Hawaiian** Islands for **educational** and other public purposes".

(7) By 1919, the **Native Hawaiian** population had declined from an estimated 1,000,000 in 1778 to an alarming 22,600, and in recognition of this severe decline, Congress enacted the **Hawaiian** Homes Commission Act, 1920 (42 Stat. 108), which designated approximately 200,000 acres of ceded public lands for homesteading by **Native Hawaiians**.

(8) Through the enactment of the **Hawaiian** Homes Commission Act, 1920, Congress affirmed the special relationship between the United States and the **Native Hawaiians**, which was described by then Secretary of the Interior Franklin K. Lane, who said: "One thing that impressed me . . . was the fact that the **natives** of the island who are our wards, I should say, and for whom in a sense we are trustees, are falling off rapidly in numbers and many of them are in poverty.".

(9) In 1938, Congress again acknowledged the unique status of the Hawaiian people by including in the Act of June 20, 1938 (52 Stat. 781, chapter 530; 16 U.S.C. 391b, 391b-1, 392b, 392c, 396, 396a), a provision to lease lands within the National Parks extension to Native Hawaiians and to permit fishing in the area "only by native Hawaiian residents of said area or of adjacent villages and by visitors under their guidance.".

(10) Under the Act entitled "An Act to provide for the admission of the State of Hawaii into the Union", approved March 18, 1959 (73 Stat. 4), the United States transferred responsibility for the administration of the Hawaiian Home Lands to the State of Hawaii but reaffirmed the trust relationship between the United States and the Hawaiian people by retaining the exclusive power to enforce the trust, including the power to approve land exchanges and amendments to such Act affecting the rights of beneficiaries under such Act.

(11) In 1959, under the Act entitled "An Act to provide for the admission of the State of Hawaii into the Union", the United States also ceded to the State of Hawaii title to the public lands formerly held by the United States, but mandated that such lands be held by the State "in public trust" and reaffirmed the special relationship that existed between the United States and the Hawaiian people by retaining the legal responsibility to enforce the public trust responsibility of the State of Hawaii for the betterment of the conditions of Native Hawaiians, as defined in section 201(a) of the Hawaiian Homes Commission Act, 1920.

(12) The United States has recognized and reaffirmed that--

(A) Native Hawaiians have a cultural, historic, and land-based link to the indigenous people who exercised sovereignty over the Hawaiian Islands, and that group has never relinquished its claims to sovereignty or its sovereign lands;

(B) Congress does not extend services to Native Hawaiians because of their race, but because of their unique status as the indigenous people of a once sovereign nation as to whom the United States has established a trust relationship;

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

(C) Congress has also delegated broad authority to administer a portion of the Federal trust responsibility to the State of Hawaii;

(D) the political status of Native Hawaiians is comparable to that of American Indians and Alaska Natives; and

(E) the aboriginal, indigenous people of the United States have--

(i) a continuing right to autonomy in their internal affairs; and

(ii) an ongoing right of self-determination and self-governance that has never been extinguished.

(13) The political relationship between the United States and the Native Hawaiian people has been recognized and reaffirmed by the United States, as evidenced by the inclusion of Native Hawaiians in--

(A) the Native American Programs Act of 1974 (42 U.S.C. 2991 et seq.);

(B) the American Indian Religious Freedom Act (42 U.S.C. 1996[, 1996a]);

(C) the National Museum of the American Indian Act (20 U.S.C. 80q et seq.);

(D) the Native American Graves Protection and Repatriation Act (25 U.S.C. 3001 et seq.);

(E) the National Historic Preservation Act (16 U.S.C. 470 et seq.);

(F) the Native American Languages Act (25 U.S.C. 2901 et seq.);

(G) the American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act (20 U.S.C. 4401 et seq.);

(H) the Workforce Investment Act of 1998 (29 U.S.C. 2801 et seq.); and

(I) the Older Americans Act of 1965 (42 U.S.C. 3001 et seq.).

(14) In 1981, Congress instructed the Office of **Education** to submit to Congress a comprehensive report on **Native Hawaiian education**. The report, entitled the "**Native Hawaiian Educational** Assessment Project", was released in 1983 and documented that **Native Hawaiians** scored below parity with regard to national

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

norms on standardized achievement tests, were disproportionately represented in many negative social and physical statistics indicative of special **educational** needs, and had **educational** needs that were related to their unique cultural situation, such as different learning styles and low self-image.

(15) In recognition of the **educational** needs of **Native Hawaiians**, in 1988, Congress enacted title IV of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (102 Stat. 130) to authorize and develop supplemental **educational** programs to address the unique conditions of **Native Hawaiians**.

(16) In 1993, the Kamehameha Schools Bishop Estate released a 10-year update of findings of the **Native Hawaiian Educational** Assessment Project, which found that despite the successes of the programs established under title IV of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, many of the same **educational** needs still existed for **Native Hawaiians**. Subsequent reports by the Kamehameha Schools Bishop Estate and other organizations have generally confirmed those findings. For example--

(A) educational risk factors continue to start even before birth for many **Native Hawaiian** children, including--

(i) late or no prenatal care;

(ii) high rates of births by **Native Hawaiian** women who are unmarried; and

(iii) high rates of births to teenage parents;

(B) Native Hawaiian students continue to begin their school experience lagging behind other students in terms of readiness factors such as vocabulary test scores;

(C) Native Hawaiian students continue to score below national norms on standardized **education** achievement tests at all grade levels;

(D) both public and private schools continue to show a pattern of lower percentages of **Native Hawaiian** students in the uppermost achievement levels and in gifted and talented programs;

(E) Native Hawaiian students continue to be overrepresented among students qualifying for special **education** programs provided to students with learning disabilities, mild mental retardation, emotional impairment, and other such disabilities;

(F) Native Hawaiians continue to be underrepresented in institutions of higher **education** and among adults

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

who have completed four or more years of college;

(G) Native Hawaiians continue to be disproportionately represented in many negative social and physical statistics indicative of special **educational** needs, as demonstrated by the fact that--

(i) Native Hawaiian students are more likely to be retained in grade level and to be excessively absent in secondary school;

(ii) Native Hawaiian students have the highest rates of drug and alcohol use in the State of Hawaii; and

(iii) Native Hawaiian children continue to be disproportionately victimized by child abuse and neglect; and

(H) Native Hawaiians now comprise over 23 percent of the students served by the State of Hawaii Department of **Education**, and there are and will continue to be geographically rural, isolated areas with a high **Native Hawaiian** population density.

(17) In the 1998 National Assessment of **Educational** Progress, **Hawaiian** fourth-graders ranked 39th among groups of students from 39 States in reading. Given that **Hawaiian** students rank among the lowest groups of students nationally in reading, and that **Native Hawaiian** students rank the lowest among **Hawaiian** students in reading, it is imperative that greater focus be placed on beginning reading and early **education** and literacy in Hawaii.

(18) The findings described in paragraphs (16) and (17) are inconsistent with the high rates of literacy and integration of traditional culture and Western **education** historically achieved by **Native Hawaiians** through a **Hawaiian** language-based public school system established in 1840 by Kamehameha III.

(19) Following the overthrow of the Kingdom of Hawaii in 1893, **Hawaiian** medium schools were banned. After annexation, throughout the territorial and statehood period of Hawaii, and until 1986, use of the **Hawaiian** language as an instructional medium in **education** in public schools was declared unlawful. The declaration caused incalculable harm to a culture that placed a very high value on the power of language, as exemplified in the traditional saying: 'I ka 'olelo no ke ola; I ka ' olelo no ka make. In the language rests life; In the language rests death.'.

(20) Despite the consequences of over 100 years of nonindigenous influence, the Native Hawaiian people are determined to preserve, develop, and transmit to future generations their ancestral territory and their cultural identity in accordance with their own spiritual and traditional beliefs, customs, practices, language, and social institutions.

(21) The State of Hawaii, in the constitution and statutes of the State of Hawaii--

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

(A) reaffirms and protects the unique right of the **Native Hawaiian** people to practice and perpetuate their culture and religious customs, beliefs, practices, and language;

(B) recognizes the traditional language of the **Native Hawaiian** people as an official language of the State of Hawaii, which may be used as the language of instruction for all subjects and grades in the public school system; and

(C) promotes the study of the **Hawaiian** culture, language, and history by providing a **Hawaiian education** program and using community expertise as a suitable and essential means to further the program.

CREDIT(S)

(Pub.L. 89-10, Title VII, § **7202**, as added Pub.L. 107-110, Title VII, § 701, Jan. 8, 2002, 115 Stat. 1932.)

HISTORICAL AND STATUTORY NOTES

Revision Notes and Legislative Reports

2002 Acts. House Conference Report No. 107-334 and Statement of President, see 2001 U.S. Code Cong. and Adm. News, p. 1230.

References in Text

Pub.L. 103-150 (107 Stat. 1510), referred to in par. (5), is Pub.L. 103-150, Nov. 23, 1993, 107 Stat. 1510, which was not classified to the Code.

The joint resolution entitled "Joint Resolution to provide for annexing the Hawaiian Islands to the United States", approved July 7, 1898 (30 Stat. 750), referred to in par. (6), is July 7, 1898, Res. No. 55, 30 Stat. 750, known as the Newlands Resolution, which was formerly classified to 48 U.S.C.A. § 661, which was omitted from the Code.

The Hawaiian Homes Commission Act, 1920, referred to in pars. (7), (8), and (11), is Act July 9, 1921, c. 42, 42 Stat. 108, as amended, formerly classified to sections 691 to 718 of Title 48, Territories and Insular Possessions, and were omitted from the Code. Section 201 of that Act was classified to section 692 of Title 48.

The Act of June 20, 1938 (52 Stat. 781, chapter 530; 16 U.S.C. 391b, 391b-1, 392b, 392c, 396, 396a), referred to in par. (9), is Act June 20, 1938, c. 530, 52 Stat. 781, which is classified to 16 U.S.C.A. §§ 391b, 391b-1, 392b, 392c, 396, 396a. For complete classification of this Act to the Code, see Tables.

The Act entitled "An Act to provide for the admission of the State of Hawaii into the Union", approved March 18, 1959 (73 Stat. 4), referred to in pars. (10) and (11), is Pub.L. 86-3, Mar. 18, 1959, 73 Stat. 4, as amended, set

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

out as a note preceding 48 U.S.C.A. § 491.

The Native American Programs Act of 1974 (42 U.S.C. 2991 et seq.), referred to in par. (13)(A), is Pub.L. 88-452, Title VIII, as added Pub.L. 93-644, § 11, Jan. 4, 1975, 88 Stat. 2324, as amended, which is classified generally to subchapter VIII (42 U.S.C.A. § 2991 et seq.) of chapter 34 of Title 42. For complete classification of this Act to the Code, see Tables.

The American Indian Religious Freedom Act (42 U.S.C.A. § 1996), referred to in par. (13)(B), is Pub.L. 95-341, Aug. 11, 1978, 92 Stat. 469, as amended, which enacted 42 U.S.C.A. §§ 1996 and 1996a.

The National Museum of the American Indian Act (20 U.S.C. 80q et seq.), referred to in par. (13)(C), is Pub.L. 102-185, Nov. 28, 1989, 103 Stat. 1336, as amended, which is classified to subchapter XIII (20 U.S.C.A. § 80q et seq.) of chapter 3 of this title. For complete classification of this Act to the Code, see Short Title note set out under 20 U.S.C.A. § 80q and Tables.

The Native American Graves Protection and Repatriation Act (25 U.S.C. 3001 et seq.), referred to in par. (13)(D), is Pub.L. 101-601, Nov. 16, 1990, 104 Stat. 3048, as amended, which is classified principally to chapter 32 (25 U.S.C.A. § 3001 et seq.) of Title 25, and 18 U.S.C.A. § 1170. For complete classification of this Act to the Code, see Tables.

The National Historic Preservation Act (16 U.S.C. 470 et seq.), referred to in par. (13)(E), is Pub.L. 89-665, Oct. 15, 1966, 80 Stat. 915, as amended, which is classified generally to subchapter II (16 U.S.C.A. § 470 et seq.) of chapter 1A of Title 16. For complete classification of this Act to the Code, see 16 U.S.C.A. § 470(a) and Tables.

The Native American Languages Act (25 U.S.C. 2901 et seq.), referred to in par. (13)(F), is Pub.L. 101-477, Title I, Oct. 30, 1990, 104 Stat. 1153, as amended, which is classified generally to chapter 31 (25 U.S.C.A. § 2901 et seq.) of Title 25. For complete classification of this Act to the Code, see Tables.

The American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act (20 U.S.C. 4401 et seq.), referred to in par. (13)(G), ia Pub.L. 99-498, Title XV, Oct. 17, 1986, 100 Stat. 1600, as amended, which is classified principally to chapter 43 (20 U.S.C.A. § 4401 et seq.). For complete classification of this Act to the Code, see Short Title note set out under 20 U.S.C.A. § 4401 note and Tables.

The Workforce Investment Act of 1998 (29 U.S.C. 2801 et seq.), referred to in par. (13)(H), is Pub.L. 105-220, Aug. 7, 1998, 112 Stat. 936, as amended. Title I of that Act is classified principally to chapter 30 (29 U.S.C.A. § 2801 et seq.) of Title 29. For complete classification of this Act to the Code, se Short Title note set out under 20 U.S.C.A. § 9201 and Tables.

The Older Americans Act of 1965 (42 U.S.C. 3001 et seq.), referred to in par. (13)(I), is Pub.L. 89-73, July 14, 1965, 789 Stat. 218, as amended, which is classified generally to chapter 35 (42 U.S.C.A. § 3991 et seq.) of Title

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

42. For complete classification of this Act to the Code, see Tables.

The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, referred to in pars. (15) and (16), is Pub.L. 100-297, Apr. 28, 1988, 102 Stat. 140. Title IV of the Act is classified principally to chapter 61 of this title, 20 U.S.C.A. § 4901 et seq. For complete classification, see Pub.L. 100-297, § 1(a), set out as a Short Title note under 20 U.S.C.A. § 6301, and Tables.

Effective and Applicability Provisions

2002 Acts. Except as otherwise provided, amendments by Pub.L. 107-110 effective Jan. 8, 2002, see Pub.L. 107-110, § 5, set out as a note under 20 U.S.C.A. § 6301.

Prior Provisions

A prior section 7512, Pub.L. 89-10, Title VII, § 7202, as added Pub.L. 103-382, Title I, § 101, Oct. 20, 1994, 108 Stat. 3737, relating to Congressional findings for the former provisions of this part, dealing with the Foreign Language Assistance Program, was omitted in the general revision of this subchapter by Pub.L. 107-110, Title VII, § 701, Jan. 8, 2002, 115 Stat. 1907.

LIBRARY REFERENCES

American Digest System

Indians 8.
Key Number System Topic No. 209.

NOTES OF DECISIONS

Private cause of action 1

1. Private cause of action

Native Hawaiian Education Act (NHEA) and **Native Hawaiian** Health Care Act (NHHCA) are not enforceable by private causes of action; although both NHEA and NHHCA are intended to confer benefits on **Native Hawaiians**, neither they nor their legislative histories express intent to confer rights that may be judicially enforced by individual **Native Hawaiians**. Burgert v. Lokelani Bernice Pauahi Bishop Trust, C.A.9 (Hawai'i) 2000, 200 F.3d 661. Action 3

20 U.S.C.A. § 7512, 20 USCA § 7512

Current through P.L. 111-160 (excluding P.L. 111-148, 111-152, and 111-159) approved 4-26-10

Westlaw. (C) 2010 Thomson Reuters. No Claim to Orig. U.S. Govt. Works.

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

Westlaw

C

United States Code Annotated Currentness

Title 20. Education

Chapter 70. Strengthening and Improvement of Elementary and Secondary Schools (Refs & Annos)

Subchapter VII. Indian, Native Hawaiian, and Alaska Native Education (Refs & Annos)

Part B. Native Hawaiian Education (Refs & Annos)

→ § 7513. Purposes

The purposes of this part are to--

(1) authorize and develop innovative educational programs to assist Native Hawaiians;

(2) provide direction and guidance to appropriate Federal, State, and local agencies to focus resources, including resources made available under this part, on Native Hawaiian education, and to provide periodic assessment and data collection;

(3) supplement and expand programs and authorities in the area of education to further the purposes of this subchapter; and

(4) encourage the maximum participation of Native Hawaiians in planning and management of Native Hawaiian education programs.

CREDIT(S)

(Pub.L. 89-10, Title VII, § 7203, as added Pub.L. 107-110, Title VII, § 701, Jan. 8, 2002, 115 Stat. 1937.)

HISTORICAL AND STATUTORY NOTES

Revision Notes and Legislative Reports

2002 Acts. House Conference Report No. 107-334 and Statement of President, see 2001 U.S. Code Cong. and Adm. News, p. 1230.

References in Text

This subchapter, referred to in par. (3), originally read "this title", meaning Pub.L. 89-10, Title VII, as added Pub.L. 107-110, Title VII, § 701, Jan. 8, 2002, 115 Stat. 1907, which is classified to this subchapter.

Effective and Applicability Provisions

2002 Acts. Except as otherwise provided, amendments by Pub.L. 107-110 effective Jan. 8, 2002, see Pub.L. 107-110, § 5, set out as a note under 20 U.S.C.A. § 6301.

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

Prior Provisions

A prior section 7513, Pub.L. 89-10, Title VII, § 7203, as added Pub.L. 103-382, Title I, § 101, Oct. 20, 1994, 108 Stat. 3737, relating to programs authorized under the former provisions of this part, dealing with the Foreign Language Assistance Program, was omitted in the general revision of this subchapter by Pub.L. 107-110, Title VII, § 701, Jan. 8, 2002, 115 Stat. 1907.

RESEARCH REFERENCES

Encyclopedias

Am. Jur. 2d Schools § 333, Bilingual Education, Language Enhancement, and Language Acquisition Programs; Foreign Language Assistance Program; Immigrant Education.

20 U.S.C.A. § 7513, 20 USCA § 7513

Current through P.L. 111-160 (excluding P.L. 111-148, 111-152, and 111-159) approved 4-26-10

Westlaw. (C) 2010 Thomson Reuters. No Claim to Orig. U.S. Govt. Works.

END OF DOCUMENT

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

Westlaw

C
United States Code Annotated Currentness
Title 20. Education
Chapter 70. Strengthening and Improvement of Elementary and Secondary Schools (Refs & Annos)
Subchapter VII. Indian, Native Hawaiian, and Alaska Native Education (Refs & Annos)
Part B. Native Hawaiian Education (Refs & Annos)

➞ § 7514. Native Hawaiian Education Council and island councils

(a) Establishment of Native Hawaiian Education Council

In order to better effectuate the purposes of this part through the coordination of educational and related services and programs available to Native Hawaiians, including those programs receiving funding under this part, the Secretary is authorized to establish a Native Hawaiian Education Council (hereafter in this part referred to as the "Education Council").

(b) Composition of Education Council

The Education Council shall consist of not more than 21 members, unless otherwise determined by a majority of the council.

(c) Conditions and terms

(1) Conditions

At least 10 members of the Education Council shall be Native Hawaiian education service providers and 10 members of the Education Council shall be Native Hawaiians or Native Hawaiian education consumers. In addition, a representative of the State of Hawaii Office of Hawaiian Affairs shall serve as a member of the Education Council.

(2) Appointments

The members of the Education Council shall be appointed by the Secretary based on recommendations received from the Native Hawaiian community.

(3) Terms

Members of the Education Council shall serve for staggered terms of 3 years, except as provided in paragraph (4).

(4) Council determinations

Additional conditions and terms relating to membership on the Education Council, including term lengths and term renewals, shall be determined by a majority of the Education Council.

(d) Native Hawaiian Education Council grant

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

The Secretary shall make a direct grant to the Education Council to carry out the following activities:

(1) Coordinate the educational and related services and programs available to Native Hawaiians, including the programs assisted under this part.

(2) Assess the extent to which such services and programs meet the needs of Native Hawaiians, and collect data on the status of Native Hawaiian education.

(3) Provide direction and guidance, through the issuance of reports and recommendations, to appropriate Federal, State, and local agencies in order to focus and improve the use of resources, including resources made available under this part, relating to Native Hawaiian education, and serve, where appropriate, in an advisory capacity.

(4) Make direct grants, if such grants enable the Education Council to carry out the duties of the Education Council, as described in paragraphs (1) through (3).

(e) Additional duties of the Education Council

(1) In general

The Education Council shall provide copies of any reports and recommendations issued by the Education Council, including any information that the Education Council provides to the Secretary pursuant to subsection (i) of this section, to the Secretary, the Committee on Education and the Workforce of the House of Representatives, and the Committee on Indian Affairs of the Senate.

(2) Annual report

The Education Council shall prepare and submit to the Secretary an annual report on the Education Council's activities.

(3) Island council support and assistance

The Education Council shall provide such administrative support and financial assistance to the island councils established pursuant to subsection (f) of this section as the Secretary determines to be appropriate, in a manner that supports the distinct needs of each island council.

(f) Establishment of island councils

(1) In general

In order to better effectuate the purposes of this part and to ensure the adequate representation of island and community interests within the Education Council, the Secretary is authorized to facilitate the establishment of Native Hawaiian education island councils (hereafter in this part referred to as an "island council") for the following islands:

(A) Hawaii.

(B) Maui.

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

(C) Molokai.

(D) Lanai.

(E) Oahu.

(F) Kauai.

(G) Niihau.

(2) Composition of island councils

Each island council shall consist of parents, students, and other community members who have an interest in the education of Native Hawaiians, and shall be representative of individuals concerned with the educational needs of all age groups, from children in preschool through adults. At least three-fourths of the members of each island council shall be Native Hawaiians.

(g) Administrative provisions relating to Education Council and island councils

The Education Council and each island council shall meet at the call of the chairperson of the appropriate council, or upon the request of the majority of the members of the appropriate council, but in any event not less often than four times during each calendar year. The provisions of the Federal Advisory Committee Act shall not apply to the Education Council and each island council.

(h) Compensation

Members of the Education Council and each island council shall not receive any compensation for service on the Education Council and each island council, respectively.

(i) Report

Not later than 4 years after January 8, 2002, the Secretary shall prepare and submit to the Committee on Education and the Workforce of the House of Representatives and the Committee on Indian Affairs of the Senate a report that summarizes the annual reports of the Education Council, describes the allocation and use of funds under this part, and contains recommendations for changes in Federal, State, and local policy to advance the purposes of this part.

CREDIT(S)

(Pub.L. 89-10, Title VII, § 7204, as added Pub.L. 107-110, Title VII, § 701, Jan. 8, 2002, 115 Stat. 1937.)

HISTORICAL AND STATUTORY NOTES

Revision Notes and Legislative Reports

2002 Acts. House Conference Report No. 107-334 and Statement of President, see 2001 U.S. Code Cong. and Adm. News, p. 1230.

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

References in Text

The Federal Advisory Committee Act, referred to in subsec. (g), is Pub.L. 92-463, Oct. 6, 1972, 86 Stat. 770, as amended, which is set out in 5 U.S.C.A. App. 2.

Effective and Applicability Provisions

2002 Acts. Except as otherwise provided, amendments by Pub.L. 107-110 effective Jan. 8, 2002, see Pub.L. 107-110, § 5, set out as a note under 20 U.S.C.A. § 6301.

Change of Name

Committee on Education and the Workforce of House of Representatives changed to Committee on Education and Labor of House of Representatives by House Resolution No. 6, One Hundred Tenth Congress, Jan. 5, 2007.

Prior Provisions

A prior section 7514, Pub.L. 89-10, Title VII, § 7204, as added Pub.L. 103-382, Title I, § 101, Oct. 20, 1994, 108 Stat. 3738, relating to applications for grants under the former provisions of this part, was omitted in the general revision of this subchapter by Pub.L. 107-110, Title VII, § 701, Jan. 8, 2002, 115 Stat. 1907.

LIBRARY REFERENCES

American Digest System

Indians 8.
Key Number System Topic No. 209.

20 U.S.C.A. § 7514, 20 USCA § 7514

Current through P.L. 111-160 (excluding P.L. 111-148, 111-152, and 111-159) approved 4-26-10

Westlaw. (C) 2010 Thomson Reuters. No Claim to Orig. U.S. Govt. Works.

END OF DOCUMENT

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

Westlaw

United States Code Annotated Currentness
Title 20. Education
Chapter 70. Strengthening and Improvement of Elementary and Secondary Schools (Refs & Annos)
Subchapter VII. Indian, Native Hawaiian, and Alaska Native Education (Refs & Annos)
Part B. Native Hawaiian Education (Refs & Annos)

§ 7515. Program authorized

(a) General authority

(1) Grants and contracts

The Secretary is authorized to make direct grants to, or enter into contracts with--

(A) Native Hawaiian educational organizations;

(B) Native Hawaiian community-based organizations;

(C) public and private nonprofit organizations, agencies, and institutions with experience in developing or operating Native Hawaiian programs or programs of instruction in the Native Hawaiian language; and

(D) consortia of the organizations, agencies, and institutions described in subparagraphs (A) through (C),

to carry out programs that meet the purposes of this part.

(2) Priorities

In awarding grants or contracts to carry out activities described in paragraph (3), the Secretary shall give priority to entities proposing projects that are designed to address--

(A) beginning reading and literacy among students in kindergarten through third grade;

(B) the needs of at-risk children and youth;

(C) needs in fields or disciplines in which Native Hawaiians are underemployed; and

(D) the use of the Hawaiian language in instruction.

(3) Authorized activities

Activities provided through programs carried out under this part may include--

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

(A) the development and maintenance of a statewide Native Hawaiian early education and care system to provide a continuum of services for Native Hawaiian children from the prenatal period of the children through age 5;

(B) the operation of family-based education centers that provide such services as--

(i) programs for Native Hawaiian parents and their infants from the prenatal period of the infants through age 3;

(ii) preschool programs for Native Hawaiians; and

(iii) research on, and development and assessment of, family-based, early childhood, and preschool programs for Native Hawaiians;

(C) activities that enhance beginning reading and literacy in either the Hawaiian or the English language among Native Hawaiian students in kindergarten through third grade and assistance in addressing the distinct features of combined English and Hawaiian literacy for Hawaiian speakers in fifth and sixth grade;

(D) activities to meet the special needs of Native Hawaiian students with disabilities, including--

(i) the identification of such students and their needs;

(ii) the provision of support services to the families of those students; and

(iii) other activities consistent with the requirements of the Individuals with Disabilities Education Act;

(E) activities that address the special needs of Native Hawaiian students who are gifted and talented, including--

(i) educational, psychological, and developmental activities designed to assist in the educational progress of those students; and

(ii) activities that involve the parents of those students in a manner designed to assist in the students' educational progress;

(F) the development of academic and vocational curricula to address the needs of Native Hawaiian children and adults, including curriculum materials in the Hawaiian language and mathematics and science curricula that incorporate Native Hawaiian tradition and culture;

(G) professional development activities for educators, including--

(i) the development of programs to prepare prospective teachers to address the unique needs of Native Hawaiian students within the context of Native Hawaiian culture, language, and traditions;

(ii) in-service programs to improve the ability of teachers who teach in schools with concentrations of Native Hawaiian students to meet those students' unique needs; and

(iii) the recruitment and preparation of Native Hawaiians, and other individuals who live in communities with a high concentration of Native Hawaiians, to become teachers;

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

(H) the operation of community-based learning centers that address the needs of Native Hawaiian families and communities through the coordination of public and private programs and services, including--

(i) preschool programs;

(ii) after-school programs;

(iii) vocational and adult education programs; and

(iv) programs that recognize and support the unique cultural and educational needs of Native Hawaiian children, and incorporate appropriately qualified Native Hawaiian elders and seniors;

(I) activities, including program co-location, to enable Native Hawaiians to enter and complete programs of postsecondary education, including--

(i) provision of full or partial scholarships for undergraduate or graduate study that are awarded to students based on their academic promise and financial need, with a priority, at the graduate level, given to students entering professions in which Native Hawaiians are underrepresented;

(ii) family literacy services;

(iii) counseling and support services for students receiving scholarship assistance;

(iv) counseling and guidance for Native Hawaiian secondary students who have the potential to receive scholarships; and

(v) faculty development activities designed to promote the matriculation of Native Hawaiian students;

(J) research and data collection activities to determine the educational status and needs of Native Hawaiian children and adults;

(K) other research and evaluation activities related to programs carried out under this part; and

(L) other activities, consistent with the purposes of this part, to meet the educational needs of Native Hawaiian children and adults.

(4) Special rule and conditions

(A) Institutions outside Hawaii

The Secretary shall not establish a policy under this section that prevents a Native Hawaiian student enrolled at a 2- or 4-year degree granting institution of higher education outside of the State of Hawaii from receiving a scholarship pursuant to paragraph (3)(I).

(B) Scholarship conditions

The Secretary shall establish conditions for receipt of a scholarship awarded under paragraph (3)(I). The condi-

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

tions shall require that an individual seeking such a scholarship enter into a contract to provide professional services, either during the scholarship period or upon completion of a program of postsecondary education, to the Native Hawaiian community.

(b) Administrative costs

Not more than 5 percent of funds provided to a recipient of a grant or contract under subsection (a) of this section for any fiscal year may be used for administrative purposes.

(c) Authorization of appropriations

(1) In general

There are authorized to be appropriated to carry out this section and section 7514 of this title such sums as may be necessary for fiscal year 2002 and each of the 5 succeeding fiscal years.

(2) Reservation

Of the funds appropriated under this subsection, the Secretary shall reserve $500,000 for fiscal year 2002 and each of the 5 succeeding fiscal years to make a direct grant to the Education Council to carry out section 7514 of this title.

(3) Availability

Funds appropriated under this subsection shall remain available until expended.

CREDIT(S)

(Pub.L. 89-10, Title VII, § 7205, as added Pub.L. 107-110, Title VII, § 701, Jan. 8, 2002, 115 Stat. 1939.)

HISTORICAL AND STATUTORY NOTES

Revision Notes and Legislative Reports

2002 Acts. House Conference Report No. 107-334 and Statement of President, see 2001 U.S. Code Cong. and Adm. News, p. 1230.

References in Text

The Individuals with Disabilities Education Act, referred to in subsec. (a)(3)(D)(iii), is Title VI of Pub.L. 91-230, Apr. 13, 1970, 84 Stat. 175, as amended, which is classified generally to chapter 33 (20 U.S.C.A. § 1400 et seq.) of Title 20. For complete classification to the Code, see Tables.

Effective and Applicability Provisions

2002 Acts. Except as otherwise provided, amendments by Pub.L. 107-110 effective Jan. 8, 2002, see Pub.L. 107-110, § 5, set out as a note under 20 U.S.C.A. § 6301.

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

Prior Provisions

A prior section 7515, Pub.L. 89-10, Title VII, § 7205, as added Pub.L. 103-382, Title I, § 101, Oct. 20, 1994, 108 Stat. 3738, relating to the elementary school foreign language incentive program, was omitted in the general revision of this subchapter by Pub.L. 107-110, Title VII, § 701, Jan. 8, 2002, 115 Stat. 1907.

LIBRARY REFERENCES

American Digest System

Indians ⇨8.
Key Number System Topic No. 209.

20 U.S.C.A. § 7515, 20 USCA § 7515

Current through P.L. 111-160 (excluding P.L. 111-148, 111-152, and 111-159) approved 4-26-10

Westlaw. (C) 2010 Thomson Reuters. No Claim to Orig. U.S. Govt. Works.

END OF DOCUMENT

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

Westlaw

C
United States Code Annotated Currentness
Title 20. Education
Chapter 70. Strengthening and Improvement of Elementary and Secondary Schools (Refs & Annos)
Subchapter VII. Indian, Native Hawaiian, and Alaska Native Education (Refs & Annos)
Part B. Native Hawaiian Education (Refs & Annos)
→ **§ 7517. Definitions**

In this part:

(1) Native Hawaiian

The term "Native Hawaiian" means any individual who is--

(A) a citizen of the United States; and

(B) a descendant of the aboriginal people who, prior to 1778, occupied and exercised sovereignty in the area that now comprises the State of Hawaii, as evidenced by--

(i) genealogical records;

(ii) Kupuna (elders) or Kamaaina (long-term community residents) verification; or

(iii) certified birth records.

(2) Native Hawaiian community-based organization

The term " Native Hawaiian community-based organization" means any organization that is composed primarily of Native Hawaiians from a specific community and that assists in the social, cultural, and educational development of Native Hawaiians in that community.

(3) Native Hawaiian educational organization

The term "Native Hawaiian educational organization" means a private nonprofit organization that--

(A) serves the interests of Native Hawaiians;

(B) has Native Hawaiians in substantive and policymaking positions within the organization;

(C) incorporates Native Hawaiian perspective, values, language, culture, and traditions into the core function of the organization;

© 2010 Thomson Reuters. No Claim to Orig. US Gov. Works.

LEADERS and LAGGARDS

A State-by-State Report Card on Educational Innovation

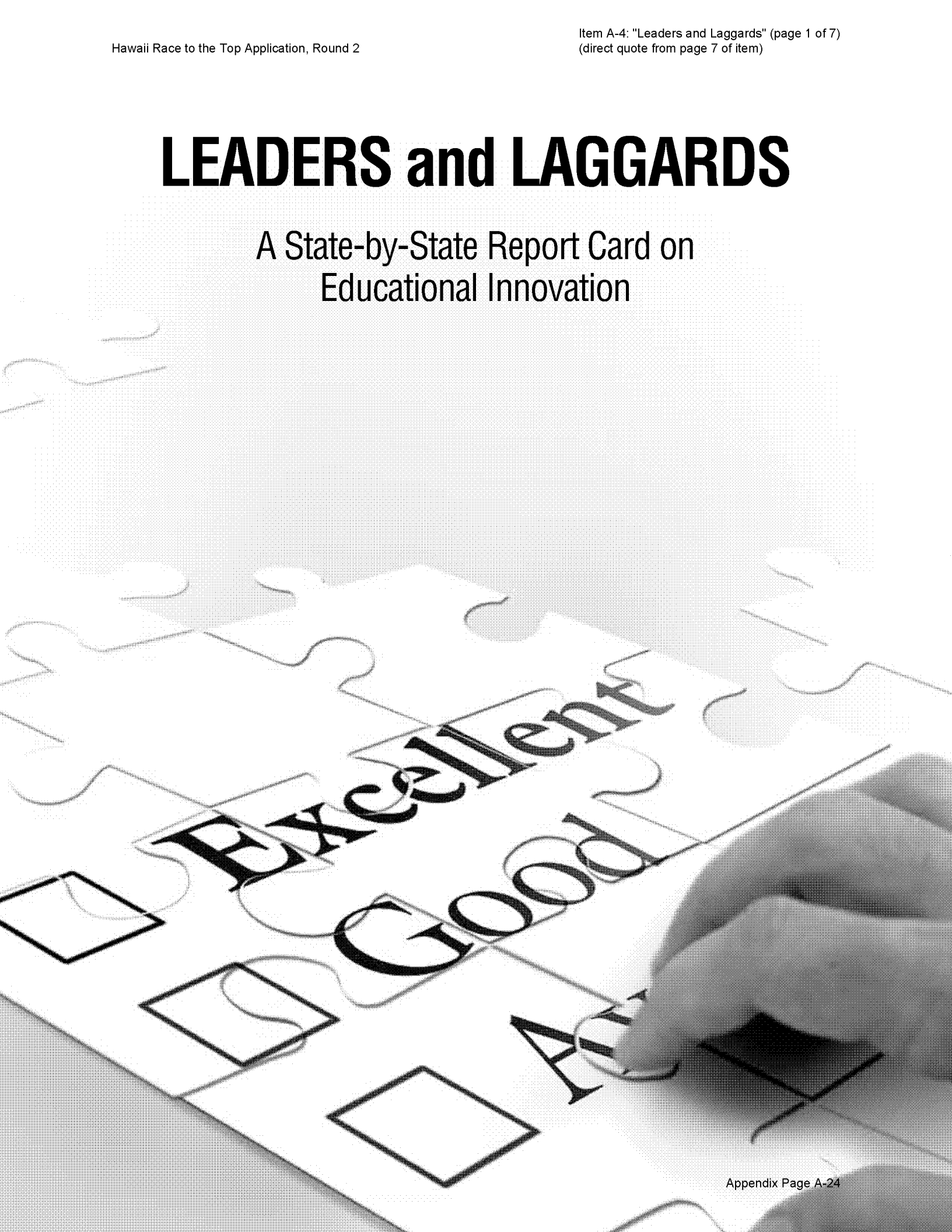


Table of Contents

Overview . . . 7

Major Findings . . . 10

Recommendations . . . 12

State of the Nation . . . 14

Table: Educational Innovation Across the States . . . 15

School Management . . . 16

Table: School Management . . . 18

Innovation Highlight: Incubators of Talent . . . 19

Innovation Highlight: Expanded Learning Time . . . 21

Finance . . . 22

Table: Finance . . . 24

Innovation Highlight: Student-Based Funding . . . 25

Staffing: Hiring & Evaluation . . . 27

Table: Staffing: Hiring & Evaluation . . . 29

Innovation Highlight: Performance Pay . . . 30

Innovation Highlight: Alternative Recruitment and Preparation Programs for Principals . . . 32

Staffing: Removing Ineffective Teachers . . . 34

Table: Staffing: Removing Ineffective Teachers . . . 35

Data . . . 36

Table: Data . . . 38

Innovation Highlight: Data Capacity . . . 39

Pipeline to Postsecondary . . . 41

Table: Pipeline to Postsecondary . . . 43

Innovation Highlight: Early College High Schools . . . 44

Technology . . . 46

Table: Technology . . . 48

Innovation Highlight: Digital Textbooks . . . 49

State Reform Environment . . . 51

Table: State Reform Environment . . . 52

Innovation Highlight: State-Based Education Reform Organizations . . . 53

State Report Cards . . . 55

Endnotes . . . 107

Acknowledgements . . . 109

Overview

Two years ago, the U.S. Chamber of Commerce, the Center for American Progress, and Frederick M. Hess of the American Enterprise Institute came together to grade the states on school performance. In that first *Leaders and Laggards* report, we found much to applaud but even more that requires urgent improvement. In this follow-up report, we turn our attention to the future, looking not at how states are performing today, but at what they are doing to prepare themselves for the challenges that lie ahead. Thus, some states with positive academic results receive poor grades on our measures of innovation, while others with lackluster scholarly achievement nevertheless earn high marks for policies that are creating an entrepreneurial culture in their schools. We chose this focus because, regardless of current academic accomplishment in each state, we believe innovative educational practices are vital to laying the groundwork for continuous and transformational change.

And change is essential. Put bluntly, we believe our education system needs to be reinvented. After decades of political inaction and ineffective reforms, our schools consistently produce students unready for the rigors of the modern workplace. The lack of preparedness is staggering. Roughly one in three eighth graders is proficient in reading. Most high schools graduate little more than two-thirds of their students on time. And even the students who do receive a high school diploma lack adequate skills: More than 33% of first-year college students require remediation in either math or English.

But we also believe that reinvention will never be accomplished with silver bullets. Our school system needs far-reaching innovation. It is archaic and broken, a relic of a time when high school graduates could expect to live prosperous lives, when steel and auto factories formed the backbone of the American economy, and when laptop computers and the Internet were the preserve of science fiction writers. And while the challenges are many—inflexible regulations, excessive bureaucracy, a dearth of fresh thinking—the bottom line is that most education institutions simply lack the tools, incentives, and opportunities to reinvent themselves in profoundly more effective ways.

By "innovation" we do *not* mean blindly celebrating every nifty-sounding reform. If anything, we have had too much of such educational innovation over the years, as evidenced by the sequential embrace of fads and the hurried cycling from one new "best practice" to another that so often characterizes K–12 schooling. States and school systems, in other words, have too long confused the novel with the useful. Rather, we believe innovation to be the process of leveraging new tools, talent, and management strategies to craft solutions that were not possible or necessary in an earlier era.

Our aim is to encourage states to embrace policies that make it easier to design smart solutions that serve 21st century students and address 21st century challenges. The impulse to either dictate one-size-fits-all solutions from the top or simply to do something—anything—differently will not address our pressing needs. Instead, this report seeks to foster a flexible, performance-oriented culture that will help our schools meet educational challenges.

Today, various organizations are addressing stubborn challenges by pursuing familiar notions of good teaching and effective schooling in impressively coherent, disciplined, and strategic ways. Some are public school districts, such as Long Beach Unified School District in California and Aldine Independent School District in Texas. An array of charter school entrepreneurs are also working within the public school system and seeing encouraging results, such as the KIPP (Knowledge Is Power Program) Academies, YES Prep, Aspire Public Schools, Green Dot Public Schools, and Achievement First. Other independent ventures have also devised promising approaches to important challenges, including Citizen Schools, EdisonLearning, The New Teacher Project, K12 Inc., Blackboard Inc., Wireless Generation, Teach for America, and New Leaders for New Schools.

Even these marquee reformers, however, struggle to sidestep entrenched practices, raise funds, find talent, and secure support. Moreover, these highly successful ventures often pale when viewed beside the larger K–12 enterprise. The 80-odd KIPP schools, approximately 130 school leaders trained annually by New Leaders for New Schools, and 2,200 teachers trained each year by The New Teacher Project are dwarfed by the nation's 14,000 school districts, 100,000 schools, and 3.2 million teachers. The challenge is to boost the chance that creative problem solvers will ultimately make a real, lasting difference for our nation and our children.

Fortunately, our report comes at a time when national attention to educational innovation is on the upswing. The new federal Race to the Top Fund has brought additional attention to the need to rethink our system, for instance, while numerous other efforts are under way at the state and local levels. It is far too early to endorse any particular plan or to say which ones will be effective. But now is the time for state leaders to show the political will to pursue reform.

Along the way, high standards, accountability, and sensible progress measures are essential. But care must be taken not to allow familiar modes of measurement to smother reform. Too often, reformers tend to embrace only those advances that we can conveniently measure with today's crude tools, such as grades three-to-eight reading and math scores. The principal virtue of the No Child Left Behind Act, for example—a much-needed focus on outcomes and transparency—has been coupled with a bureaucratic impulse and an inflexible, cookie-cutter approach to gauging teacher and school quality. We must not retreat from the promise of high standards and accountability. But we should also embrace what might be called smart quality control. That means measuring the value of various providers and solutions in terms of what they are intended to do—whether that is recruiting teachers or tutoring foreign languages—rather than merely on whether they affect the rate at which students improve their performance on middle school reading and math tests.

Improved accountability and flexibility, while vital, will not be enough to achieve the changes we seek: Capacity building is also crucial. We define this overused term to mean the need for a variety of new providers that deliver additional support to educators in answering classroom and schoolwide challenges. More broadly, however, this effort must be complemented by giving new providers the freedom and encouragement they need to promote high-quality research and development, and to develop innovative "green shoot" reform ventures that pioneer more effective tools and strategies.

Ultimately, though, the key to improving results will be to help schools not only to avoid mistakes, but to position themselves better to adopt imaginative solutions. In brief, for reform to take hold our states and schools must practice purposeful innovation.

To examine the degree to which states have developed such a culture, we focused on eight areas:

- **School Management** (including the strength of charter school laws and the percentage of teachers who like the way their schools are run)
- **Finance** (including the accessibility of state financial data)
- **Staffing: Hiring & Evaluation** (including alternative certification for teachers)
- **Staffing: Removing Ineffective Teachers** (including the percentage of principals who report barriers to the removal of poor-performing teachers)
- **Data** (including such measures as state-collected college student remediation data)
- **Technology** (including students per Internet-connected computer)
- **Pipeline to Postsecondary** (including the percentage of schools reporting dual-enrollment programs)
- **State Reform Environment** (an ungraded category that includes data on the presence of reform groups and participation in international assessments)

Our data come from a wide variety of sources, from federal education databases to our own 50-state surveys. We should note that the data limitations we encountered were a significant hindrance to our efforts, even more so than when we prepared our first *Leaders and Laggards* report.

We received invaluable assistance from an outside panel of academic experts. We shared our methodology with Jack Buckley, professor of applied statistics at New York University; Dan Goldhaber, research professor at the University of Washington; Paul Herdman, president of the Rodel Foundation of Delaware; Monica Higgins, professor of education at Harvard University; and Richard Ingersoll, professor of education and sociology at the University of Pennsylvania. The panel reviewed our approach and results, and provided helpful feedback. However, our research team takes full responsibility for the methodology and resulting grades.

In many respects the recent troubles of the auto and newspaper industries provide a cautionary tale for today's education policymakers. Analysts predicted structural challenges in both industries for decades. Outside consultants urged major change. Yet altering entrenched practices at businesses from General Motors to the

now-defunct *Rocky Mountain News* proved enormously difficult. And the results of inaction for both organizations were disastrous. The same must not happen to our nation's education system. The stakes are just too high.

The findings and recommendations detailed in the following section cover everything from the need for more thoughtful use of technology to the overarching importance of giving educators flexibility in meeting shared student-achievement goals. In particular, we believe that reform requires a nondoctrinaire emphasis on overhauling the status quo and replacing it, not with some imagined one best system, but with a new performance-oriented culture that may take many forms. In the end, we think of educational innovation not as a fad but as the prerequisite for deep, systematic change, the kind of change that is necessary—and long overdue.

We think of educational innovation not as a fad but as the prerequisite for deep, systematic change, the kind of change that is necessary—and long overdue.

As we observed two years ago in our first *Leaders and Laggards* report, even as businesses have revolutionized their practices, "student achievement has remained stagnant and our K–12 schools have stayed remarkably unchanged—preserving, as if in amber, the routines, culture, and operations of a 1930s manufacturing plant." Now, as we look forward, our aim is nothing less than to crush the amber. That is the challenge before us.

Major Findings

We set out in this report to evaluate the innovation gap in American education, identifying key problem areas and seeking promising solutions. The results were deeply troubling. From weak data capacity to anachronistic finance systems, schools just do not have the ability to respond to 21st century educational challenges. And our nation has not done nearly enough to help.

To be sure, there are some bright spots on the educational landscape. Most states now have charter schools, for example, and almost every state has some sort of alternative teacher certification program. But for the most part, the delivery of education remains hidebound: across our categories, not a single state earned As in more than one or two areas, and most received a host of Cs and Ds. Perhaps most disheartening, we were not able to document the full extent of the innovation problem. We simply could not find enough reliable information to evaluate important questions such as the flexibility of the state reform environment, the effectiveness of state and district policies for hiring school leaders, and whether investments in educational technology are paying off.

What we did uncover raises disturbing concerns about the future of our nation's education system. It should inspire not just another round of political handwringing, but real and focused action.

Among our major findings:

Rigid education bureaucracies impede quality schooling. Ninety percent of teachers say that routine duties and paperwork interfere with their teaching, according to our analysis of the 2007–2008 Schools and Staffing Survey (SASS), a nationally representative survey of teachers and principals administered every four years by the National Center for Education Statistics. Only about one-third of teachers approve of how their schools are run. Throughout our educational system, a traditionalist school culture limits autonomy and innovation.

State finance systems are opaque, inefficient, and undermine innovation. The jumbled patchwork of spending programs in each state provides schools almost no room to spend resources in more effective ways. Our survey of the 50 states and the District of Columbia found that there are 23 states that each have more than 40 different school funding programs. These programs operate not only with little flexibility, but also little transparency. Only about half of the states make basic data easily available on the Internet, making it difficult for the public to hold schools accountable for how they spend their money.

The teacher pipeline fails to provide a diverse pool of high-quality educators. In some states, such as Iowa and Nebraska, almost no teachers enter the profession through alternative certification programs, which make it easier for talented liberal arts graduates and midcareer professionals to enter the classroom without conventional teaching preparation. At the same time, school leaders lack the authority to recruit the best candidates: Fewer than half of the principals in states, such as Oklahoma and North Dakota, report having a major degree of influence over teacher hiring.

Teacher evaluations are not based on performance. State systems for evaluating the effectiveness of teachers are focused almost entirely on inputs such as training and years of experience, even though these factors have been shown to have little impact on student achievement. By contrast, only four states require evidence of student learning to be the major factor in teacher evaluations.

Major barriers exist to the removal of poor-performing teachers. Seventy-two percent of principals say that tenure policies are a barrier to firing ineffective teachers, according to our analysis of federal SASS data. Another 61% say that teacher unions are an obstacle. Without the ability to remove ineffective teachers from the classroom, school leaders cannot build a cohesive school culture, create an environment of accountability, and ensure that all students will learn.

The outcome of state technology spending is unknown. Despite a systematic effort to examine the Web-based materials available from every state department of education, we found no evidence that any state had conducted a large-scale technology return-on-investment study. Instead, states collect data largely on student access to computers and the Internet. While technology has the potential to reinvent education delivery, without information on outcomes states will not know whether their investment in technology is well spent.

State data systems provide limited information on school operations and outcomes. States have made substantial improvements to their education data systems, but they still barely skim the surface of school operations, failing to answer basic capacity questions such as the degree to which professional development improves student outcomes. To foster entrepreneurial schools that can respond to new challenges, states must provide educators, policymakers, and the public with better information.

Schools provide too little access to college-level coursework. In most cases, dual-enrollment programs (in which students attend high school while enrolling in select collegiate courses) are a win-win educational strategy. They allow high school students to take advanced coursework and gain college credit while boosting college readiness and breaking down the often meaningless boundaries between high school and college. But our research shows that fewer than two-thirds of schools report having such programs. In Delaware, for example, only about a quarter of schools have dual-enrollment programs.

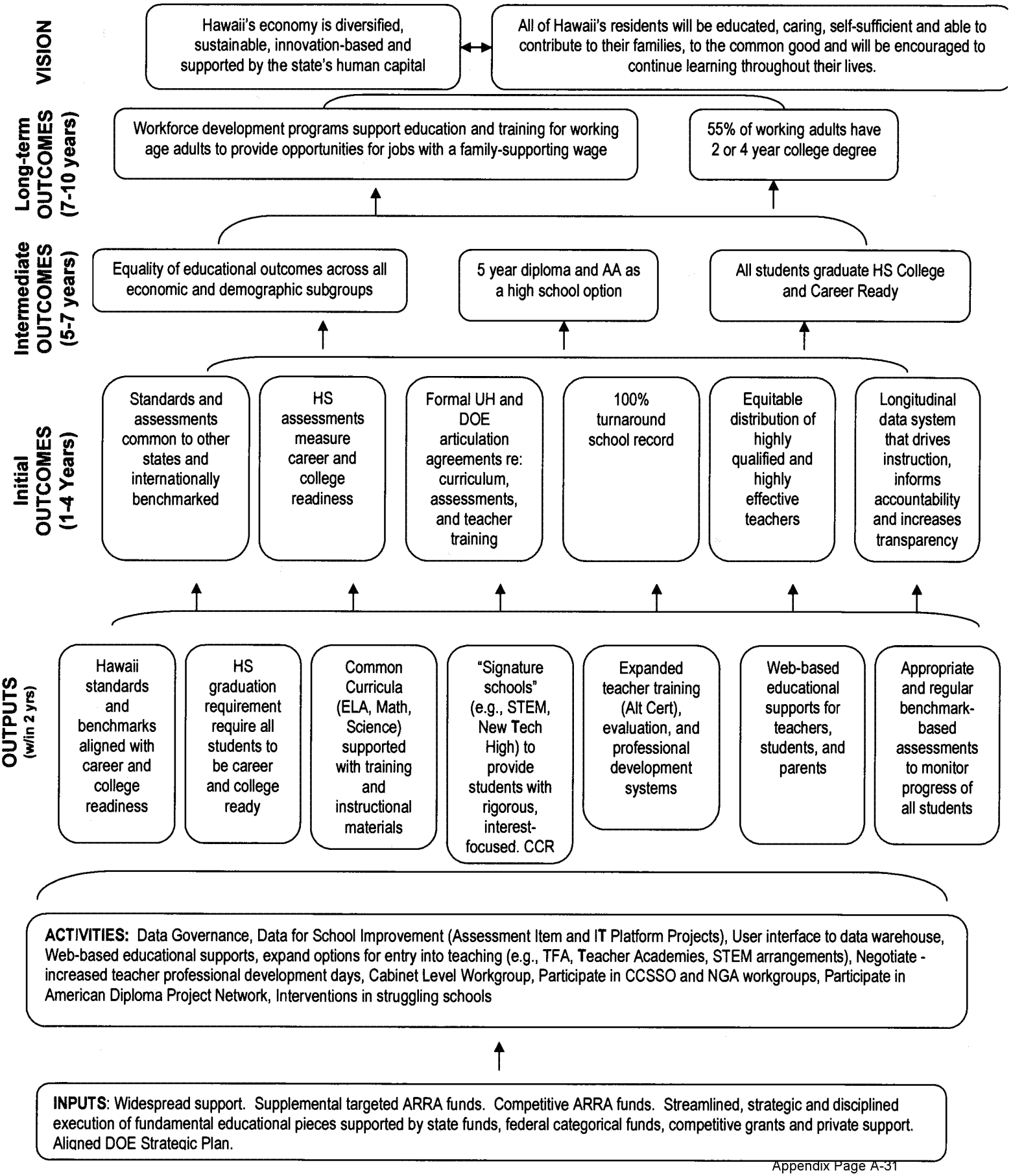
Only one state, Hawaii, has created a student-based funding system. In almost every state, education dollars do not follow students to the schools they attend according to their needs. Instead, funds are distributed based on factors that have little to do with students, such as the number of teachers in a school or the kind of educational programs that a school provides. Such financial practices make it nearly impossible for principals to allocate resources in new and innovative ways. While some districts have adopted student-based funding schemes, so far no state has emulated Hawaii's effort to ensure that education dollars truly follow the child.

States lack a culture of education advocacy. Innovation-focused reform will require deep reserves of political capital because entrenched interests will fight meaningful changes. But few leaders have stepped forward to create the political conditions for reform. In 2009, for instance, the U.S. Chamber of Commerce's Institute for a Competitive Workforce conducted a survey of chambers of commerce and other state and local business leaders. It found that many business leaders believed that there was little support in their state for key reforms. Only 12% thought there was a great deal of support from elected state officials for charter schools, while just 7% believed there was a good deal of support from state officials for bonuses for effective teachers.

Hawaii's Common Educational Agenda

DRAFT (1.10.10)

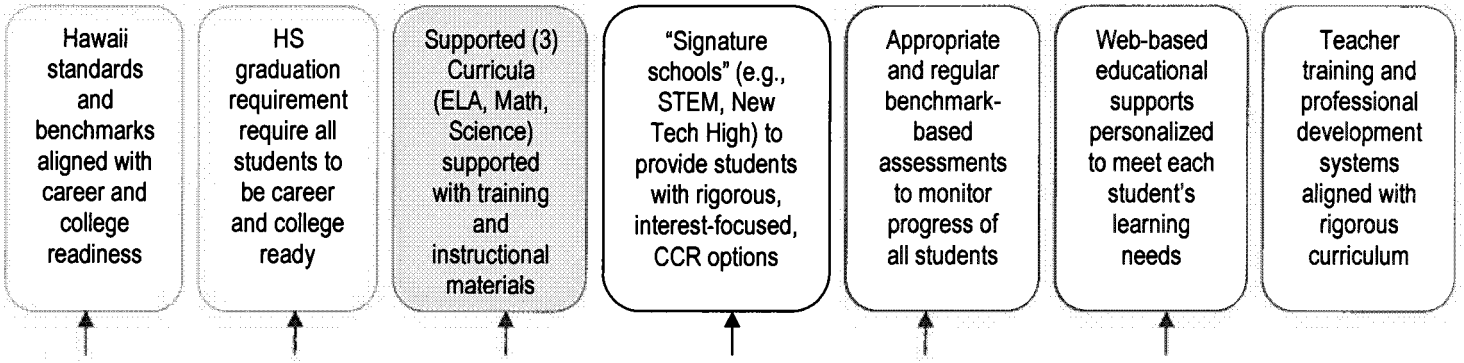
For Discussion Purposes Only



Hawaii's Common Educational Agenda

DRAFT (1.10.10) For Discussion Purposes Only

OUTPUTS (w/in 2 yrs)



High standards and assessments	*College and Career Ready*	Support to struggling students	Support to struggling schools	Use of information: Inform Instruction	Use of information: SLDS	Teacher equity and effectiveness
BOE adopted Common Core Standards Participant in Common Core Standards Streamlining HCPSIII Standards review process	*Mandatory ADP by SY??* *Incentives for % and % increase in BOE recognition diploma* Expansion of on line learning HBOE recognition diploma 24 credits for graduation	*Designation of "supported" curriculum* *RTI for struggling students* Aligned K-12 Math curriculum Framework for school improvement Extended learning opportunities for struggling students	*Superintendent memo requiring all secondary schools in planning for restructuring to include required actions to become CCR* *Expansion of joint CC and DOE classes* *Enhanced and expanded AYP response team analysis to include CCR* Signature schools STEM	Data Governance Research agenda Data for school improvement project State endorsed AIR quarterly assessment Requirement for all schools to do quarterly assessments since SY05-06	*See Table on the next page for LDS* *Reengineered data warehouse* *Development of web based secure user interface with data warehouse* *Development of web based student parent and teacher interface with data warehouse* On line standards workbook	*Renegotiated incentive pay* *Incentives for schools with highest percentage of HQT classes* *State initiated NHQ targets* *Strategies to increase access to general curriculum (co teaching)* PDE3 for school lists to better determine assignments PDE3 for teacher qualification, assignment and qualifications Title II, Part A PD plan Incentive pay for hard to fill

Memorandum of Agreement
Between
The Governor of the State of Hawaii
And
The Department of Education
And
The University of Hawaii
To
Significantly Improve Student Achievement in Hawaii by Using American Recovery and Reinvestment Act ("ARRA") Resources to Advance Education Reform

I. Background

A. Human skills, creativity, and the capacity to innovate are the sources of future growth for Hawaii's economy.
B. Therefore, our most important public investment is in a workforce that has the capacity to innovate and is globally competitive. In large part, this workforce will be prepared by Hawaii's public education system.
C. All of Hawaii's residents deserve the opportunity to receive a world class education that prepares them for participation in a global economy.
D. Our immediate challenge and focus, in this time of declining state resources, is to expand system-wide, the "pockets of excellence" that exist today in Hawaii's single school district and higher education system. We are faced with the necessity of dramatically improving the outcomes of our education system in a very short period of time.
E. We believe that our public policy choices impact student achievement significantly. Even in times of declining resources, we can make advances by following steps that have proven to be successful elsewhere:

1. Upgrade Hawaii standards by adopting a common core of college-and career-ready standards and high quality, valid and reliable assessments, in math and language arts for grades K-12 for all students.
2. Leverage the ability of Hawaii's single school district structure to ensure that textbooks, digital media, curricula, and assessments are aligned to college-and career-ready standards.
3. Revise Hawaii's policies for recruiting, preparing, developing, and supporting, teachers and school leaders. Make improvements in teacher effectiveness and in the equitable distribution of highly qualified teachers for all students, particularly students who are most in need.
4. Establish a pre-K to College and Career data system that tracks progress and fosters continuous improvement. Measure state-level education performance globally by examining student achievement and attainment using internationally benchmarked standards to ensure that over time, students are receiving the education they need to compete in the 21st century economy.
5. Provide intensive support and effective interventions for the bottom ten percent (10%) of Hawaii's public schools, as measured by federally approved criteria on

student achievement, such that we can document progress in closing the achievement gap between these schools and Hawaii's top 10% of public schools over the next eight years.

II. Purpose

The purpose of this Memorandum of Agreement ("MOA") is to:

A. Better align education, workforce development, and economic development policies.
B. Document for the public and the U.S. Department of Education, the reform actions agreed upon by the Governor, the President of the University of Hawaii, and the Superintendent of Education for the Hawaii Department of Education, upon acceptance, dispersal, and use of the Hawaii's share of the ARRA State Fiscal Stabilization Fund, Part A.
C. Document progress, memorialize agreements, and create the framework for future cooperation between the undersigned parties on a common reform agenda that will result in dramatic improvement in student achievement and outcomes in Hawaii's public education systems over the next eight years.

III. Collaboration

Each party to this MOA has a role and responsibility in advancing this reform agenda:

A. Together:
   1. Develop a common reform agenda that will drive student achievement and make Hawaii's students and workforce competitive internationally.
   2. Attract federal investment under ARRA Race to the Top and other competitive opportunities.
   3. Provide a framework to close identified "achievement gaps."
   4. Report publicly on progress.
   5. Be accountable for results under this MOA.

B. Governor:
   1. Participate in public outreach campaigns to inform our communities and stakeholders about the importance of pursuing excellence in education.
   2. Ultimately be accountable to the federal government for progress under this MOA.
   3. Align workforce and economic policy development with this agreement.

C. Department of Education ("DOE"):
   1. Develop and implement strategic and operational plans based on a common reform agenda to increase educational outcomes significantly and to close achievement gaps over the next eight years.
   2. Operate the Hawaii public school system efficiently.

D. University of Hawaii ("UH"):
   1. Cooperate with DOE on planning and implementing a common reform agenda (including, for example, curriculum development, teacher training and degree attainment).
   2. Achieve UH Strategic Performance Goals related to increasing Hawaii's educational capital.
   3. Set goals for higher education, provide reports on progress, and cooperate with the DOE on strategies to achieve goals.

IV. Goals

We agree to the following goals:

A. Hawaii's expectations for its students should be benchmarked internationally so that graduates will be competitive in a global economy.
B. Using multiple and rigorous methods, all students will be assessed regularly for progress in achieving the internationally benchmarked standards and informed of their progress toward career and college readiness.
C. All students will graduate high school "college and career" ready by 2018 and be able to move on to the next step in their lives without the need to repeat classes or take remedial training.
D. All students will be taught by highly qualified educators (K-12 and higher education) who are receiving support to continuously improve their effectiveness in facilitating student achievement.
E. A statewide, inter-agency data system will be developed to track students longitudinally through Hawaii's public educational systems and into the workforce in order to improve education, shape educational and workforce policy development, guide resource allocation decisions, and document program improvements.
F. Hawaii's educational attainment and achievement levels should meet or exceed the national average.
G. Over the next six years, we will make dramatic progress to close the achievement gaps among Hawaii's students with respect to race, ethnicity, geography or economic status as identified by the U.S. Department of Education.
H. 55% of Hawaii's working adults will have a 2 or 4 year degree by 2025 so that Hawaii, through its workforce, will be competitive in the global economy.

V. Common Core Standards and Related Assessment

The Governor and Superintendent of Education share a concern for improved educational outcomes. Thus, they signed the state's initial application for ARRA Part A funds for education as well as the State's agreement to participate in the National Governors' Association and Council of Chief State School Officers' Common Core State Standards Initiative.

The undersigned agree to:

A. Participate in the development and review of the National Governors' Association and Council of Chief State School Officers' Common Core State Standards and related assessments, during the 2009-10 academic year, to establish expectations that Hawaii's graduates will be prepared for career and college success by meeting international benchmarks.
B. Recommend, by June 30, 2010, to the Board of Education revision of Hawaii Content and Performance Standards in relation to Common Core State Standards.
C. Adopt revisions to Hawaii State Assessment with respect to the Common Core State Standards, so long as the revised assessments continue to meet federal requirements of No Child Left Behind.
D. Participate in a joint public information campaign to educate the public about the importance of career and college readiness for high school graduates and the value of Common Core State Standards and assessments.

VI. College and Career Ready Diploma

A Hawaii public high school diploma should certify to recipients, employers, parents and the community that the recipient is prepared for success in career or college after high school. In March 2008, the Board of Education ("BOE") revised its graduation policy (Board Policy 4540) to upgrade the BOE Recognition Diploma requirements to align the voluntary diploma with expectations for career and college readiness beginning with the graduating Class of 2013 (this year's ninth graders).

The DOE's Implementation Plan for Board Policy 4540 sets goals for 50% of the Class of 2013 and 80% of the Class of 2018 high school graduates earning the BOE Recognition Diploma aligned with career and college readiness expectations.

The DOE's Vision of a High School Graduate states:

> All public high school graduates will realize their individual goals and aspirations, possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society, exercise the rights and responsibilities of citizenship, and pursue post-secondary education and/or careers without need for remediation.

Hawaii's economic growth depends on improved student achievement and outcomes. In addition, the U.S. Department of Education recognizes that college and career-ready high school graduates are necessary for individuals, the state and the country to be competitive in a global economy. Thus, it has become necessary to make explicit Hawaii's commitment to preparing its graduates.

The undersigned agree:

A. The requirements of a Career and College Readiness (CCR) diploma are the same as the optional Board of Education (BOE) Recognition Diploma, as defined in BOE

Policy 4540, including: algebra I and II, and geometry or the equivalent; 3 credits of science including at least 2 credits of chemistry, biology and/or physics; 4 credits of English including .5 credits in expository writing or the equivalent; and demonstration of proficiency in these courses/subjects.

B. By December 31, 2009, to jointly propose a revision to the BOE policy for graduation requirements to make mandatory, beginning with the high school graduating class of 2018, the CCR diploma with an "opt-out" waiver to the CCR diploma. High school students may only "opt-out" if the student's parent or legal guardian applies for the "opt-out" in writing, and the application may be approved by the complex area superintendent only upon written verification that the student and the student's parent or legal guardian has reviewed and understands the CCR diploma and "opt-out".

C. By December 31, 2009, the DOE will adopt the following percentage targets for CCR diploma attainment:

Class of	*2010*	*2011*	*2012*	*2013*	*2014*	*2015*	*2016*	*2017*	*2018*
CCR target	5%	10%	25%	50%	60%	70%	80%	85%	All

D. To support and participate in the "Step-Up" campaign to encourage students and parents to select the CCR diploma option (currently recommended but not required).

E. By March 31, 2010, to report and publish annually the number of CCR diplomas awarded and other college and career readiness indicators by school on a public website.

F. By June 30, 2011, to meet ARRA benchmarks for college and career standards and the alignment of high school expectations and requirements for college and career ready success, as identified by Achieve, Inc.'s *Closing the Expectation Gap* report (http://www.achieve.org/ClosingtheExpectationsGap2008).

VII. Defining the Achievement Gap in Hawaii

Educational achievement gaps refer to the disparity in academic performance between student groups. Gaps exist between educational achievement and attainment of Hawaii's youth and other states and nations ("external") as well as between different student groups in Hawaii defined by geography, race/ethnicity, income, special education status, and English language proficiency ("internal"). We must make significant progress in closing the achievement and attainment gaps in our public education systems to meet the three goals of:

1. 55% of working age adults having a two or four year degree;
2. all high school graduates being career and college ready; and
3. having a workforce that is competitive in the global economy.

The undersigned agree to:

A. Review economic, business and educational information to define and present achievement gaps—external and internal—for community review via a work group, inclusive of DOE, UH, Hawaii P-20, and the Department of Business, Economic Development & Tourism ("DBEDT") by December 31, 2009;
B. Have the DOE incorporate goals and performance targets to close the achievement gaps within its strategic and operational plans;
C. Participate in a joint public information campaign to educate the public about the existence and impact of achievement gaps and the importance and value of closing the gaps.

VIII. Data Sharing, Use and Governance

The ARRA requires that the Governor provide assurance of the state's commitment to improving the collection and use of longitudinal student data. This assurance aligns with and will accelerate ongoing efforts of the Hawaii P-20 Partnership, State of Hawaii Department of Education, University of Hawaii, DBEDT, the Department of Labor, and others to complete a statewide longitudinal system. A statewide longitudinal data system is needed in order to: achieve informed decision making, particularly over governance and management matters; make data transparent, accessible and action-able for multiple stakeholders; evaluate the impact of policies, interventions and resource allocation; foster inter-agency cooperation and a shared unifying mission; improve instruction; and reduce the burden on educational agencies for ad hoc data requests. As a result, we expect improvements in learning leading to increased educational outcomes and educational attainment as well as an engaged citizens and a globally competitive workforce.

The undersigned agree:

A. By mid-November 2009, to share longitudinal student and institutional data. By entering into an inter-departmental memorandum of understanding between departments, Hawaii P-20, at the UH in furtherance of these shared goals, and directing the Department of Business, Economic Development and Tourism, Department of Labor and Industrial Relations and Department of Human Services to participate in the statewide interagency longitudinal data system for education and workforce. The DOE shall also establish agreements with Hawaii P-20 to share longitudinal student and institutional data to improve instruction.
B. To develop a sound data governance structure by June 30, 2010, encompassing data quality, data timeliness, and accuracy of the reports. The data governance structure will also clarify roles and responsibilities among the various institutions and stakeholders engaged in the Hawaii P-20 interagency system.
C. To collaboratively seek resources to support development, use and maintenance of a statewide inter-agency longitudinal data system, including submission of a Statewide Longitudinal Data Systems grant proposal to the U.S. Department of Education and allocation of ARRA and state funds as appropriate.

D. To use data to guide educational and workforce policy development, resource allocation and program improvement.

IX. Accountability and Reporting

The DOE and the University of Hawaii must certify to certain assurances in order to receive SFSF funds. In addition to the assurances below, the DOE must comply with the federal and state assurances that they certify on an annual basis.

A. The DOE will:

1. Administer and use State Fiscal Stabilization Fund (SFSF) program funds in accordance with all applicable statutes, regulations, and applications, including General Education Provisions Act (GEPA) section 442;
2. Control SFSF program funds provided to the DOE and shall not use the funds to acquire property or durable assets;
3. Use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to the DOE under the SFSF program. The DOE's administration and expenditure of SFSF program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), the cost principles contained in 2 CFR 225 (OMB Circular A-87), OMB Circular A-102, and OMB Circular A-133;
4. Make any required SFSF reports readily available to members of the public;
5. Adopt effective procedures for acquiring and disseminating to teachers and administrators participating in each program funded through the SFSF significant information from educational research, demonstrations, and similar projects, adopt, where appropriate, promising educational practices developed through such projects;
6. Not use any of the funds received through the SFSF, to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization;
7. Take steps to ensure equitable access to, and equitable participation in, the projects and activities to be conducted with assistance through the SFSF, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age (GEPA 427);
8. Only use SFSF program funds for activities authorized by the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) (ESEA), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (IDEA), the Adult Education and Family Literacy Act (20 U.S.C. 9201 et seq.), or the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (the Perkins Act);

9. Not use SFSF program funds for:
    a. payment of maintenance costs;
    b. stadiums or other facilities used for athletic contests or exhibitions or other events for which admission is charged to the general public;
    c. purchase or upgrade of vehicles;
    d. improvement of stand-alone facilities whose purpose is not the education of children, including central office administration or operations or logistical support facilities;
    e. any aquarium, zoo, golf course, or swimming pool; or
    f. the provision of financial assistance to students to attend private elementary or secondary schools, unless the funds are used to provide special education and related services to children with disabilities as authorized by the Individuals with Disabilities Education Act;
10. Comply, for any project funded through the SFSF, with Section 1605 of the American Recovery and Reinvestment Act of 2009 (requiring the use of American iron, steel, and manufactured goods) and Section 1606 of the American Recovery and Reinvestment Act of 2009 (requiring compliance with federal prevailing wage requirements);
11. Obligate all SFSF funds by no later than September 30, 2011;
12. Promptly refer to an appropriate inspector general any credible evidence that a principal, employee, agent, contractor, sub-grantee, subcontractor, or other person has submitted a false claim under the False Claims Act (31 U.S.C. 3729–3733) or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving SFSF funds; and

B. The University of Hawaii assures that:
    1. It will administer and use SFSF program funds in accordance with all applicable statutes, regulations, and applications, including the General Education Provisions Act (GEPA) section 442 [20 usc 1232e (b) (1)];
    2. It will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to UH under the SFSF program [20 usc § 1232e (b)(3)];
    3. It will make any application, evaluation, periodic program plan or report relating to each program readily available to members of the general public [920 usc § 1232e(b)(6)];
    4. It will not use any of the funds received through the SFSF to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 usc § 1232e (b)(9)], nor will it use any of the SFSF funds to acquire property or durable assets;

5. It will not use SFSF program funds for:
   a. payment of maintenance costs [§ 14003 of the ARRA];
   b. stadiums or other facilities primarily used for athletic contests or exhibitions or other events for which admission is charged to the general public [§ 14004(c) of the ARRA];
   c. purchase or upgrade of vehicles [§ 14003 of the ARRA];
   d. improvement of stand-alone facilities whose purpose is not the education of children, including central office administration or operations or logistical support facilities [§ 14003 of the ARRA];
   e. casinos or other gaming establishments, aquarium, zoo, golf course, or swimming pool [§ 1604 of the ARRA]; or
   f. the provision of financial assistance to students to attend private elementary or secondary schools, unless the funds are used to provide special education and related services to children with disabilities as authorized by the Individuals with Disabilities Education Act [§ 14011 of the ARRA];
6. It understands that all SFSF funds must be obligated by no later than September 30, 2011; and
7. Promptly refer to an appropriate inspector general any credible evidence that a principal, employee, agent, contractor, sub-grantee, subcontractor, or other person has submitted a false claim under the False Claims Act (31 U.S.C. 3729–3733) or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving SFSF funds.

For additional information on assurances and allowable uses for SFSF funds refer to pages 17 to 25 in the federal Guidance on the State Fiscal Stabilization Fund Program at http://www.ed.gov/programs/statestabilization/guidance.pdf.

X. Release of Funds

Given the need to demonstrate progress to the U.S. Department of Education, the undersigned agree to the following Schedule of Deliverables.

A. By mid-November 2009:
   1. Deliverables for the DOE:
      a. DOE, UH, and DLIR establish inter-agency agreement to share longitudinal student and institutional data.
      b. DOE, with the support of UH, report on its analysis of Hawaii's competitiveness for the U.S. Department of Education's Race to the Top competition.

   2. Deliverables for the UH:
      a. DOE, UH, and DLIR establish inter-agency agreement to share longitudinal student and institutional data.

D. By June 30, 2010:
   1. Deliverables for the DOE:
      a. DOE will recommend to the Board of Education revision of Hawaii Content and Performance Standards to incorporate the national Common Core State Standards.
      b. DOE, with UH, DBEDT and DLIR, will develop a sound data governance structure to fulfill the inter-agency agreement regarding data quality, data timeliness, and accuracy of reports, as well as clarify the respective roles of each entity.

   2. Deliverables for UH:
      UH, together with DOE, DLIR, and DBEDT, will develop a sound data governance structure to fulfill the inter-agency agreements regarding data quality, data timeliness, and accuracy of the reports.

XI. Description of the process for the release of funds

Each party, upon satisfaction of the deliverables listed above that are applicable to them, shall follow the following requirements for the release of funds:

A. Set up drawdown accounts:
   1. The Governor shall establish a payee and bank account designated for SFSF funds and send the information to the U.S.DOE.
   2. The Governor shall establish an account with DAGS Accounting to receive SFSF funds. B&F shall be responsible for managing the drawdowns of the SFSF Part A funds.
   3. SFSF Part A funds shall be allotted on a quarterly basis.
   4. Based on this MOA, DOE and UH will submit quarterly deliverables for review by the Governor's Office, provided however that upon signing of this MOA, the first quarterly allotment shall be made.
   5. Upon receiving Governor's Office approval for the quarter, B&F will allot SFSF funds separately to DOE and UH. B&F, working with DOE and UH, shall be responsible for quarterly A-19 processing.

B. Semi-monthly disbursement of SFSF funds:
   1. DOE and UH shall designate salaries of specified positions in selected programs for SFSF expenditures. Designated positions are to be the same for the fiscal year and can be charged on a fractional basis to meet Part A appropriation levels.
   2. Following the semi-monthly payroll pay dates, DOE and UH shall request payroll reimbursements from B&F and provide detailed payroll reports as back-up for the request.
   3. B&F shall promptly review each request and payroll report, and shall initiate the drawdown from the Federal account within 5 business days of receipt.
   4. Upon receipt of the SFSF Part A funds, B&F shall immediately transfer the SFSF funds to the requesting party (DOE or UH).

b. UH will support DOE's development of a report analyzing Hawaii's competitiveness for the U.S. Department of Education's Race to the Top competition.

B. By December 31, 2009:
   1. Deliverables for the DOE:
      a. DOE will propose a revision to the BOE policy for graduation requirements to make mandatory a "college and career ready" (CCR) diploma for the class of 2018 with an "opt-out" waiver of CCR diploma. Under the proposed revision, the student's parent or legal guardian must apply for the "opt-out" in writing, and the application may be approved by the complex area superintendent only upon written verification that the student and the student's parent or legal guardian have reviewed and understands the CCR diploma and "opt-out".
      b. DOE will adopt percentage targets for CCR diploma attainment.
      c. DOE will collaborate with the UH to submit an application for U.S. Department of Education Statewide Longitudinal Data Systems grant competition for resources to support development, use, and maintenance of statewide inter-agency longitudinal data system.
      d. DOE will collaborate with UH, Hawaii P-20 and DBEDT to identify achievement gaps—internal and external—for community review and future incorporation within departmental strategic and operational plans.
      e. DOE will collaborate with UH, DBEDT, and the Governor's office in submission of the State's application to U.S. Department of Education for the first round of the Race to the Top grants.

   2. Deliverables for UH:
      a. UH will submit, via DOE, an application for U.S. Department of Education Statewide Longitudinal Data Systems grant competition for resources to support development, use and maintenance of a statewide inter-agency longitudinal data system.
      b. UH will participate with DOE and DBEDT to identify achievement gaps—internal and external—for community review and future incorporation in departmental strategic and operational plans.

C. By March 31, 2010:
   1. Deliverables for the DOE:
      DOE will report and publish annually the number of CCR diplomas awarded and other college and career readiness indicators by school on a public website.

   2. Deliverables for UH:
      UH, together with DOE, will report and publish annually college and career readiness indicators by school on a public website.

The first release of funds shall be available upon signing of this MOA, and upon satisfaction of the process requirements listed in subsections A and B above.

XII. Charter Schools

The parties acknowledge that charter schools in Hawaii ("Charter Schools"), through the Charter School Administration Office ("CSAO"), will enter into a separate agreement with the Governor with similar provisions and requirements as contained in this MOA, including federal requirements for accountability, reporting and progress under the American Recovery and Reinvestment Act (ARRA). The DOE and UH will not receive ARRA funds appropriated for use by the Charter Schools by the 2009 Hawaii State legislature. Rather those funds will be disbursed directly to the CSAO by the Governor after the CSAO and Governor sign their separate MOA, and the Governor shall have direct responsibility for compliance with all requirements of the ARRA by the Charter Schools and CSAO.

Nothing in this MOA shall be contingent upon the CSAO or Charter Schools entering into such an MOA with the Governor.

XII. Modification of this Agreement

A. This MOA may be modified at any time by mutual agreement of the parties.
B. In the event a deliverable is not met, the parties shall meet within five (5) business days to reach a mutually satisfactory resolution. Such resolution shall be incorporated into an amendment to this MOA.
C. Additional areas of cooperation may also be incorporated into this MOA by amendment, including without limitation cooperation in applying for competitive ARRA funding.

Dated: October 06, 2009

Linda Lingle	Patricia Hamamoto	M.R.C. Greenwood
Governor	Superintendent	President
State of Hawaii	Department of Education	University of Hawaii

Department of Education

Strategic Plan

July 1, 2008 - June 30, 2011

The Honorable Linda Lingle
Governor, State of Hawaii

BOARD OF EDUCATION

Karen Knudsen, Chairperson
John R. Penebacker, First Vice-Chairperson
Herbert S. Watanabe, Second Vice-Chairperson

Lei Ahu Isa, Ph.D.	Breene Y. Harimoto
Jonathan Allen	Cec Heftel
Eileen Clarke, Ed.D.	Donna R. Ikeda
Mary J. Cochran	Kim Coco Iwamoto
Margaret A. Cox	Denise Matsumoto

Garrett Toguchi

Patricia Hamamoto, Superintendent of Education
Clayton J. Fujie, Deputy Superintendent

Randolph G. Moore, Assistant Superintendent
Office of Business Services

Daniel S. Hamada, Assistant Superintendent
Office of Curriculum, Instruction and Student Support

James M. Brese, Assistant Superintendent
Office of Fiscal Services

Fay Ikei, Acting Assistant Superintendent
Office of Human Resources

Rodney S. Moriyama, Assistant Superintendent
Office of Information Technology Services

Patricia Hamamoto
Superintendent

Over the past three years, the State of Hawaii Department of Education's 2005-2008 Strategic Plan set the direction and provided a roadmap for educational programs and services. Throughout this three year period, we studied the data, trends, challenges, and demographics of the public school system in order to develop future plans, expectations, and goals for the Department. Although we have made significant strides in our efforts to provide a rigorous and high quality education for every student, it was clear that we could not rest until every student was successful – academically, socially, and emotionally.

Beginning in early 2007, the Department embarked on a strategic planning process to prepare for the 2008-2011 Strategic Plan. This process included convening 10 statewide focus groups comprised of principals, vice principals, complex area superintendents, assistant superintendents, educational specialists, educational officers, and teachers. The focus groups understood that the three overarching goals of the 2005-2008 Strategic Plan would be retained as the foundation for the 2008-2011 Strategic Plan. The focus groups' task was to re-examine the specific indicators for how the Department of Education measured its progress in realizing each of the three goals. The measurements and assessments had to be objective, quantifiable, and aligned with existing mandates, standards, and benchmarks.

All focus group members worked on the new strategic plan by building on the 2005-2008 Strategic Plan. People contributed time and ideas to the new plan and fully acknowledged that the plan would hold each of us accountable in building our childrens' futures. Many hours were spent reviewing, debating, listening, researching, and learning to ensure that all of the elements contained in the new plan were supportive of an uncompromising commitment to educating all children.

The 2008-2011 Strategic Plan focuses on three goals:

(1) Improving student achievement through standards-based education;
(2) Providing comprehensive support for all students; and
(3) Continuously improving performance and quality.

As with the previous plan, the Department of Education acknowledges that contemporary public education faces a dynamic and constantly changing set of challenges and opportunities. Although our current success is a direct result of the hard work and collaboration of administrators, teachers, other staff, students, parents, and community shareholders, we know there is more to be done to strengthen and improve our educational programs and support services.

The 2008-2011 Strategic Plan is very ambitious, but attainable. It reflects an ongoing process of organizational change within the framework of our mission and values. As Superintendent, it is my responsibility to ensure that this document is the driving force for all that we do in our schools and classrooms throughout the state. As stakeholders, it is our shared responsibility to ensure that we continue to work together to create the best school system possible for the children of Hawaii.

Table of Contents

Overview 1

Goal 1: Improve Student Achievement Through Standards-based Education 4

Goal 2: Provide Comprehensive Support For All Students 8

Goal 3: Continuously Improve Performance And Quality 11

Ten-Year Strategic Plan Goals 14

Glossary 18

Strategic Plan Implementation Framework 19

Overview

The Strategic Plan Has Three Goals:

IMPROVE STUDENT ACHIEVEMENT THROUGH STANDARDS-BASED EDUCATION

1.1 Provide standards-based curriculum, instruction, and assessment in all classrooms that reflect rigor, relevance, and relationships (Three Rs).

1.2 Increase proficiency in reading, mathematics, and science for all students.

1.3 Ensure that all students demonstrate the six General Learner Outcomes.

1.4 Ensure students will be caring, responsible, contributing participants in a democratic society.

PROVIDE COMPREHENSIVE SUPPORT FOR ALL STUDENTS

2.1 Provide a focused and responsive system of supports to strengthen the social, emotional, and physical well-being of all students.

2.2 Provide students with expanded learning opportunities that support standards-based education through partnerships with families and the community.

CONTINUOUSLY IMPROVE PERFORMANCE AND QUALITY

3.1 Continuously improve school quality and performance.

3.2 Continuously improve system quality.

WHAT WE VALUE, WHAT WE HAVE, AND WHAT WE MUST DO...

The Hawaii State Board of Education's

VISION FOR HAWAII PUBLIC SCHOOLS

Hawaii's schools will be safe and nurturing learning environments where all students achieve high academic standards, attain the skills necessary to reach their goals and actualize their potential, and are contributing members of society.

To accomplish this, the Board of Education will:

- Be a strong, proactive, and focused Board;
- Have a strategic plan with clearly defined goals, objectives, actions, timelines, and outcomes;
- Actively engage in the ongoing collaborative process involving all components of the community as members; and
- Adhere to data-driven assessments.

The Hawaii State Department of Education's

VISION

Our vision of a Hawaii high school graduate is that all public school graduates will:

- Realize their individual goals and aspirations;
- Possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society;
- Exercise the rights and responsibilities of citizenship; and
- Pursue post-secondary education and/or careers without need for remediation.

We view the ***No Child Left Behind*** federal law as an opportunity to further support the Department's vision and goals. We have revisited all initiatives aimed at improving student achievement to ensure compliance with the ***No Child Left Behind*** requirements.

General Learner Outcomes

There are six **General Learner Outcomes** (GLOs) that are the goals of standards-based learning in all content areas. The **GLOs** are the essential overarching goals for all grade levels -- from elementary through middle to high -- and all of the academic disciplines. Every content and performance standard should support the learner's progress towards these outcomes because they enable learners to lead full and productive lives.

Public school students will be able to:

- Be responsible for their own learning
- Work well with others
- Engage in complex thinking and problem solving
- Recognize quality performance and produce quality products
- Communicate effectively
- Use a variety of technologies effectively and ethically

General Learner Outcomes are the observable behaviors or evidence that a student has achieved a standards-based education. They apply to all students in all grade levels and are fostered in daily classroom activities and evident in a student's application of learning. Student progress on the six General Learner Outcomes is reported on the standards-based report card.

All adults are expected to model these valued behaviors as members of the school community or employees of a learning organization.

Hawaii Content and Performance Standards

The Hawaii Content and Performance Standards areas are:

Language arts
Mathematics
Science
Social studies
Career and life skills
Fine arts
Health
Physical education
World languages

The content standards identify important ideas, concepts, issues and skills to be learned. How will we know that our students have learned them and learned them well? Performance standards answer this question. They challenge the learner to demonstrate, provide evidence of understanding, evaluate, use, or apply content knowledge.

Student Priorities

The 2008-2011 Strategic Plan embraces three student-oriented priorities:

Achievement – ensure each student achieves proficiency on the Hawaii State Assessment as specified in the Hawaii Content and Performance Standards.

Safety and well being – promote each student's physical, emotional, and social well being in a secure and supportive learning environment.

Civic Responsibility – guide each student's growth as an informed and concerned citizen who actively contributes to the well being of others, society, and the environment.

GOAL 1: IMPROVE STUDENT ACHIEVEMENT THROUGH STANDARDS-BASED EDUCATION

OBJECTIVE

1.1. Provide standards-based curriculum, instruction, and assessment in all classrooms that reflect rigor, relevance, and relationships (Three Rs).

STRATEGIES

1.1.1. Implement standards-based curriculum, instruction, and assessments that measure student achievement in all classrooms.

1.1.2. Ensure the continuing support of standards-based instruction within the academic and financial plans.

1.1.3. Implement focused, prioritized, standards-based curriculum, instruction, assessment, and professional development options.

1.1.4. Develop and implement programs, partnerships, and activities that prepare students to be successful in the workforce and post-secondary education.

MEASURES	BASELINES (SY 2006-07)	ANNUAL BENCHMARKS
1. Increase the percent of elementary and secondary classrooms that are determined to be standards-based.	Elementary (E) – 81% Secondary (S) – 66%	E / S SY08-09 83% 68% SY09-10 85% 70% SY10-11 87% 72%
2. Increase the percent of first-time grade 9 students who are promoted to grade 10.	85% of grade 9 students (SY 2005-06)	SY08-09 – 87% SY09-10 – 89% SY10-11 – 91%
3. Increase the number of students taking online learning courses.	500 students	SY08-09 – 2,500 SY09-10 – 5,000 SY10-11 – 10,000
4. Decrease the percent of DOE completers who as first-year UH students are enrolled in remedial classes.	English (E) – 24% Math (M) – 29%	E / M SY08-09 - 21% 26% SY09-10 - 18% 23% SY10-11 - 15% 20%
5. Increase the percent of students graduating within four years with a high school diploma.	80%	SY08-09 – 82% SY09-10 – 84% SY10-11 – 86%
6. Increase the number of students who take AP courses	2,725	SY08-09 – 2,825 SY09-10 – 2,925 SY10-11 – 3,025
7. Increase the number of students who take the AP exam.	2,516 test takers	SY08-09 – 2,616 SY09-10 – 2,716 SY10-11 – 2,816
8. Increase the number of AP exam results with a score of "3" or higher.	AP – "3" or higher – 1,782	SY08-09 – 1,882 SY09-10 – 1,992 SY10-11 – 2.092

GOAL 1: IMPROVE STUDENT ACHIEVEMENT THROUGH STANDARDS-BASED EDUCATION

OBJECTIVE

1.2. Increase proficiency in reading, mathematics, and science for all students.

STRATEGIES

1.2.1. Ensure K-12 standards-based curriculum alignment for reading, mathematics, and science at the complex level.

MEASURES	BASELINES (SY 2006-07)	ANNUAL BENCHMARKS
1. Increase the percent of students attaining proficiency on statewide assessments in: Reading Mathematics Science	Reading (R) - 60% Math (M) - 38% Science (S) – available SY 2007-08	R / M SY08-09 – 64% / 44% SY09-10 – 68% / 50% SY10-11 – 71% / 55%
2. Increase the percent of students who are proficient in reading by the end of third grade.	61%	SY08-09 – 65% SY09-10 – 68% SY10-11 – 72%
3. Increase the percent of students in each subgroup (Disadvantaged, Special Education [SPED], Limited English Proficient [LEP], White, Black, Asian, Pacific Islander, Native American, and Hispanic) who are proficient on the statewide assessment in: Reading Mathematics Science	2007 R / M Disadvantaged 47% / 27% SPED 13% / 6% LEP 23% / 17% White 73% / 47% Black 61% / 30% Asian 64% / 45% Pacific Islander 48% / 25% Native American 61% / 31% Hispanic 55% / 30%	Increase each subgroup by at least five percentage points each year.
4. Increase the percent of students who have moved to a higher proficiency level on the statewide assessment in: Reading Mathematics Science	2007 R / M Disadvantaged 23% / 21% SPED 13% / 9% LEP 19% / 19% White 32% / 31% Black 29% / 23% Asian 30% / 31% Pacific Islander 22% / 19% Native American 24% / 23% Hispanic 25% / 22%	Increase each subgroup by at least five percentage points each year.
5. Increase the percent of limited English proficient students who become proficient in the English language.	20% (SY 2005-06)	SY08-09 – 22% SY09-10 – 24% SY10-11 – 27%

GOAL 1: IMPROVE STUDENT ACHIEVEMENT THROUGH STANDARDS-BASED EDUCATION

OBJECTIVE

1.3. Ensure that all students demonstrate the six General Learner Outcomes (GLOs).

STRATEGIES

1.3.1. Provide opportunities for elementary students to demonstrate the six General Learner Outcomes.

1.3.2. Develop General Learner Outcome monitoring and reporting tools for middle and high school students.

MEASURES	BASELINES	ANNUAL BENCHMARKS
1. Increase the percent of elementary (K-6) students receiving a "usually" or "consistently" rating on all General Learner Outcomes at the end of the school year.	52%	SY08-09 – 56% SY09-10 – 60% SY10-11 – 64%

GOAL 1: IMPROVE STUDENT ACHIEVEMENT THROUGH STANDARDS-BASED EDUCATION

OBJECTIVE

1.4. Ensure students will be caring, responsible, contributing participants in a democratic society.

STRATEGIES

1.4.1. Develop and implement programs that include parents and school community members in nurturing civic responsibility among students.

1.4.2. Develop and implement school community activities that demonstrate community action and civic responsibility.

MEASURES	BASELINES (SY 2006-07)	ANNUAL BENCHMARKS
1. Increase the number of schools that report service activities during the school year.	209 schools	SY08-09 – 225 SY09-10 – 250 SY10-11 – 255
2. Increase the percent of elementary students receiving a "usually" or "consistently" rating on GLO #2: Community Contributor.	19%* *based on portion (59%) of total student enrollment reported on eSIS for SY 2006-07.	SY08-09 – 24% SY09-10 – 29% SY10-11 – 34%

GOAL 2: PROVIDE COMPREHENSIVE SUPPORT FOR ALL STUDENTS

OBJECTIVE

2.1. Provide a focused and responsive system of supports to strengthen the social, emotional, and physical well-being of all students.

STRATEGIES

2.1.1. Address student safety, health, and well-being through the effective delivery of comprehensive support services.

2.1.2. Support all students with learning opportunities and assistance personalized to each student's needs.

2.1.3. Develop and implement research-based early childhood policies and practices.

MEASURES	BASELINES (SY 2006-07)	ANNUAL BENCHMARKS
1. Increase the percent of students who are not suspended from school by school type (elementary, middle/intermediate, high).	Elementary (E) – 99% Middle (M) – 89% High (H) – 91% (SY 2004-05)	E M H SY08-09– 99% 90% 92% SY09-10– 99% 91% 93% SY10-11– 99% 92% 94%
2. Increase the percent of students reporting that they feel safe at their school by school type (elementary, middle/intermediate, high).	Elementary (E) – 83% Middle (M) - 70% High (H) – 75% (SY 2004-05)	E M H SY08-09– 85% 72% 77% SY09-10– 87% 74% 79% SY10-11– 89% 76% 81%
3. Increase the percent of students reporting that most of the students in their school are well-behaved by school type (elementary, middle/intermediate, high).	Elementary (E) – 38% Middle (M) – 18% High (H) – 20% (SY 2004-05)	E M H SY08-09– 42% 22% 24% SY09-10– 46% 26% 28% SY10-11– 50% 30% 32%
4. Increase the percent of students reporting they have a significant connection with an adult on campus.	New measure. Baseline data will be from SY 2007-08	SY08-09 SY09-10 SY10-11
5. Increase the percent of schools with well-established home/preschool to kindergarten transition programs.	29%	SY08-09 - 33% SY09-10 - 37% SY10-11 - 41%

GOAL 2: PROVIDE COMPREHENSIVE SUPPORT FOR ALL STUDENTS

MEASURES	BASELINES (SY 2006-07)	ANNUAL BENCHMARKS
6. Increase daily student attendance.	Elementary – 94% Secondary – 92%	SY08-09 – 95% SY09-10 – 95% SY10-11 – 95%
7. Increase the number of school lunches and breakfasts served to students during the year.	Lunch (L) – 19,378,879* Breakfast (B) – 6,127,993* *Total number of meals served for the school year.	SY08-09 L – 19,378,879 B – 6,127,993 SY09-10 L – 19,766,456 B – 6,250,552 SY10-11 L – 20,161,785 B – 6,375,563

GOAL 2: PROVIDE COMPREHENSIVE SUPPORT FOR ALL STUDENTS

OBJECTIVE

2.2. Provide students with expanded learning opportunities that support standards-based education through partnerships with families and the community.

STRATEGIES

2.2.1. Ensure that schools and School Community Councils actively involve parents and community members in school planning and decision-making.

2.2.2. Implement evidence-based parent participation activities.

2.2.3. Recruit and employ community partnerships for specific school improvement and/or operational activities designed to enhance student achievement.

MEASURES	BASELINES (SY 2006-07)	ANNUAL BENCHMARKS
1. Increase the percent of parents who respond positively that they participate in important decisions about their children's education (e.g., year-round school, discipline, homework).	66% (SY 2004-05)	SY08-09 – 70% SY09-10 – 74% SY10-11 – 78%
2. Increase the percent of teachers who respond positively that a majority of their students' parents/guardians participate in important decisions about their children's education.	New measure. Baseline data will be from SY 2007-08.	
3. Increase the percent of parents reporting satisfaction with their children's school.	Elementary (E) - 71% Middle (M) – 56% High (H) – 53% Total – 67% (SY 2005-06)	E M H SY08-09 – 75% 60% 57% SY09-10 – 79% 64% 61% SY10-11 – 83% 68% 65%
4. Increase the percent of parents who report that they have opportunities to get involved at their children's school (e.g., volunteer activities, tutoring, chaperoning events).	70% (SY 2004-05)	SY08-09 – 74% SY09-10 – 78% SY10-11 – 82%

GOAL 3: CONTINUOUSLY IMPROVE PERFORMANCE AND QUALITY

OBJECTIVE

3.1. Continuously improve school quality and performance.

STRATEGIES

3.1.1. Expand rigorous, standards-based learning opportunities for all students.

3.1.2. Provide assistance and support to teachers to enable them to become highly qualified in their instructional areas.

3.1.3. Develop instructional options to address student needs (e.g., magnet schools, career/technical schools, newcomer centers, open access to Gifted and Talented programs, etc.).

3.1.4. Ensure the development of focused academic and financial plans with prioritized needs.

MEASURES	BASELINES (SY 2006-07)	ANNUAL BENCHMARKS
1. Increase the number of 10th and 11th grade students who take the PSAT.	10th grade - 4,507 11th grade - 3,624 Total – 8,131	SY08-09 – 8,531 SY09-10 – 8,931 SY10-11 – 9,331
2. Maintain the number of schools that increased the proportion of their proficient students by five percentage points from the prior school year by school level in: Reading Mathematics Science	Reading (R) – 226 schools Math (M) – 240 schools Science (S) – available SY 2008-09	R M SY08-09 - 226 240 SY09-10 - 226 240 SY10-11 - 226 240
3. Increase the number of National Board Certified Teachers.	125	SY08-09 - 135 SY09-10 - 145 SY10-11 - 155
4. Increase the percent of teachers who have been in the same school for five or more years.	52% (SY 2005-06)	SY08-09 – 54% SY09-10 – 56% SY10-11 – 58%
5. Increase the percent of fully licensed teachers teaching in low performing schools.	83%	SY08-09 – 100% SY09-10 – 100% SY10-11 – 100%
6. Increase the percent of principals who have been in the same school for five or more years.	38% (SY 2005-06)	SY08-09 – 40% SY09-10 – 42% SY10-11 – 44%
7. Increase the percent of teachers and instructional support staff reporting satisfaction with their school.	Elementary – 66% Middle/Inter – 56% High – 56% Multi-level – 55% Total – 61% (**Teachers only for SY 2004-05)**	Total SY08-09 – 65% SY09-10 – 69% SY10-11 – 73%

GOAL 3: CONTINUOUSLY IMPROVE PERFORMANCE AND QUALITY

OBJECTIVE

3.2. Continuously improve system quality.

STRATEGIES

3.2.1. Improve performance through coordinated and focused professional/staff development between school, complex areas, and state office levels for all employees.

3.2.2. Hire qualified teachers and administrators well-versed in standards-based education.

3.2.3. Ensure a stable, consistent, and supportive learning environment by increasing the number of instructional days that teachers are present in the classroom.

3.2.4. Ensure all front-line office staff demonstrate customer satisfaction practices.

3.2.5. Standardize practices for equity, effectiveness, and efficiency.

3.2.6. Optimize research, best practices, and technology resources to address problems.

3.2.7. Ensure compliance with laws, policies, regulations, and codes (e.g., Act 51, NCLB, Title I) for quality assurance.

3.2.8. Improve system-wide data quality and accessibility to student, staff, and school records (via a fully implemented electronic Comprehensive Student Support System [eCSSS], electronic Student Information System [eSIS], and a data warehouse).

3.2.9. Conduct program reviews and audits to determine duplication or gaps at school, complex area, and state-office levels.

3.2.10. Refine and expand standards-based reporting and assessment systems.

3.2.11. Require all complex and state offices to produce annual improvement and operational plans.

3.2.12 Link financial expenditures to student outcomes at all levels – school, complex area, state office.

3.2.13. Ensure schools, complex areas, and state offices continue to develop, implement, and monitor progress and impact of action for the Department's Strategic Plan goals, objectives, measures, and benchmarks.

GOAL 3: CONTINUOUSLY IMPROVE PERFORMANCE AND QUALITY

MEASURES	BASELINES (SY 2006-07)	ANNUAL BENCHMARKS
1. Increase the percent of classes taught by highly qualified teachers.	Elementary - 87% Secondary - 54%	SY08-09 – 100% SY09-10 – 100% SY10-11 – 100%
2. Increase the average number of instructional days that teachers are present in the classroom.	173 days per teacher per school year	SY08-09 - 174 SY09-10 - 175 SY10-11 - 176
3. Increase the percent of schools making Adequate Yearly Progress (AYP) each year.	AYP - 60% of schools	SY08-09 – 62% SY09-10 – 64% SY10-11 – 66%
4. Increase the percent of teachers remaining in the profession within their first five years.	48%	SY08-09 - 49% SY09-10 - 50% SY10-11 - 51%
5. Increase the percent of kindergarten teachers with an Early Childhood Endorsement.	21%	SY08-09 – 25% SY09-10 – 29% SY10-11 – 33%
6. Increase the percent of Hawaii residents who believe their neighborhood public schools are improving.	New measure. Baseline will be from SY 2007-08.	SY08-09 SY09-10 SY10-11
7. Increase the percent of longitudinal identifications and match rates of students within and returning to the DOE.	2004-2006 – 85% (3 year match rate)	SY08-09 - 87% SY09-10 - 89% SY10-11 - 91%

Ten-Year Strategic Plan Goals

By 2018, we envision...

1. Standards are the foundation of our system.
2. All students and staff demonstrate the six General Leaner Outcomes.
3. All students are educated to be responsible and productive citizens.
4. All graduates personify the "Vision of the Public School Graduate."
5. All schools are fully staffed with highly qualified and highly effective educators.
6. Parents and community members actively participate in developing and supporting their schools.
7. Schools are flexible, customized, and inclusive learning environments.
8. Employees work in a safe and productive environment.
9. Accountability is a standard operating procedure.

By 2018 we envision:	By 2018:
1. Standards are the foundation of our system.	1.a. All students will enter kindergarten with quality preschool experiences or are ready to learn. 1.b. Schools and complex areas are aligned, coherent, and consistent in delivering standards-based education—curriculum, instruction, assessment, and professional development. 1.c. Students' progress is based on their achievement of standards-based indicators rather than on time spent in class. 1.d. Reporting of student achievement is standards-based at all grade levels in all schools. 1.e. Professional learning communities implement research-based best practices for teaching and learning.
2. All students and staff demonstrate the six General Learner Outcomes.	2.a. The collection and assessment of evidence related to the achievement of the six General Learner Outcomes is standardized throughout the system (e.g., portfolios, juried panels, exhibitions, etc.). 2.b. School staff are proficient and consistent in assessing General Learner Outcomes for students at all grade levels. 2.c. All Department of Education employees are models of the General Learner Outcomes.

By 2018 we envision:	By 2018:
3. All students are educated to be responsible and productive citizens.	3.a. Smaller learning communities maximize student achievement, safety and well-being, and citizenship. 3.b. Students are engaged in community service, volunteer activities, and service learning projects throughout their educational careers. 3.c. High school, college, and workplace standards are aligned so that all graduates are prepared for life after high school. 3.d. High school assessments determine the extent to which students are prepared for post-secondary education and the workforce.
4. All graduates personify the "Vision of the Public School Graduate."	4.a. All students have a Personal Transition Plan, with adult advisors and consistent monitoring services. 4.b. Knowledgeable adult advisors are guiding students throughout the students' educational careers. 4.c. All graduates will have completed a senior project. 4.d. All students will complete the following requirements to obtain a college/career-ready diploma: (1) four credits of language arts (including expository writing); (2) four credits of science (including biology, chemistry, and physics); and (3) four credits of mathematics (including Algebra II).

By 2018 we envision:	By 2018:
5. All schools are fully staffed with highly qualified and highly effective educators.	5.a. All schools will be staffed with only highly qualified and effective teachers. 5.b. School staff are proficient and consistent in assessing student work at all grade levels. 5.c. All schools have administrators who effectively provide instructional leadership, manage their schools, and communicate with their School Community Councils and other stakeholders. 5.d. All educators actively participate in professional learning communities. 5.e. The Department of Education and local teacher education programs collaborate to maintain high quality teacher education programs. 5.f. High schools provide students with opportunities to explore careers in education. 5.g. Alternative certification routes are a source for providing qualified teachers.
6. Parents and community members actively participate in developing and supporting their schools.	6.a. An adequate pool of community resources is available to students assisting those who qualify for college scholarships to earn a degree. 6.b. All schools have one or more partnerships with businesses or organizations. 6.c. School academies partner with businesses, community organizations, and community colleges that provide mentors to students, teachers, and principals.
7. Schools are flexible, customized, and inclusive learning environments.	7.a. The school system provides programs that meet the needs and interests of all students. 7.b. Students and parents can choose from among various school designs the learning environment that is most appropriate for them. 7.c. All students have access to Advanced Placement courses, International Baccalaureate Programs, and Credit-by-Exams.

By 2018 we envision:	By 2018:
8. Employees work in a safe and productive environment.	8.a. All employees have access to professional development such as induction, mentorships, apprenticeships, internships, coaching, training, workshops, or classes on a regular and cyclical basis. 8.b. Notices relating to career opportunities are easily accessible and position vacancies are filled in a timely manner. 8.c. All employees have access to their personnel records and professional development history. 8.d. All workplace safety issues are resolved in a timely manner and measures are taken to prevent future occurrences.
9. Accountability is a standard operating procedure.	9.a. Evidence-based performance contracts are implemented to monitor employee accountability. 9.b. An effective and efficient data system allows users to conduct data-driven research for program improvements.

Glossary

Academic and Financial Plan (A/FP): Annual school plan that is designed to improve performance. The A/FP is based on the 3-year DOE Strategic Plan and the School Strategic Plan. It documents school goals, priorities, programs, activities, and the funds designated to accomplish them.

Adequate Yearly Progress (AYP): Minimum standard for improvement that all schools must achieve each year, according to the federal No Child Left Behind accountability requirements. To meet AYP, all students and all student subgroups (i.e., Special Education, English Second Language Learner, Economically Disadvantaged, and five ethnic groups) must achieve a certain level of participation and proficiency on the State reading and mathematics tests. In addition, schools must meet either an on-time graduation rate for high schools or must not exceed a retention rate for elementary and middle/intermediate schools. If a school meets the minimum standard for all 37 indicators, it has "Met" AYP. If a school fails to meet one (or more) of the 37 indicators, it has "Not Met" AYP.

AP: Advanced Placement courses

Average Daily Attendance (ADA): ADA is the percent of the official student enrollment attending school every day during the past school year. For example, 95% ADA means that on any given day during the past school year, 95% of the students are in school on the average.

Classes Taught by Highly Qualified Teachers Meeting NCLB Requirements: The percent of core academic subject classes that are taught by teachers licensed in that academic subject as defined by the federal No Child Left Behind (NCLB) regulations.

Complex: Consists of a comprehensive high school and the middle/intermediate and elementary schools within its attendance boundary.

Complex Area: Administrative unit made up of two or more complexes that are administered by a Complex Area Superintendent.

Early Childhood Endorsement (Gr. K Teachers): Percent of kindergarten teachers who earn an Early Childhood Endorsement certificate. To earn this endorsement, a teacher must have had 18 credits in Child & Family Studies; completed all course requirements for Elementary Education and an additional 12 credits in Early Childhood Education; and have successfully completed student teaching in kindergarten, first or second grade.

5+ Years at This School: Percent of teachers or principals who have been at the school for five or more years.

General Learner Outcomes (GLOs): Essential goal of standards-based learning in all content area, for students in all grade levels, which is fostered in daily classroom activities and in a student's application for learning. The six General Learner Outcomes are observable student behaviors: self-directed learner, community contributor, complex thinker, quality producer, effective communicator, and effective and ethical user of technology. Student progress on the General Learner Outcomes is reported on the standards-based report card.

Graduation On-Time: Percent of high school students who complete high school within four years of their 9th grade entry date.

Hawaii Content and Performance Standards (HCPS): The foundation for Hawaii's public school curriculum, instruction, assessment, professional development, and accountability systems that includes nine content areas: Career and Life Skills, Fine Arts, Health, Language Arts, Mathematics, Physical Education, Science, Social Studies, and World Languages. Content Standards define what students should know, be able to do and care about. Performance Standards clearly describe quality products or performance with examples of student work and commentary on how that work demonstrates student attainment of the standard.

Hawaii State Assessment (HSA): Statewide assessment in reading and mathematics that is administered annually, in compliance with the federal No Child Left Behind Act requirements in grades 3, 4, 5, 6, 7, 8, and 10. Science will be included in the HSA beginning SY 2007-08.

Licensed: Percent of teachers who are fully licensed by the Hawaii State Teachers Standards Board.

Longitudinal Identification Match Rates: The process of matching student records across three school years.

Percent Proficient: Percent of students tested in grade 3, 4, 5, 6, 7, 8, or 10 who score in the "proficient" and "exceeds proficient" category on HSA reading and math tests.

PSAT: Preliminary Scholastic Aptitude Test

Retention Rate: Percent of students who are not promoted to the next grade level.

Standards-Based: Curriculum and instruction is aligned to the Hawaii Content Performance Standards III.

Student Enrollment: Number of students on the official enrollment date for each school.

SY: School Year

Transition from Home/Preschool to Kindergarten: Average score on a scale of 1 (low) to 3 (high) indicating how well the school's transition program is prepared to support successful learning experiences of kindergartners.

Strategic Plan Implementation Framework

The Department of Education will report on planning, implementation, progress, and outcomes. Each school, complex area, and state office will base its long-term and short-term plans on the goals, objectives, and selected strategies in the 2008-2011 DOE Strategic Plan. Progress and results on outcomes and annual benchmarks will be reported according to the Implementation Framework below.

	School	Complex Area	State Office
2008-2011 DOE Strategic Plan	Linked to schools' plans	Linked to complex area's plans	Linked to state office's plans
Three-year Plans	School Strategic Plan	Complex Area Strategic Plan	State Office Strategic Plan
Annual Plans	Academic and Financial Plans (A/FP)	Complex Area Strategic Implementation Plan	State Office Strategic Implementation Plan
Accountability for Outcomes	Semi-annual progress report on academic achievement Quarterly review of A/FP by principal and School Community Council (SCC) Monthly financial review by principal and SCC School Trend Report School Quality Survey Superintendent's Evaluation by the BOE	Quarterly progress reports Superintendent's Evaluation by the BOE Complex Trend Reports Quarterly progress reports of schools Annual evaluations by the Superintendent	State Trend Report School Quality Survey Superintendent's Evaluation by the BOE Superintendent's Annual Report DOE Financial Report DOE Program and Fiscal Evaluations Federal Peer Reviews Consolidated State Performance Report

OUR COMMITMENT *to Education*

NEW INDICATORS FOR THE STRATEGIC PLAN 2008-2011

In order to reflect innovative and research-based practices within the Department of Education that are designed to meet the needs of all students, some objectives, strategies, and measures of the Department's Strategic Plan 2008-2011 have been modified. In some cases new objectives, strategies, and measures have been added to the existing strategic plan.

The following pages indicate these changes. All objectives, strategies, and measures not shown on the attachment remain unchanged and in effect.

Please note that the baseline data and benchmarks for the new measures will be determined from school year 2009-2010 data, and the first measure of progress toward the benchmarks will be reported based on school year 2010-2011 data.

GOAL 1: IMPROVE STUDENT ACHIEVEMENT THROUGH STANDARDS-BASED EDUCATION

OBJECTIVE

1.1. Provide standards-based curriculum, instruction, and assessment in all classrooms that reflect rigor, relevance, and relationships (Three Rs).

STRATEGIES

1.1.5. Implement standards-based curriculum, instruction, and assessments that meet a high level of rigor and relevance in all classrooms.

MEASURES	BASELINES (SY 2009-10)	ANNUAL BENCHMARKS		
			E	S
9. Increase the percent of elementary and secondary classrooms that are determined to incorporate rigor and relevance.	Elementary (E) – TBD Secondary (S) – TBD	SY08-09	na	na
		SY09-10	na	na
		SY10-11	TBD	TBD

GOAL 2: PROVIDE COMPREHENSIVE SUPPORT FOR ALL STUDENTS

OBJECTIVE

2.1. Provide a focused and responsive system of supports to strengthen the social, emotional, and physical well-being of all students.

STRATEGIES

2.1.4. Measure "Learner Engagement," "Personal Skill Development," and "Stretch Learning" as student performance indicators at all schools.

MEASURES	BASELINES (SY 2009-10)	ANNUAL BENCHMARKS
6. Increase the percent of schools that meet student performance indicators for learner engagement.	TBD	SY08-09 - na SY09-10 - na SY10-11 - TBD
7. Increase the percent of schools that meet student performance indicators for personal skill development.	TBD	SY08-09 - na SY09-10 - na SY10-11 - TBD
8. Increase the percent of schools that meet student performance indicators for stretch learning.	TBD	SY08-09 - na SY09-10 - na SY10-11 - TBD

OUR COMMITMENT *to Education*

GOAL 3: CONTINUOUSLY IMPROVE PERFORMANCE AND QUALITY

OBJECTIVE

3.1. Continuously improve school quality and performance by increasing the number and percentage of "high performing schools" in the Department of Education.

STRATEGIES

3.1.4. Ensure the development of focused academic and financial plans with prioritized needs relating to fundamental academic learning, learner engagement, stretch learning, and personal skill development.

3.1.5. Ensure that schools incorporate rigor and relevance into their academic and financial plans.

MEASURES	BASELINES (SY 2009-10)	ANNUAL BENCHMARKS
8. Maintain the percent of high schools that actively participate in high school redesign through the Hawaii High School Leadership Compact.	TBD	SY08-09 - na SY09-10 - na SY10-11 - TBD
9. Increase the percent of teachers that have been trained in rigor and relevance.	TBD	SY08-09 - na SY09-10 - na SY10-11 - TBD
10. Increase the number of teachers that develop and publish exemplary learning modules.	TBD	SY08-09 - na SY09-10 - na SY10-11 - TBD
11. Increase the number of "high performing complexes" in the Department of Education.	TBD	SY08-09 - na SY09-10 - na SY10-11 - TBD

2005-2008 DOE STRATEGIC PLAN

STATE OF HAWAII
DEPARTMENT
OF EDUCATION

OFFICE *of the* SUPERINTENDENT

RS05-1376, JUNE 2005

The Hawaii State Board of Education's

VISION FOR HAWAII PUBLIC SCHOOLS

Hawaii's schools will be safe, nurturing, learning environments where all students achieve high academic standards, attain skills necessary to reach their goals and meet their potential, and are contributing members of society.

To accomplish this, the Board of Education will:

- Be a strong, proactive, and focused Board;
- Have a strategic plan with clearly defined goals, objectives, actions, timelines, and outcomes;
- Actively engage in an ongoing collaborative process involving all components of the community as partners; and
- Adhere to data-driven assessments.

BOARD OF EDUCATION

Breene Y. Harimoto
Chairperson

Randall M.L. Yee
First Vice-Chairperson

Herbert S. Watanabe
Second Vice-Chairperson

Dr. Lei Ahu Isa
Shannon K. Ajifu
Mary J. Cochran
Margaret A. Cox
Troy Hashimoto
Cec Heftel
Karen Knudsen
Denise Matsumoto
Shirley A. Robinson
Garrett Toguchi

Patricia Hamamoto
Superintendent of Education

Clayton J. Fujie
Deputy Superintendent

Gerald Okamoto
Assistant Superintendent
Office of Human Resources

Katherine Kawaguchi
Assistant Superintendent
Office of Curriculum, Instruction and Student Support

Rae M. Loui
Assistant Superintendent
Office of Business Services

Rodney S. Moriyama
Assistant Superintendent
Office of Information Technology Services

Planning for Hawaii's Future...

Patricia Hamamoto
Superintendent

Today we speak the language and practice the culture of standards—rubrics, exemplars, proficiency, and differentiated instruction. Rather than imparting knowledge, teachers now coach students to search, discover, evaluate, and conclude. Standards-based education has taken root in our schools. Our strategic plans have been instrumental in guiding us to this accomplishment.

I am pleased to present the *2005-2008 DOE Strategic Plan*. This third plan holds aloft our vision of the public school graduate, and defines our priorities, our direction, and our work for the next three school years. This plan also resonates with the Board of Education's vision of students reaching their goals, meeting their potential, and becoming contributing members of society.

This Strategic Plan targets three student priorities—academic achievement, safety and well being, and civic responsibility. Three goals guide our direction:

1. Improve student achievement through standards-based education,
2. Sustain comprehensive support for all students, and
3. Continuously improve performance and quality.

The integrity of the Strategic Plan is derived from two sources. One has been its methodical development. For over a year, this plan has been a work-in-progress. During this time, input and feedback were solicited at least twice from principals, vice principals, educational specialists, other educational officers, Complex Area Superintendents, and Assistant Superintendents. Every opportunity for review generated another draft. The second source is its implementation framework. For the first time, the Strategic Plan will permeate all levels of the department. Schools, complex areas, and state offices will be accountable for its goals, objectives, measures, and benchmarks. Schools will use the DOE Strategic Plan as the basis for their 3-year School Strategic Plans and annual Academic and Financial Plans. Likewise, complex areas and state offices will base their 3-year annual Implementation Plans on the DOE Strategic Plan.

This is a "whole village" plan. It includes partnerships, inside-and-outside communication, School Community Councils, and Parent Community Networking Centers as a few of the avenues for shareholders—parents and members of the business, military, higher education, non-profits, and the general public—to get involved.

Please consider being a part of "all children achieving." The collective mission of preparing children for their future is crucial to Hawaii's future.

Table of Contents

Preface 1

Goal 1: Improve student achievement through standards-based education 5

Goal 2: Provide comprehensive support for all students 9

Goal 3: Continuously improve performance and quality 13

Next Steps: Ten-year Strategic Plan 18

An Invitation to Our Readers 22

Glossary 23

This Plan is Built on...

WHAT WE VALUE, WHAT WE HAVE, AND WHAT WE MUST DO

Vision of the Public School Graduate

All public school graduates will:

- Realize their goals and aspirations
- Have attitudes, knowledge and skills to contribute positively to and compete in a global society
- Exercise rights and responsibilities of citizenship
- Pursue post-secondary education or careers without need for remediation

General Learner Outcomes

Public school students will be able to:

- Be responsible for their own learning
- Work well with others
- Engage in complex thinking and problem solving
- Recognize quality performance and produce quality products
- Communicate effectively
- Use a variety of technologies effectively and ethically

General Learner Outcomes are the observable behaviors or evidence that a student has achieved a standards-based education. They apply to all students in all grade levels. They are fostered in daily classroom activities and in a student's application of learning. Student progress on the six General Learner Outcomes will be reported on the standard-based report card.

All adults are expected to model these valued behaviors as members of the school community or employees of a learning organization.

Hawaii Content and Performance Standards III (HCPS III)

The HCPS III cover nine content areas:

- Language arts
- Mathematics
- Science
- Social studies
- Career and life skills
- Fine arts
- Health
- Physical education
- World languages

The **Content Standards** identify important ideas, concepts, issues, and skills to be learned. How will we know that our students have learned them, and learned them well? **Performance Standards** answer these questions. They challenge the learner to demonstrate, provide evidence of understanding, evaluate, use, or apply content knowledge.

Student Priorities

The *2005-08 Strategic Plan* embraces three, student-oriented priorities

- **Achievement/literacy**—ensure each student reads, writes, speaks, computes, and thinks critically with proficiency as specified in the Hawaii Content and Performance Standards and assessed in the Hawaii State Assessment.
- **Civic responsibility**—guide each child's growth as an informed and concerned citizen who practices ethical behavior, seeks to understand and obey laws, and actively contributes to the well being of others, society, and the environment.
- **Safety and well being**—encompass a three-fold priority: (1) promote a working partnership between school and home to nurture every child's physical, emotional, and social well being, (2) provide a secure, supportive learning environment with adequate facilities, equipment, books, and other learning resources, and (3) emphasize student responsibility for the safety and well being of self and others.

No Child Left Behind

This federal law provides all children fair and equal opportunity in obtaining high-quality education. No Child Left Behind has performance goals such as all students will complete high school, all students will be educated in safe, drug-free, and conducive-to-learning classrooms, all students will be taught by highly qualified teachers, and all students will reach high standards, attaining proficiency or better in reading/language arts and mathematics.

Reinventing Education Act of 2004 (Act 51, as amended by Act 221, SLH 2004)

This omnibus legislation reshapes the public education system in three ways:

- Empowerment—principals and school communities have greater authority, decision-making ability, and more control over funds
- Streamlining—schools will get resources more quickly and easily through the reduction of red tape and internal control of facilities, repair and maintenance, and hiring of personnel
- Accountability—school report cards and performance contracts will provide greater accountability for student achievement

In the Year 2015...

Although this strategic plan is a promise of what we shall accomplish in the next three years, it already has wide-spread support and shared commitment to its goals, objectives, benchmarks, and strategies. Support and commitment give us the confidence to engage in "visioning." What might students, teachers, principals, schools, and the system be like in ten years?

In 2015 every graduate is prepared and ready to take charge of his/her future. Schools are flexible, personalized, and inclusive learning communities that draw parents and children by choice. Teachers and principals exemplify professionalism and competency in their responsiveness to students. The system successfully cultivates all the compassionate and talented future educators it needs to carry on the tradition of quality public education.

To make this vision reality by 2015, the seeds, roots, and "starters" have been planted in this plan. The summary of the long-term strategies appears on page 19.

The system will report on planning, implementation, progress, and outcomes. Each school, complex area, and state office will base its long-term and short-term plans on the goals, objectives, and selected strategies in the **2005-2008 DOE Strategic Plan**. Progress and results on outcomes and annual benchmarks will be reported according to the Implementation Framework below.

Strategic Plan Implementation Framework

	School	Complex Area	State Office
2005-2008 DOE Strategic Plan	Linked to school's plans	Linked to complex area's plans	Linked to state office's plans
Three-year Plans (Beginning SY2006)	School Strategic Plan (replaces SID or Standards Implementation Design)	Complex Area Strategic Plan	State Office Strategic Plan
Annual Plans	Academic and Financial Plans (A/FP)	Complex Area Strategic Implementation Plan	State Office Strategic Implementation Plan
Accountability for Outcomes	• Semi-annual progress report on academic achievement (beginning SY2005) • Quarterly review of A/FP by Principal and School Community Council (SCC) for "In Status" schools only ("In Status" schools have not made Adequate Yearly Progress on improving student achievement for at least two years, and as a result receive a set of consequences.) • Monthly financial review by Principal and SCC • School Trend Report • Superintendent's Evaluation by the BOE	• Semi-annual progress report (beginning SY2005) • Complex Area Trend Report • Superintendent's Evaluation by the BOE	• Semi-annual progress report (beginning SY2005) • State Trend Report • Superintendent's Evaluation by the BOE

The Plan has 3 goals:

IMPROVE STUDENT ACHIEVEMENT THROUGH STANDARDS-BASED EDUCATION

1

All students proficient or better in the Hawaii Content and Performance Standards is a priority. Equally important are the General Learner Outcomes or valued learner behaviors that are nurtured along with the standards—students communicating effectively, engaging in complex thinking and problem solving, producing quality products, being responsible for one's own learning, using technology ethically, and working well with others.

PROVIDE COMPREHENSIVE SUPPORT FOR ALL STUDENTS

2

Providing the most appropriate learning environment to enhance student learning is imperative. Learning environments also must be conducive and responsible for two other student priorities: civic responsibility—developing future citizens capable of preserving democracy, and safety and well being—basic expectations when parents send their child off to school. Supports to ensure the social, emotional and physical well-being of all students are in place. The challenge is to connect students who are not achieving to the appropriate services and support they need to learn and thrive.

CONTINUOUSLY IMPROVE PERFORMANCE AND QUALITY

3

Schools engage in all aspects of standards-based education to ensure student learning. Integral to the process are frequent and varied balanced assessments that allow students to demonstrate their growing mastery of the standards. Standards-based education also raises the bar for the system. Everyone engages in planning and implementation, uses data and evidence to continuously assess and improve products and services, and is encouraged to fully utilize, and where possible maximize, resources. Becoming a successful, service-oriented system requires a climate dedicated to meeting shareholder or customer needs. Thus customer satisfaction is emphasized throughout this plan.

G O A L 1:

IMPROVE STUDENT ACHIEVEMENT THROUGH STANDARDS-BASED EDUCATION

Background

The Hawaii Content and Performance Standards or HCPS (1994) has undergone three revisions for specific purposes—improved clarity, ease of use, manageability, and alignment with national standards. Currently, the Department's third version identifies "essential standards" for language arts, mathematics, science, and social studies.

Since the first strategic plan (1999), the Department has instituted many reforms to policies, procedures, and practices that have changed the learning environment and made it conducive to standards-based education. Institutionalizing standards-based education, through curricula, instructional practices, and assessments, was the focus of Goal 1 of the second plan—Strategic Implementation Plan (2003) or SIP. The SIP also advanced a comprehensive recruitment and retention plan for teachers and school administrators.

As standards became more ingrained in our culture, the General Learner Outcomes became more observable in student behavior. The importance of having students exemplify such behaviors as communicating effectively, engaging in complex thinking and problem solving, recognizing and producing quality products, working well with others, using technology ethically, and being responsible for their own learning merits the addition of a dedicated General Learner Outcomes objective in Goal 1 and accountability for reporting progress in standards-based report cards.

The 2005-2008 DOE Strategic Plan continues the work on Goal 1, with a focus on the successful implementation of standards-based education in all classrooms, primarily through equity, literacy, qualified personnel, and family and school support.

Objectives

1.1. Require standards-based curriculum, instruction, and assessment in all classrooms

1.2. Ensure proficiency in reading, mathematics, and science for all students

1.3. Ensure that all students demonstrate the six General Learner Outcomes

1.4. Coordinate parents and other resources to achieve effective, standards-based education

GOAL 1: IMPROVE STUDENT ACHIEVEMENT THROUGH STANDARDS-BASED EDUCATION

Objectives	Strategies	Measures
1.1. Require standards-based curriculum, instruction, and assessment in all classrooms	1.1.1. Implement standards-based curriculum, instruction, and assessments that measure student achievement in all classrooms 1.1.2. Implement school- centered professional development options 1.1.3. Foster professional learning communities 1.1.4. Expand access to rigorous, standards-based learning opportunities for all students	1. Increase the percent of ninth graders earning the minimum five credits for promotion, in their first year of high school 2. Increase the percent of grade 12 students who graduate with a diploma 3. Increase the percent of grade 11 students passing the UH's placement exam (Compass Test) to determine need for remediation
1.2. Ensure proficiency in reading, mathematics, and science for all students	1.2.1. Support less-than-proficient students with assistance personalized to each student's needs 1.2.2. Align supplemental literacy and other programs to support standards-based curriculum 1.2.3. Conduct program reviews and audits to determine duplication or gaps at school, complex area, and state-office levels	4. Increase the percent of students attaining proficiency in reading on statewide assessments 5. Increase the percent of students attaining proficiency in mathematics on statewide assessments
1.3. Ensure that all students demonstrate the six General Learner Outcomes	1.3.1. Provide opportunities for students and employees to demonstrate the six General Learner Outcomes	6. Increase the percent/number of students receiving a "usually" or "consistently" rating on all General Learner Outcomes on the second Status Report to parents
1.4. Coordinate parents and other resources to achieve effective, standards-based education	1.4.1. Educate and involve parents and community members in standards-based education 1.4.2. Establish ownership of public education through partnerships	7. Increase the percent of parents who report assisting students in achieving the standards on the School Quality Survey 8. Increase the number of parents who attend parent/community conferences, forums, meetings, and/or workshops on standards-based education

Baselines	Annual Benchmarks
Percent of ninth grade students who were promoted for SY2003—86%	• 88% promoted to grade 10 in SY2005 • 90% promoted to grade 10 in SY2006 • 91% promoted to grade 10 in SY 2007
Percent who graduated in SY2003-04—91% Baseline will be established in fall 2008	• 92% of grade 12 students graduating in SY2005 • 93% of grade 12 students graduating in SY2006 • 94% of grade 12 students graduating in SY2007 Benchmarks to be established after baseline is determined
Percent of students in grades 3, 5, 8, and 10 who were proficient in reading, on the spring 2004 Hawaii State Assessment—45% Percent of students in grades 3, 5, 8, and 10 who were proficient in mathematics, on the spring 2004 Hawaii State Assessment—23%	51% proficient in SY2005 55% proficient in SY2006 60% proficient in SY2007 31% proficient in SY2005 38% proficient in SY2006 44% proficient in SY2007
Baselines to be established with the first statewide use of the standards-based report card among elementary schools in SY2005, and secondary schools in SY2006	Benchmarks to be established after baseline is determined
Percent of parents reporting assisting their child in achieving the standards on the SY2006 School Quality Survey Number reported on reconfigured Parent and Community Networking Centers' survey in SY2006	Benchmarks to be established after baseline is determined Benchmarks to be established after baseline is determined

G O A L 2:

PROVIDE COMPREHENSIVE SUPPORT FOR ALL STUDENTS

Background

The system has achieved two major milestones toward Goal 2: first, a Comprehensive Student Support System (CSSS) has been established on every school campus, and second, the court-ordered Felix Consent Decree, which mandated adequate educational services for all special-education students, has been lifted. Maintenance and continuous improvement in these areas still pose a challenge for everyone in the department.

In the 2005-08 DOE Strategic Plan, strategies focus on two student priorities—student safety and well being and civic responsibility. In recognition of the extensive influence that home and community contribute toward shaping students to be productive citizens and preserving democracy, this goal also emphasizes better coordination of parent involvement activities and programs.

Objectives

2.1. Provide a learning environment that supports the social, emotional, and physical well-being of all students, enabling them to attain the General Learner Outcomes and the standards

2.2. Ensure students will be caring, responsible, contributing participants in a democratic society

GOAL 2: PROVIDE COMPREHENSIVE SUPPORT FOR ALL STUDENTS

Objectives	Strategies	Measures
2.1. Provide a learning environment that supports the social, emotional and physical well-being of all students, enabling them to attain the General Learner Outcomes and the standards	2.1.1. Address student safety, health, and well being through the effective delivery of comprehensive support services	1. Increase student daily attendance 2. Increase the percent of students reporting that they feel safe at their schools 3. Increase the percent of students receiving Comprehensive Student Support Services because of non-proficiency results on the Hawaii State Assessment Increase the percent/number of students receiving a "usually" or "consistently" rating on all General Learner Outcomes in the second Status Report to parents
2.2. Ensure students will be caring, responsible, contributing participants in a democratic society	2.2.1. Develop and implement comprehensive programs that include parents and community members in nurturing civic responsibility among students	4. Increase the percent of students involved in service learning 5. Increase the number of students participating in Kids Voting

Baselines	Annual Benchmarks
• Student attendance in elementary schools for SY2003—94% • Student attendance in secondary schools for SY2003—92%	• 95% in SY2004-05 for all schools • 95% or better—maintained in SY2005, 2006 and 2007
Percent of positive or neutral responses to safety and well being dimension items on the School Quality Survey for SY2003— • 82% elementary school students • 69% middle school students • 72% high school students	Increase by 2% each year: • Elementary school students 84% in SY2005 86% in SY2006 88% in SY2007 • Middle school students 71% in 2005 73% in 2006 75% in 2007 • High school students 74% in 2005 76% in 2006 78% in 2007
Percent of students receiving Comprehensive Student Support Services because of non-proficiency results on the Hawaii State Assessment for SY2004	Increase services by 12% or better each year
Baselines to be established with the first statewide use of the standards-based report card among elementary schools in SY2005, and secondary schools in SY2006	Benchmarks to be established after baseline is determined
Percent of students reporting service learning (reporting instrument pending); SY2005-06 Number of students in SY2004 was 78,000 (Data collected every two years)	Increase in percent of students each year from baseline measure At least 80,000 students participating in SY2006

G O A L 3:

CONTINUOUSLY IMPROVE PERFORMANCE AND QUALITY

Background

The system delivers services through and to its classrooms, schools and offices, as well as the larger community. Services address the needs of customers in many ways, including clear and timely communication, a qualified, performance-oriented workforce, state-of-the art information technology, professional development for all employees, policy and program implementation. Services also include infrastructure support such as school food services, student transportation, facilities and maintenance, staffing and regulatory requirements. A service-oriented system should meet quality standards, as well as accommodate the needs of its shareholders—students, parents, educators, and the public

Monitoring for quality and continuous improvement is fundamental to a standards-based education culture. The previous strategic plans have emphasized this. Assessment, evaluation, and accountability in classrooms, schools, and offices have become standard operating procedures. Initiatives such as the Standard Implementation Design progress report, standards-based report card, Trend Report, and the Accountability Framework have heightened awareness and expectation of "quality assurance."

The Reinventing Education Act of 2004 or Act 51, as amended by Act 221, SLH 2004, adds another dimension to Goal 3 as schools replace their Standards Implementation Design (SID) with Academic and Financial Plans. This latest school improvement plan embeds the system's Strategic Plan. The Academic and Financial Plans will be enhanced by the benefit of more spending autonomy through a "weighted student formula," and involvement of shareholder groups in the transition from School/Community-based Management (SCBM) to School Community Councils (SCC).

Complex areas and state offices also will use the Strategic Plan to create three-year and annual plans designed to meet applicable measures and benchmarks, and expectations of support to students and schools

The 2005-08 DOE Strategic Plan balances an emphasis on accountability and evidence of quality with the forward-motion concept of continuous improvement. For example, an Office of School Redesign has been established and is addressing more rigor in classroom instruction and improving middle-level and high school education. Other strategies involve recruiting qualified teachers and school administrators, retaining them, and nurturing their professional growth.

Finally, this goal promotes a global perspective of continuous improvement. It acknowledges that resources are rarely adequate to meet the needs of all shareholders. Thus, more and more schools actively seek partnerships with businesses, non-profit organizations, the military, and many parents and ordinary citizens who volunteer their time and expertise. Moreover, recent legislation such as Act 51 has given the department the flexibility to maximize resources. Strategies to leverage and enhance these resources include systematic communication and improved customer satisfaction.

Objectives

3.1. Continuously improve student performance

3.2. Continuously improve school quality

3.3. Continuously improve system quality

GOAL 3: CONTINUOUSLY IMPROVE PERFORMANCE AND QUALITY

Objectives	Strategies	Measures
3.1. Continuously improve student performance	3.1.1. Ensure instruction is rigorous and relevant 3.1.2. Link financial expenditures to student outcomes at all levels—school, complex area, state office 3.1.3. Ensure schools, complex areas, and state offices—continue to develop, implement, and monitor progress and impact of action and implementation plans for DOE Strategic Plan goals, objectives, measures, and benchmarks	1. Increase the number of Advanced Placement exam results with a 3 or higher 2. Increase the number of students participating in "Running Start" 3. Increase the percent of classes taught by highly qualified teachers 4. Increase the percent of parents reporting satisfaction with their school on the biennial School Quality Survey
3.2. Continuously improve school quality	3.2.1. Provide qualified teachers and school administrators 3.2.2. Hire teachers well versed in standards-based education 3.2.3. Recruit and retain teachers 3.2.4. Develop school administrators to be effective leaders in standards-based education 3.2.5. Redesign middle-level education and high schools to facilitate student success 3.2.6. Develop instructional options to address student needs (e.g., magnet schools, career/technical schools, newcomer centers, open access to Gifted and Talented programs, etc.)	5. Ensure percent of schools making AYP is greater than 40%. 6. Increase the number of teachers in the same school for five or more years 7. Increase the percent of teachers reporting satisfaction on the School Quality Survey

Baselines	Annual Benchmarks
2003-04: Total of 1,575 AP exams with a 3 or higher 483 in SY2003	1,675 in SY2005 1,775 in SY2006 1,875 in SY2007 530 in SY2005 580 in SY2006 640 in SY2007
Percent of classes taught by highly qualified teachers in SY2002—87%	88% in SY2005 90% in SY2006 93% in SY2007
Percent positive and neutral responses to satisfaction dimension items (SY2003): • 87% elementary parents • 70% middle school parents • 75% high school parents	80% in SY2005 Elementary 82% in SY2005 Middle school 78% in SY2005 High school 93% in SY2007 Elementary 85% in SY2007 Middle school 81% in SY2007 High school
SY2002: 39% of schools SY2003: 52% of schools	No less than 40% each year
SY2003: 53% in the same school five or more years	56% in SY2005 59% in SY2006 62% in SY2007
Percent of positive and neutral responses to responsiveness dimension items: • 94% elementary teachers • 89% middle-school teachers • 85% high school teachers	Maintain 90% or better satisfaction bi-annually by all types of teachers

GOAL 3: CONTINUOUSLY IMPROVE PERFORMANCE AND QUALITY

Objectives	Strategies	Measures
3.3. Continuously improve system quality	3.3.1. Improve performance through professional/staff development for all employees 3.3.2. Ensure all front-line staff practice customer satisfaction 3.3.3. Maintain a communication system that gives and receives information from all shareholder groups on a continuous and timely basis 3.3.4. Standardize practices for equity and efficiency 3.3.5. Optimize resources such as research, best practices, and technology to address common or long-standing problems 3.3.6. Ensure compliance with statutes, policies regulations, and codes (e.g., Act 51, No Child Left Behind, Felix Consent Decree, Title I), for quality assurance	8. Increase the percent of Hawaii residents who are satisfied with the performance of public schools 9. Increase the percent of external customers who indicate they are satisfied with the service they have received 10. Decrease the number of formal appeals made to the Superintendent's Office or the Board of Education to change school/complex area decisions

Baselines	Annual Benchmarks
Baseline will be determined in SY2004	Benchmarks will be percentage increases to the baseline
Baseline and instrument to be determined in SY2004	Benchmarks will be established in SY2006
Baseline to be determined in SY2005	Benchmarks will be established in SY2007

Next Steps: Ten-year Strategic Plan

By 2015, we envision...

1. Standards are the foundation of our system
2. All students and staff exemplify the General Learner Outcomes
3. All students are prepared to be responsible and productive citizens
4. All graduates personify the "Vision of the Public School Graduate"
5. All educators are qualified professionals who are responsive to students
6. All schools are fully staffed and only highly qualified preservice teachers are hired
7. Parents and community members actively participate in developing and supporting their schools
8. Schools are flexible, customized, and inclusive learning environments
9. Employees work in a productive environment
10. Accountability is a standard operating procedure

By 2015 we envision:	By 2015 we will:
1. Standards are the foundation of our system	1. a. Bring coherency and consistency to schools' and complex areas' standards-based education—curriculum, instruction, assessment, and professional development 1. b. Redesign schools for students along a "meeting-standards continuum," rather than grade levels. 1. c. Establish professional learning communities to implement research-based best practices for teaching and learning
2. All students and staff exemplify the General Learner Outcomes	2. a. Agree upon and standardize the collection of evidence related to the practice of the General Learner Outcomes throughout the system (e.g., portfolios, juried panels, exhibitions, etc.) 2. b. Provide training to assess the General Learner Outcomes at school/complex levels 2. c. Promote the General Learner Outcomes as job expectations for all employees
3. All students are prepared to be responsible and productive citizens	Maximize student achievement, safety and well being, and citizenship via smaller learning communities

By 2015 we envision:	By 2015 we will:
4. All graduates personify the "Vision of the Public School Graduate"	4. a. Provide all students a "Personal Learning Plan," with adult advisors and consistent monitoring services 4. b. Establish continuous training programs for adult advisors—teachers, custodians, coaches, educational aides, parents, community members, and other adults chosen by students
5. All educators are qualified professionals who are responsive to students	5. a. Hire only highly qualified teachers and school administrators 5. b. Change teachers' role from "givers' of content, to "facilitators" of learning 5. c. Enhance teachers' counseling role; promote more advisorships 5. d. Develop teachers' skills as evaluators of quality student work 5. e. Develop school administrator's role as instructional leader in standards-based education through such avenues as Pathways to Leadership and the Hawaii Principals Academy, which include a continuum of professional development options from inside and outside the DOE 5. f. Create professional learning communities: • Build professional development opportunities into teachers' workday • Provide sufficient time during school day, week, and/or year (e.g., expand teachers' workday to 8-hours; work year to 11 months —for professional development and collaboration; add 2-hour teacher articulation time once a week) • Encourage team visits and exchanges to other systems, in order to cultivate best practices
6. Hawaii has solved the teacher shortage problem	6. a. Implement a comprehensive Hawaii Alliance for Future Teachers (HAFT) to "grow" future teachers during their high school and undergraduate years 6. b. Include the following aspects in the high school continuum: • Give HAFT students opportunities and experiences focused on literacy and tutor training • Integrate HAFT with other school programs such as service learning • Develop two-year curriculum for career pathway/course preparation for future teachers • Secure funding for HAFT • Dedicate a teacher position to coordinate/teach course in all high schools 6. c. Utilize other alternative certification routes that have a track record of providing qualified teachers

NEXT STEPS: TEN-YEAR STRATEGIC PLAN

By 2015 we envision:	By 2015 we will:
	6. d. Include the following aspects in the college continuum: • Work with colleges to establish certification/credit for HAFT at associate or bachelor degree levels • Work with university/community colleges on transferability issues (i.e., streamline process to transfer education course credits from community college to UH Manoa) • Provide tuition waivers and stipends for preservice teaching majors • Develop a range of electronic school courses to make teacher education more accessible • Build a relationship between future teachers and schools by ensuring that no fewer than 50 teacher candidates per year adopt a school and pledge a minimum number of service hours per week for four years. • Select experienced teachers to serve as mentors for interns/cadets at designated schools • Ensure all candidates at preservice level have coaching and mentoring knowledge and skills
7. Parents and community members actively participate in developing and supporting their schools	7. a. Modél Hawaii after other states that provide resources for college scholarships so all qualifying students can earn a degree 7. b. Develop and implement a business-education partnership template oriented to smaller learning communities 7. c. Align business and community partnerships with smaller learning communities 7. d. Implement partnership program with business, community organizations, community colleges that provide mentors to teachers and principals 7. e. Form collaborative teaching teams, include partnership mentors from 6.d.
8. Schools are flexible, customized, and inclusive learning environments	8. a. Assess and plan for the transformation of schooling into research-based learning models that meet varying student needs and interest 8. b. Develop and implement the transformation of schooling • Begin developing a variety of the most desirable schooling options—alternative programs, magnet schools, business-community learning centers • Empower complex areas to offer 3-5 educational options • Align system to students, including policies (e.g., school size and facilities) and infrastructure (e.g., support services, transportation, insurance)

By 2015 we envision:	By 2015 we will:
	8. c. Provide "open enrollment"—students and parents choose the learning environment that is most appropriate for them, from among various school designs
	8. d. Customize curriculum into developmentally appropriate levels—fundamental, exploratory, and contextual
	8. e. Encourage high schools to provide comprehensive liberal arts in grades 9-10; specialized interests/magnet schools in grades 11-12, which could involve partnerships with community colleges, businesses, trade organizations, etc.
	8. f. Employ various models of a school day (i.e., other options beside 8:00 a.m. to 2:00 p.m.), to meet student needs
	8. h. Involve students in building a rich learning environment for themselves —integration of content areas, internet access and maintaining school's website, culinary arts program in partnership with school food service, participation in planning for campus beautification and repair and maintenance, etc.
	8. i. Provide more options to outsource jobs wherever appropriate
9. Employees work in a productive environment	9. a. Provide all employees have the basic tools and training to do their job effectively
	9. b. Expand professional development to include induction, mentorships, apprenticeships, internships, coaching, etc.
	9. c. Staff development is offered on a regular, cyclical basis
	9. d. Actively negotiate to limit contractual language that adversely impacts student learning
	9. e. Teachers have access to their records, professional development history, etc.
10. Accountability is a standard operating procedure	10. a. Create progress indicators for learner outcomes and teacher accountability
	10. b. Implement employee accountability through evidenced-based performance contracts
	10. c. Employees are accountable for making contributions to the school improvement process

An Invitation to Our Readers

What we value, what we have, and what we must do shaped the ***2005-2008 DOE Strategic Plan.*** How strong our resolve, how focused our actions, and how successful our outcomes impact Hawaii's future. This plan is for and about our children.

"**Our children**" speaks to shared responsibility.

Everyone who has a stake in the present and future of Hawaii also has a role and responsibility in this ***Strategic Plan.*** If you live here, this plan is about your future too. Become involved in it. We invite you to:

- Learn about the student standards or the recently revised Hawaii Content and Performance Standards **http://doe.k12.hi.us/standards,**
- Check us on our progress in implementing this plan. Regular reports will be posted on the DOE website's "Standards" link **http://doe.k12.hi.us/standards,**
- Find out how well your child's school, your neighborhood school, or your alma mater is doing on standards-based education. Go to the school-list shortcut **http://doe.k12.hi.us/schoollist/** to find any school's most recent progress report on implementing this plan, as well as other student information,
- Read about support for standards-based education in the implementation plans and progress reports of complex areas or state offices **http://doe.k12.hi.us/standards,** and
- Make a difference—become one child's tutor, or join a partnership that helps many students and teachers. Call your favorite school to volunteer...they're eager to welcome you.

The people bringing you this invitation are the members of the 2005-2008 DOE Strategic Plan Steering Committee:

Lea Albert
Clayton Fujie
Patricia Hamamoto
Kathy Kawaguchi
Greg Knudsen
Ed Koyama
Rae Loui
Robert McClelland
Randy Moore
Karen Moriyama
Rod Moriyama
Stafford Nagatani
Gerald Okamoto

Glossary

Academic and Financial Plan (A/FP): Annual school plan that is designed to improve performance. The A/FP is based on the 3-year DOE Strategic Plan and the School Strategic Plan. It documents school goals, priorities, programs, activities, and the funds designated to accomplish them.

Accountability Framework: A series of integrative strategies and activities that coordinates the requirements of federal and state laws and the DOE Strategic Plan.

Act 51, as amended by Act 221, SLH 2004: Education omnibus Act that was passed by the Hawaii State Legislature in 2004 and is known as the "Reinventing Education Act of 2004."

Adequate Yearly Progress (AYP): Minimum standard for improvement that all schools must achieve each year, according to the federal No Child Left Behind accountability requirements. To meet AYP, all students and all student subgroups (i.e., Special Education, English Second Language Learner, Economically Disadvantaged, and five ethnic groups) must achieve a certain level of participation and proficiency on the State reading and mathematics tests. In addition, schools must meet either on-time graduation rate for high schools or must not exceed a retention rate for elementary and middle/intermediate schools. If a school meets the minimum standard for all 37 indicators, it has "Met" AYP. If a school fails to meet one (or more) of the 37 indicators, it has "Not Met" AYP.

Complex: Consists of a comprehensive high school and the middle/intermediate and elementary schools within its attendance boundary.

Complex Area: Administrative unit made up of two or more complexes that are administered by a Complex Area Superintendent.

Comprehensive Student Support System (CSSS): School-based delivery of supports and services that enable students to achieve the Hawaii Content and Performance Standards, to be confident and caring, and to become contributing citizens. The CSSS partnership among families, community, and school/DOE involves collaborative decision-making to ensure that prevention and intervention services match the severity, complexity, and frequency of need, and are delivered in a timely and efficient manner. CSSS links students and families to resources in the DOE, their com-munity, and public and private agencies.

Felix Consent Decree: Court order (October 1994) in the Felix v. Waihee, Civil No. 93-00367 DAE that found the State of Hawaii was not in compliance with federal law related to providing special education and mental health services to children and youth with special needs.

General Learner Outcome (GLO): Essential goal of standards-based learning in all content areas, for students in all grade levels, which is fostered in daily classroom activities and in a student's application of learning. The six General Learner Outcomes are observable student behaviors—self-directed learner, community contributor, complex thinker, quality producer, effective communicator, and effective and ethical user of technology. Student progress on the General Learner Outcomes is reported on the standards-based report card.

Hawaii Alliance for Future Teachers (formerly the Hawaii Teacher Cadet Program): An alliance between the public and private sectors that is aimed at encouraging talented local high school students to make teaching in Hawaii schools their careers of first choice. The program consists of formal course work covering the profession, the leaner, the teaching-learning process, and organization and management issues.

Hawaii Content and Performance Standards (HCPS): The foundation for Hawaii's public school curriculum, instruction, assessment, professional development, and accountability systems that includes nine content areas: Career and Life Skills, Fine Arts, Health, Language Arts, Mathematics, Physical Education, Science, Social Studies, and World Languages. Content Standards define what students should know, be able to do and care about. Performance Standards clearly describe quality products or performance with examples of student work and commentary on how that work demonstrates student attainment of the standard.

Hawaii State Assessment (HSA): Statewide assessment in language arts and mathematics that is administered annually, in compliance with the federal No Child Left Behind Act requirements in grades 3, 4, 5, 6, 7, 8, and 10. Science will be included in the HSA beginning SY2006-07.

No Child Left Behind (NCLB): Federal education funding act of 2001, formerly called Elementary and Secondary Education Act, which consists of many Title programs (e.g., Title I, Title IV, etc.) each with its own funding and reporting requirements. The act specifies school and state accountability mandates and reporting requirements for Title I funds, and requires that all schools in a state must be subject to the same accountability system.

Parent-Community Networking Center (PCNC): School-based partnership between the home and the school/community that supports every child's well being and attainment of standards through training, support systems, and services for all partners—family, school, classroom, and community.

Reinventing Education Act of 2004 (Act 51 as amended by Act 221, SLH 2004): A coordinated package of 13 state initiatives that implements comprehensive education reform in Hawaii's public schools.

Running Start: Statewide program that allows academically qualified, public high school junior and seniors who enroll in college classes through the University of Hawaii system to earn both high school and college credits.

Trend Report: Educational and Fiscal Accountability: Reports that present trend data over three years on school, school complex, and system performance at selected benchmark grade levels with performance indicators in student achievement, safety and well being, and civic responsibility.

School Community Council (SCC): A body of elected and appointed school shareholders (principal, teachers, non-certificated school staff, students, parents, and community members) that is responsible for reviewing a school's academic and financial plan, advising the principal and complex area superintendent, and providing a vehicle for input from and communication among school shareholders.

School Quality Survey (SQS): Biennial, DOE-administered survey that seeks feedback from teachers, students, and parents about school quality and customer satisfaction.

Standards Implementation Design (SID): Framework that analyzes school performance in four areas: helping students meet the Hawaii Content and Performance Standards, planning for improvement based on the analysis or performance, implementing the improvements, and assessing and evaluating results.

Weighted Student Formula (WSF): A formula that allocates money to public schools based on the educational needs of each student enrolled.

Draft

Hawaii Application for State Advisory Council
Draft 4.9.10

I. Project Description

a. Objectives and Need for Assistance

Early Learning Availability

In Hawaii, early learning system planning efforts have embraced three out-of-home settings for early care and education: licensed center-based programs, licensed family child care homes and group homes, and family-child interaction learning (FCIL) programs.[i] In addition, home visiting and family education programs are also recognized as critical components of the early learning system. There is a strong commitment to ensure that a range of programs is available to meet the varying needs and values of the state's many cultural groups and communities.

Availability and demand are inextricably linked. They depend on a set of interrelated conditions: the supply of appropriate facilities to house early childhood programs, the number of spots available for children in programs, the supply of qualified early childhood practitioners, and the tuition prices, schedules of operation, and geographic locations of services, as well as families' ability to pay.

Geographically, availability of programs is uneven across the state. For example, a 2007 estimate showed that there were enough spaces in Honolulu centers to accommodate 99 percent of all four-year-olds in this urban school district, while Leeward district centers could accommodate only 46 percent of the four-year-olds in that rural area, which is geographically remote from the island's population center.[ii] Likewise, capacity for four-year-olds in Neighbor Island centers was far less than in urban Honolulu: just 54 or 56 percent of four-year-old children could be accommodated in centers in Hawaii, Kauai, and Maui counties. It is believed that the dramatic differences in capacity between urban and rural areas reflects, in part, a greater reliance on family, friends and neighbors for child care in rural areas and may also point to a lack of adequate facilities and qualified staff.

Existing early learning programs are often operating at capacity. According to 2008 data nearly 21,500 children were enrolled in licensed programs.[iii] Centers were at 96 percent of capacity, while family child care homes were at 77 percent. FCIL programs, which are not required to be licensed because parents attend with the children, serve another 6,800 children and their families.[iv] Approximately 1,500 three- and four-year-old children were served in public school special education preschools.[v] In all, approximately 30,000 children are in early care and education programs[vi] - one third of the 0-5 population of 90,649.[vii]

FCIL programs, available on a part-week, part-day basis, can often provide early learning opportunities in areas where centers are not available. They are an alternative for

Draft

children who have a family member who can participate with them and have the advantage of educating adults about early learning as they participate with their children. In addition to the programs available in centers, homes, and family-child interaction programs, the departments of health and human services support an array of outreach and family education and support programs designed to help parents learn about meeting their children's developmental and health needs and enhancing their school readiness. These programs and services are an essential component in the continuum of services for Hawaii's families with young children.

Since two-thirds of Hawaii's young children are in families with all parents employed, [viii] we can estimate that as many as 29,000 children under age 5 are likely to be receiving some form of non-parental unlicensed care. This is a popular choice in Hawaii. The Department of Human Services (DHS) reports that among those receiving financial assistance for child care, more than half choose care provided by family, friends, and neighbors.[ix] While parents may prefer informal child care for a number of reasons, e.g., convenience, flexibility, familiarity, and similar cultural values, the challenge for early learning system planners is to find ways to ensure that it is not a forced choice due to lack of access to the full range of learning program options.

Whether programs are available to families relates to issues of accessibility – geographic location, schedule of operation, and affordability. If programs are not within reach, geographically or financially, or not open when the parents must be at work, accessibility is diminished.

Inability to pay tuition and fees is a significant deterrent for many families in accessing the full range of early learning program choices. An estimated 42 percent of Hawaii's children under age five are in low-income families - those with income below 185 percent of the federal poverty level for Hawaii (the eligibility standard for free and/or reduced price lunch in public schools).[x] At these income levels, a licensed early education and care program is financially out of reach for approximately 38,000 of the 0-5 population and thus not available without some form of financial aid or access to enrollment in a subsidized program, such as Head Start.

Even middle-income families have difficulty paying for early learning programs. The average annual rate for a preschooler in a center in 2008 was $6,504; for an infant in a family child care home the rate was $6,744.[xi] For a family with one child in preschool and an infant in a family child care home, the total fees would equal 20 percent of the median income of a family of three and 17 percent for a family of four.[xii]

The availability of financial assistance and subsidized enrollment fuels demand for early learning programs by families who otherwise could not afford to pay the fees. In 2007, nearly 10,000 children with financial need participated in a licensed early education and care program with assistance from public and/or private sources. This represented 47 percent of the total enrollment in licensed centers and family child care programs.[xiii] Another 5,300 received federal financial assistance for care provided by family, friends, or neighbors.[xiv]

Draft

According to the U.S Census, 12.5 percent of Hawaii's children under the age of five live in families with income below the federal poverty level.[xv] Head Start programs served a total of 3,726 children in 2008, a third of this population.[xvi] This suggests that at least 7,600 additional children under age five are eligible for Head Start who are not currently served. (This is a conservative estimate since the US. Census measure of poverty does not take into account the higher cost of living in Hawaii, whereas the income eligibility for Head Start is a poverty guideline that is adjusted for Hawaii.)

In addition to Head Start, numerous sources support enrollment of low-income three- and four-year-olds in preschools (those with family income under 185 percent of the federal poverty guideline for Hawaii), and as a result, 62 percent of three- and four-year-olds (including those in Head Start) are able to participate in center-based early learning programs. This is reflected in the Hawaii State School Readiness Assessment (HSSRA) which reports that 60 percent of kindergartners had some preschool experience. Yet this annual report reveals that the percentage is declining, with XXX number fewer kindergartners who had prior experience in early learning programs this year than the previous year, which also showed a decline.[xvii] To ensure all of Hawaii's children start kindergarten ready to succeed, another 5,700 low-income three- and four-year olds need assistance to attend a high-quality early learning program.[xviii]

Another serious limitation to the availability of early care and education programs is the insufficient supply of early learning practitioners who meet minimum qualifications required for state licensing of child care facilities. In 2006-2007, the child care licensing agency issued more than 100 waivers to allow center employees to work as teachers while pursuing educational requirements for their jobs.[xix] The challenge of recruiting and retaining qualified staff is endemic, caused by low compensation relative to education requirements as well as limited accessibility to higher education to meet the requirements.

The question for early childhood system planners is to what extent demand for high-quality licensed programs would increase if such programs were more widely available and affordable. Also critical to demand is whether parents understand the value and importance of high-quality programs and whether there are sufficient tools and assistance available to support parents in locating programs and identifying their level of quality, e.g. with quality ratings from a quality rating and improvement system. Currently, PATCH, Hawaii's statewide child care resource and referral agency, provides families with information to help them locate and make informed choices about available program and care options and how to apply for aid or enrollment in a subsidized program.

In the early childhood marketplace, there is a delicate balance between supply and demand: Most private sector programs are reliant on tuition income to offer their services and families are often reliant on tuition assistance to access those services. In a state like Hawaii, where nearly half of all participants in licensed programs depend on financial assistance or fully subsidized admission, decreases in availability can affect all children - even those whose parents pay for the services without aid. Changes in eligibility

Draft

requirements and aid amounts can swiftly and dramatically decrease families' ability to pay for services which in turn can prompt providers, with reduced revenue, to decrease capacity in order to lower operating expenses. For example, beginning in February 2010, DHS decreased child care assistance in an effort to deal with a shortage of funds. Subsidized families have seen their copayment rates increase from less than 10 percent of family income to as much as 40 percent. Preliminary reports indicate decreased enrollment in some programs, resulting in closure of classrooms and, in a few cases, of entire programs.[xx]

With the current economic recession, more parents are unemployed or earning less and thus less able to afford early learning programs. Likewise, the homeless population is growing, including children under age five who could benefit from participation in an early learning program. Access for these families often requires outreach, coordination, and transportation services in addition to tuition assistance or free enrollment.

Looking ahead, early childhood planners and advocates are also grappling with the challenge of developing greater capacity in order to expand availability in the future. In the proposed Keiki First Steps program, the current supply would be inadequate to meet an anticipated increase in demand should the state fund early learning programs. The Act 259 Early Learning Educational Task Force estimated that to boost enrollment of four-year-olds in high-quality early learning programs to 80 percent would require 340 new classrooms (including family child care and FCIL programs) and from 630 to 880 qualified teachers over a 10-year period.[xxi]

Continuum of Early Childhood Services

In addition to early education and care programs, Hawaii has developed a continuum of services for children from birth to age five and their families, starting with prenatal and perinatal services. These services address specific health and developmental needs and provide a safety net for fragile and at-risk children; several programs are also designed to provide support and training to early education and care providers and to parents. Many of these critical services, offered primarily through Department of Health (DOH) programs and state-funded private agencies, have recently been eliminated or their provision has been reduced as a result of State budget cuts to deal with the economic recession.

Services that have not suffered budget cuts:

- The Newborn Metabolic Screening Program and the Newborn Hearing Screening Program - both mandated in state statute - ensure that all babies born in Hawaii receive metabolic and hearing screenings soon after birth and provide follow-up and assistance to families, as needed, in obtaining treatment and early intervention services.
- Hawaii Keiki Information Service System is an information and referral service administered by the Early Intervention Section (EIS) that fields calls from parents with children ages 0-5 who have concerns about their child's development or

Draft

special health and/or education needs and who are seeking information or help finding services.

- The Inclusion Project provides support to families for the inclusion of their children with developmental delays in child care settings. Assistance is available to families to help them identify and choose appropriate child care settings. Training and technical assistance on how to teach and care for children with special needs is also available to early childhood practitioners.
- Healthy Child Care Hawaii, a partnership between DOH, the University of Hawaii's medical school, and pediatricians provides recruits and trains health professionals to serve as health consultants with child care programs.

Services that have been eliminated due to recent budget cuts:

- The Preschool Developmental Screening Program (PDSP) was designed to promote the early identification and intervention for developmental, learning, behavioral and social emotional problems for children age 3 to kindergarten entry. PDSP has trained early education and care providers in standardized developmental/behavioral screening, provided consultation, and facilitated follow-up for developmental/behavioral concerns.
- The Keiki Care Project, a statewide collaborative project within and between the departments of health and human services, provided training, technical assistance, and support to assist families and early childhood professionals with children ages 3 to 5 years of age who have social, emotional, and behavioral challenges and were enrolled in early childhood programs. In 2006-2007, the Keiki Care Project trained a total of 1,220 providers and provided direct services to 119 children.
- Baby Substance Abuse Free Environment (S.A.F.E.) Program was working to prevent all types of substance abuse in pregnancy.
- The Fetal Alcohol Spectrum Disorders (FASD) program consisted of a coordinator working closely with a task force of public/private partners to build a system of services to prevent FASD and its effects, including physical, mental, behavioral, and/or learning disabilities.

Services that have been reduced due to recent budget cuts:

- Healthy Start is a voluntary home visiting program focused on family strengthening, child health and safety, and positive parent-child relationships. In FY 2008, the Hawaii Healthy Start Program screened 86.7% of all newborn families statewide. A total of 2,454 families were identified as high risk and referred for services; 70 percent enrolled in and received Healthy Start home visiting services. Budget cuts to this statewide program have eliminated universal screening or assessments in civilian hospitals and reduced services to only two communities. In FY2011, it is expected that these two programs will also be eliminated due to cuts in state funding.

Draft

- The Early Intervention Section (EIS) provides early intervention services for children age 0-3 years with or at biological risk for developmental delays, as required by state law and Part C of the Individuals with Disabilities Education Act (IDEA). EIS ensures that potentially eligible infants and toddlers age 0-3 years receive a comprehensive developmental evaluation and, if eligible, receive early intervention services. In FFY 2008, EIS served 2,025 children age 0-3 years (3.77% of the population) with developmental delays or at biological risk. Since then, a total of 45 FTE positions have been eliminated and two state-run programs closed. In the coming year, the EIS budget will be reduced by 20 percent and services will be eliminated for infants and toddlers who are environmentally at risk for developmental delays.
- Parenting Support Programs include a statewide system of community-based parenting education and family support services. For the next fiscal year, the budget for these programs has been reduced by nine percent.
- The Children with Special Health Needs Program provides information/referral, outreach, service coordination, social work, and nutrition services for children with special health care needs age 0-21 years statewide. In 2008, services were provided to 1,423 children/youth with special health care needs. A reduction in staffing in 2010 has impacted service coordination, assistance to families in accessing specialized medical care, and outreach.
- The Perinatal Health Program works to decrease adverse birth outcomes that can impact an infant's development and health for life, requiring specialized services. A 12 percent reduction in the budget means that 1,100 fewer pregnant women will receive services.

In summary, Hawaii faces numerous interrelated challenges in providing for the adequate availability and accessibility of early learning programs to meet families' needs:

- Existing licensed early education and care programs operate at near capacity.
- Geographic distribution of early learning programs is uneven across the state.
- Inability to pay tuition and fees deters many families from enrolling children in licensed programs, stifling demand for increased capacity. Financial assistance is limited
- Only 34 percent of Hawaii's children under age 5 are participating in licensed early learning programs. Nearly half of the children enrolled in licensed programs receive financial assistance or are fully subsidized to attend.
- Just 38 percent of income-eligible children are served in Head Start programs.
- Financial assistance for tuition has been severely reduced this year, leading to reduced enrollment and decreased capacity due to classroom and program closures.
- Capacity is limited by an insufficient supply of early learning practitioners who meet minimum educational requirements.

Draft

- An increase in demand, expected to be fueled by a state-supported early learning system in the future, will require expanding current capacity dramatically.
- Recent state budget cuts have led to the elimination and reduction of a range of critical prevention and intervention services for young children and their families.

To increase availability of programs and services for young children and their families, Hawaii needs:

- Increased financial assistance to expand early learning opportunities for young children in families with limited income.
- Financial and other incentives to attract and retain a qualified early childhood workforce.
- Incentives and support for providers to offer services where programs are needed, such as in rural areas and on Neighbor Islands.
- Funding restored for essential prevention and intervention services that have been reduced or eliminated.

Early Learning Availability System Goal

Families have access to a range of high-quality early childhood programs and services statewide regardless of their ability to pay.

Principle Objective:

Develop a plan to improve and increase system's capacity to ensure the availability of a range of programs and services that will meet the needs of young children in communities statewide.

Secondary Objectives:

- Identify barriers to establishing early learning programs in under-served areas and develop plans to address them.
- Develop a plan to build public will for increased state funding of early childhood programs and services.
- Develop recommendations for funding sources and mechanisms to support expansion of financial assistance to allow early learning opportunities for all young children whose families are unable to pay.
- Work with Hawaii Careers with Young Children to develop a plan to attract and retain qualified personnel.

Health Direct Service System Goal

Hawaii promotes the optimal health, development and well-being of young children and their families through enhanced collaboration, improved integration, and the provision of culturally responsive services for all communities.

Principle Objectives:

- Ensure childhood obesity prevention awarenes activities are conducted and coordinated.

Draft

- Enhance CSEFEL partnerships by optimizing the leadership role of administrators in supporting healthy social and emotional outcomes for young children in the Hawaii.
- Ensure children have access to a medical home.
- Ensure children have access to health insurance.
- Ensure that a comprehensive system for developmental screening, identification, referral, and services is in place.
- Ensure that children have access to a dental home.

Family Support and Parent Education System Goal

High quality parenting and child development information services and supports are available and utilized.

Principle Objectives:

- Families have access to information that promotes positive & appropriate child development and nurturing.
- Families are able to assess quality in early learning programs and support children's learning.
- Improve and increase system's capacity to provide family support and parent education information services to families.
- Better coordination of child safety systems
- Homeless families have access to quality early childhood services.

Quality

Limited information is available about the quality of Hawaii's early childhood programs. Here we highlight two critical components of quality: program quality and the quality of facilities that house early learning programs. A third critical component, a qualified and effective early childhood workforce, will be addressed in the Professional Development section below.

Program Quality

Hawaii has not yet adopted a systematic method for assessing the overall quality of out-of-home early learning programs. The lack of a quality rating and improvement system (QRIS) impedes efforts of system planners to accurately determine current levels of quality, to identify and quantify specific improvements needed, and to calculate the resources required to support programs in achieving levels of quality associated with positive outcomes for young children. Moreover, without program quality ratings that are publically available, families lack a critical tool when weighing choices among early learning programs for their children.

Draft

Currently, 67 of Hawaii's 397 state-licensed preschool programs along with 12 infant-toddler programs they operate (of 56 in the state) have achieved accreditation by the National Association for the Education of Young Children (NAEYC).[xxii] These programs provide nearly 28 percent of the center-based licensed capacity of the state.[xxiii] An additional six licensed preschools with one infant toddler program are accredited by the National Early Childhood Program Accreditation (NECPA).[xxiv] Together, these nationally accredited programs comprise 19 percent of Hawaii's licensed center-based programs. Kauai has the lowest percentage of accredited programs at 11 percent, while Hawaii County has the highest, 23 percent. On Oahu, where two thirds of licensed centers are located, only 15 percent of the 302 centers are accredited.[xxv]
Just one of 505 state-licensed family child care providers has achieved accreditation by the National Association for Family Child Care Accreditation Program.

There are two major quality improvement efforts: (1) Hawaii Association for the Education of Young Children (HAEYC) sponsors and administers the Hawaii Early Childhood Accreditation Project (HECAP), which provides free support and assistance to programs striving to improve quality and achieve NAEYC accreditation; and (2) The Quality Care Program (QCP), sponsored by the DHS and implemented by a partnership of higher education and non-profit organizations, provides incentives to centers and home-based providers to improve and maintain quality.

HECAP has assisted 162 licensed centers (36 percent of all non-military centers) and 22 Family-Child Interaction Learning programs committed to quality improvement.[xxvi] Through the QCP, centers meeting quality criteria qualify for up to $100 per month for each enrolled child who receives tuition subsidies from DHS. Centers accredited by NAEYC or NECPA are eligible for the payments; non-accredited centers and group child care homes can qualify through demonstration and verification of their programs' alignment with the Hawaii Preschool Content Standards and DHS's QCP Professional Development Standards. The payments are intended to serve as an incentive to encourage programs to improve quality; technical assistance and training is offered to help non-accredited programs meet the quality standards. To date, 57 accredited and 78 non-accredited programs have participated – almost one third of the total centers and group homes.[xxvii]

While the center-based component of the QCP is a good option for programs that may not be ready to attempt accreditation, it is limited in the aspects of quality that are assessed. The focus is primarily on the alignment with the curriculum content standards in classrooms with four-year-olds and teacher qualifications.

Together, HECAP and QCP have assisted a total of 201 centers in their quality improvement efforts, 54 percent of all non-accredited centers and group homes. Another 174 programs that are not accredited - 38 percent of Hawaii's centers and group homes - have not yet sought assistance through either of these quality improvement projects.[xxviii] A quality rating and improvement system, if implemented, could provide additional resources and incentives to ensure all programs are on the path to providing high-quality services.

Draft

The home-based component of QCP provides on-site technical assistance and monthly packets of educational materials to legal-exempt (family, friends, and neighbors) and licensed family child care providers. Those who submit documentation of monthly activities qualify for an incentive payment of fifty dollars per month for each child served who receives child care subsidies from DHS. Over a three-year period beginning with its inception in March 2007, the program has assisted 537 individuals (73 percent licensed providers; 23% license-exempt).[xxix] The number of licensed providers who participated represent more than three-quarters of all licensed family child care providers. We can estimate that about 110 licensed family child care providers have not accessed assistance, even though they are eligible to receive the support materials regardless of whether they enroll subsidized children.[xxx]

There is currently no support available to assist Hawaii's state-licensed family child care providers to achieve national accreditation. Of the four currently accredited providers in Hawaii, three reside on military installations, as do all of the seven providers currently in the accreditation process. Their quality improvement efforts and pursuit of accreditation is supported with technical and financial assistance provided by the military child care system.

Hawaii's early learning programs, both center- and home-based, need incentives and rewards with clear pathways and benchmarks to help them progress toward higher quality. A quality rating and improvement system that assists all programs could encourage participation from centers and family child care programs that have not yet been reached as well as those that need further assistance to progress to higher levels of quality. DHS has asked the QCP partnership to design a model for a statewide QRIS with stakeholder input and possible pilot testing of elements in the new state fiscal year. Shortage of funding to implement such a system remains a challenge, however.

Facilities

Most of Hawaii's early learning programs are housed in facilities that were not designed for young children. To achieve accreditation, many programs must make building improvements. While it is assumed that accredited programs have appropriate facilities that meet quality standards, there is no compilation of information available regarding the condition of the facilities housing Hawaii's other 366 licensed centers – 81 percent of the total.[xxxi] Informal anecdotal reports suggest that building improvements may be needed to improve safety and the learning environment in many settings.

In summary, the challenges to improving and sustaining quality in early learning programs are:

- A majority of center-based programs – 68 percent – are neither nationally accredited nor demonstrating alignment with Hawaii's Preschool Content Standards or Professional Development Standards of the Quality Care Program.
- Support services to achieve family child care accreditation are not available to state-licensed (non-military) providers in Hawaii.

Draft

- Without a QRIS, information regarding programs' level of quality is not available to inform families' early childhood program choices.
- Many of the facilities housing early learning programs are believed to be in need of upgrading to improve safety and the learning environment.

To improve quality, Hawaii needs:

- A comprehensive approach to providing incentives for program quality improvement and rewards for achieving higher levels of quality such as a Quality Rating and Improvement System.
- Assistance and funds for facility improvements.

System Goal

Hawaii's early learning programs have the supports necessary to achieve and sustain high levels of quality in programs, staff, and facilities.

Principal Objective:

Facilitate development of plans for supporting quality improvement throughout the system, including an evidence-based Quality Rating and Improvement System with progressive levels of quality and supports for programs.

Secondary Objectives:

- Facilitate the design of a quality rating and improvement system (QRIS) for Hawaii.
- Develop a plan for incremental implementation of the QRIS, including funding.
- Facilitate development of a plan for accreditation support for FCC.
- Develop a process for identifying improvements needed to improve the quality of facilities currently used for early learning programs.

Professional Development

The educational preparation of early childhood practitioners is a key indicator of quality. Research findings confirm that positive outcomes for young children are associated with practitioners who have both a college education and early childhood-specific courses. For teachers, this means a bachelor's degree in early childhood or child development or an equivalent amount of coursework in early childhood-specific topics combined with a bachelor's degree in a different field. These educational qualifications, which are beyond the minimum required in the state's child care licensing regulations, represent the Early Learning Council's recommendation for lead teachers in Hawaii's early learning system.[xxxii]

Hawaii faces a critical shortage of qualified early childhood practitioners, limiting current availability and potential expansion of high-quality early learning programs. The shortage is more severe on the neighbor islands: While 49 percent of Oahu center-based teaching staff (teachers, assistant teachers, and lead caregivers) have at least a bachelor's degree, this is true of just 39 percent of Neighbor Island teaching staff.[xxxiii] (There are no

Draft

data available on practitioner qualifications in family child care homes and family-child interaction learning programs.)

Across the state fewer than 10 percent of all center-based teachers and lead caregivers possess a four-year degree or higher in early childhood education or child development. Another 30 percent have a bachelor's degree or higher in a related field (elementary education, family resources, human development, psychology, nursing, social work). Thirteen percent in teacher positions have a four-year degree or higher in an unrelated field. Nearly 22 percent have an associate degree in early childhood education and child development.[xxxiv]

According to a workforce survey in 2000-2001, half of all teachers with at least a bachelor's degree had nine credits or less in early childhood and child development coursework. Just 26 percent had 30 or more credits (a typical requirement for majors) while another 23 percent had between 12 and 21 credits. In contrast, 59 percent of teachers with two-year college degrees or coursework had 30 or more credits in early childhood and child development, probably reflecting the availability of associates' degrees in early childhood education and the lack of such degrees at the bachelors level.[xxxv]

Since compensation in the field is low relative to education level, this can discourage those with college degrees from entering and/or staying in the field and from pursuing professional development. Financial incentives are needed to attract and retain practitioners with the qualifications needed to deliver high-quality programs as well as to encourage those already in the field to achieve higher qualifications. Other incentives needed to recruit and retain an effective early childhood workforce include career counseling, improved access to higher education, scholarships and, for those juggling career and school, release time and substitutes.

High turnover, fueled by inadequate compensation, is a long-recognized problem that is linked to poor program quality. The most recent data for Hawaii, from a survey nearly a decade ago, show an average teacher turnover rate of 25 percent (on average, one in four teachers left their center in the previous year). Half or more of the teachers left in 23 percent of all centers.[xxxvi] Efforts by Hawaii Careers with Young Children to improve qualifications through implementation of the professional development system may help to stem the rate at which teachers leave the field, but only if financial rewards accompany achievement of greater levels of qualifications.

Higher education access is a problem for our island state. Both the University of Hawaii system and private institutions have limited capacity to meet the needs of students on neighbor islands and rural areas on Oahu. Distance education, modular courses provided in community-based settings and other diverse delivery methods are beginning to make inroads, but many barriers still exist. Articulation among higher education institutions can also present challenges for students seeking to complete early childhood degrees, and while progress has been made, alignment of courses and coordination among colleges

Draft

and universities can still be improved. Higher education institutions need funds to expand offerings.

Current Efforts to Address Challenges

Hawaii Careers with Young Children (HCYC) and the Early Learning Council are committed to helping the early childhood workforce attain qualifications that are associated with positive child development and outcomes for young children in their care.

For nearly two decades, Hawaii's early childhood community has devoted considerable efforts, with support of public and private sector funding, to address the need for a qualified early childhood workforce. HCYC, a coalition of 24 organizations committed to improving the quality of the early childhood workforce through standards, professional development and support for equitable compensation, has led the effort. HCYC is actively engaged in developing a comprehensive statewide workforce and professional development system called C.A.N.O.E.S. - Career Access and Navigation of Early Childhood Systems. Elements of the system include a practitioner registry, the Hawaii Career Lattice and Framework, the Training Quality Assurance System, Practitioner Core Competencies, articulation of higher education degrees, and the development of seamless career pathways for early childhood practitioners.

Hawaii's practitioner registry began as an idea of this coalition and was researched and designed under its auspices. Operated by HCYC member organization PATCH under contract with DHS (also an HCYC member), the Registry collects workforce data required for child care facility licensing and can be further developed as a critical component of the professional development system to include practitioners in all settings and all roles. Data from the Registry has been used in a limited way to identify workforce needs. Improvement of this capacity would contribute significantly to the planning and implementation of a functional professional development system.

HCYC members representing public and private higher education institutions have recently formed *Kaulanakilohana*, a Community of Interwoven Voices for Early Childhood Higher Education, to more effectively address articulation, access, and delivery issues and advocate for higher education system services for the preparation and development of the early learning workforce.

Practitioner Core Competencies that address all settings and roles in the proposed early learning system have been developed under HCYC's leadership and are currently undergoing an alignment process with higher education and community-based professional development.

HCYC is also pilot-testing a trainer application as the first increment of a Training Quality Assurance System. In addition, the group is working closely with the Early Learning Council to align their efforts in developing Hawaii's early learning workforce. A comprehensive "one stop" professional and workforce development web site is in the planning stages, with the first phase, "Education and Training," scheduled to launch in July 2010.

Draft

Important groundwork continues to be laid for CANOES, but a lack of fiscal resources and public sector commitment limits implementation of identified priorities.

Challenges and Needs

In summary, challenges to improving the preparation and professional development of the early childhood workforce in order to improve recruitment and retention of practitioners in early learning programs include:

- The large percentage of the early childhood workforce that lacks the educational preparation for their jobs that research associates with positive outcomes for young children.
- The teacher turnover rate of 25 percent that can negatively impact quality, and related to that:
- Poor compensation relative to other fields with similar requirements which can hamper recruitment and retention of qualified practitioners.
- Limited capacity of higher education Institutions to meet needs of early education practitioners.
- Lack of clear pathways and incentives for the early childhood workforce to pursue professional development, including provision of services such as a "one stop" web site, career counseling, substitutes, and release time for those taking courses.
- Lack of fiscal resources and institutional commitments to implement key priorities for the workforce and professional development system, including a revised Framework and Career Lattice and a mechanism for ensuring the quality of community-based professional development and training.

To develop the early childhood workforce and improve its effectiveness, Hawaii needs:

- Improved access to higher education through increased financial assistance, articulation agreements among institutions, and expansion of delivery modes such as distance learning that reach practitioners in isolated areas.
- Additional incentives such as substitutes and release time for those already working in the field.
- Mechanisms for providing clear pathways leading to career goals, including career counseling and a comprehensive "one stop" professional development web site.
- Support for the incremental implementation of HCYC's Professional and Workforce Development System Plan.

System Goal

A comprehensive professional development system ensures that Hawaii's children are cared for and educated by highly effective practitioners who are fairly compensated.

Draft

Principle Objective:

With HCYC, identify and recommend to executive and legislative branches and private sector stakeholders a comprehensive professional development system that can meet Hawaii's needs for a highly-qualified workforce in early learning programs in all settings and geographic locations.

Secondary Objectives:

Collaborate with HCYC to:

- Ensure adoption of core competencies for early education practitioners, administrators, and trainers by higher education, community-based training entities, and organizations serving young children.
- Recommend to DHS revisions of the child care licensing regulations regarding minimum staff qualifications.
- Review and update Hawaii's career lattice and framework.
- Ensure adoption of articulation agreements among institutions of higher education.
- Increase availability of early childhood coursework that reflects the core competencies adopted for practitioners, administrators, and trainers.
- Improve access to higher education with outreach efforts, career advising, diverse delivery methods, and scholarships/financial aid.
- Improve workforce data collected in the Registry to provide essential information for professional development planning and evaluating progress toward system goals.

Early Learning Standards

Hawaii has a three-part approach to early learning standards: curriculum content standards for preschools, core competency standards for early childhood practitioners and early learning and development standards for children. Curriculum content standards have been developed and are currently in use. Core competency standards for practitioners are in final draft and are currently undergoing an alignment process with higher education and community-based professional development training. Efforts are underway to complete the development of early learning and development standards that will complete the triad and provide a set of comprehensive standards to support early education practice and child outcomes for children from birth to kindergarten entry.

The *Hawaii Preschool Content Standards: Curriculum Guidelines for Programs for Four-Year-Olds*, developed in 2004, were intended to support and promote school readiness. An additional document, *Family and Community Guidelines to Support Preschool-Aged Child Development,* developed at the same time, was intended to acknowledge the State's official definition of school readiness which includes children, schools, families and communities.

Draft

The curriculum standards for four-year-olds and the companion family guidelines were widely distributed to preschools, kindergartens, and community groups. In the absence of early learning standards, the curriculum standards have served as a proxy for broader purposes. For example, DHS has used the Hawaii Preschool Content Standards as a measure of program quality in preschool classrooms for four-year-olds through its Quality Care Program for Center-Based Providers. The curriculum standards are related to early learning and development standards, but do not replace them.

Hawaii needs a set of comprehensive early learning and development standards that can provide the foundation for assessment of child outcomes. To ensure maximum consistency and to aid in the transition to kindergarten, the standards will be designed to align with the Department of Education's *Hawaii Content & Performance Standards*, a key component of the Hawaii Standards System.[xxxvii]

The working title for the emerging document is *The State of Hawaii Early Learning and Development Standards: A Culturally Responsive Framework for Young Children's Learning and Development from Birth to Kindergarten.*

System Goal

Hawaii standards to support early education practice and child outcomes for children from birth to kindergarten entry are at the foundation of all early learning programs.

Principle Objective:

Complete and adopt early learning standards for Hawaii.

Secondary Objectives:

Provide outreach and training on the use of the standards for early education teacher preparation programs, early learning programs and practitioners, K-3 teachers and administrators, regulatory agencies, evaluators, and system planners.

Draft

Coordination and Collaboration

In Hawaii, there is no single home for early childhood programs and services - neither within state government nor in the private sector. Early childhood programs and services emanate from numerous agencies in both sectors. Following their own priorities, agencies typically budget and plan according to different institutional perspectives, disciplines (e.g., health, social services, education) and funding requirements. The absence of shared long-term goals for meeting the needs of Hawaii's young children creates challenges for coordination and collaboration, which are essential for developing a high-quality comprehensive early childhood system that can deliver services equitably in a cost-effective way, avoiding gaps and overlaps.

Numerous early childhood coordinating efforts throughout the past two decades have been instrumental in focusing collaborative efforts and spurring the progress Hawaii has made thus far. Current coordination and collaboration efforts are poised to make significant gains in key arenas of early childhood system development, yet funding shortfalls and cutbacks threaten to delay critical next steps. For example:

1. DHS has played a key role in coordination efforts through its own child care advisory committee and as a member of the Early Learning Council, Hawaii Careers with Young Children, the Early Childhood Comprehensive Systems Initiative and other system planning efforts. DHS also played a critical role in the development of recommendations to the Legislature for the Act 151 Temporary Early Education Task Force and the Act 259 Early Learning Educational Task Force.
   In addition, DHS uses monies from the federal Child Care and Development Fund (CCDF) to support several system components that contribute to coordination efforts, including child care resource and referral, the Registry, and some of the planning and coordinating activities of the Good Beginnings Alliance. DHS also houses the state Head Start Collaboration Office.
   DHS collaborates extensively with the DOH and other agencies in the funding and implementation of numerous programs in the continuum of services for young children and their families.
2. The Early Learning Council (ELC), established by Act 14 in the 2008 Hawaii State Legislature is charged with developing and administering the Keiki First Steps Program as part of the early learning system. The ELC, while attached to the Department of Education (DOE) for administrative purposes, has private-sector leadership and is intended to operate as a public-private entity. A key ELC role noted in the Act is coordinating early learning programs and services and efforts to develop a highly-qualified workforce. However, no funds have been appropriated to support the work of the Council.
3. Hawaii Careers with Young Children (HCYC) is an active coalition of 24 organizations that work collaboratively to develop components for a comprehensive statewide professional development system, including practitioner core competencies, accessible higher education programs, and community-based training quality improvement. HCYC is privately funded

Draft

through June 2011 and is working to implement the components it develops in the institutions and agencies concerned with professional development for early childhood practitioners.

4. The Head Start State Collaboration Office works to connect the efforts of Head Start programs with those of other early childhood programs by collaborating on issues of common concern and sharing resources.
5. The Early Childhood Comprehensive Services grant has dedicated much of its work to the coordination of social-emotional and health areas of the early childhood system. This grant is housed in the Department of Health and is responsible for the leadership of Comprehensive Social Emotional Foundation Early Learning (CSEFEL) work.
6. Good Beginnings Alliance (GBA) has been the state's designated entity for coordination and collaboration efforts in the early childhood arena. GBA was established and named in state statute (Act 77, Session Laws of Hawaii 1997) as the intermediary organization to work with communities and the public and private sectors in efforts to develop and enhance early childhood services. With support from federal funds supplied by DHS, GBA has supported coordination efforts at the county level. The role of GBA county coordinators in identifying and addressing early childhood needs in their islands' communities – some in isolated geographic areas – has been key to meaningful system-wide development efforts for many years. However, funding shortages may eliminate this coordination component.
   GBA has partnered with the University of Hawaii and the DOE in the state's P-20 effort. GBA also played a pivotal role in establishing and supporting the School Readiness Task Force, which was instrumental in the state's adoption of a definition of school readiness and in developing the Preschool Content Standards and the Hawaii State School Readiness Assessment.
   GBA has established itself as a focal point for cross-sector early childhood planning and advocacy since its inception in 1997, in spite of the lack of dedicated state funding. Act 77 will sunset on June 30, 2010, but GBA, the non-profit organization, will continue with its mission.
7. The Interdepartmental Council, also created by Act 77, was intended to serve the function of coordinating the early childhood-related programs, funding, and activities of state departments with the efforts of the business community and GBA. The public sector coordinating function as envisioned in Act 77 did not come into fruition and, along with GBA, the Interdepartmental Council sunsets this year.

In Hawaii's centralized governmental structure, counties have a limited statutory role in early childhood programs and services. The County of Maui, however, has provided funding for coordination of early childhood efforts since the early 1990s and demonstrates that counties can voluntarily play a vital role in supporting positive outcomes for their young children. Involving county government representatives in coordination efforts is critical to improve access and services for families statewide.

Draft

Hawaii system planning and coordinating efforts have generally cast a wide net, seeking participation from stakeholders and key players in the public and private sectors, including representatives from the early childhood field, government, business, and nonprofit entities. Yet, as planning moves forward, additional efforts are needed to ensure all stakeholder voices and perspectives are included.

In summary, challenges for Hawaii in achieving effective coordination and collaboration in system development efforts include:

- Diverse coordination and collaboration efforts that lack an overall strategy for system development.
- Lack of a funded structure and leadership for coordination within the public sector.
- Lack of funding to enable consistent public-private sector collaboration and coordination, such as through the ELC and formerly through GBA and the Interdepartmental Council.
- Anticipated loss of support for county/community coordination efforts.
- Missing representation of some stakeholders.
- Lack of a governance entity to lead coordination and collaboration efforts. (See section on Governance)

To improve existing coordination and collaboration efforts, Hawaii needs:

- Alignment of coordinating efforts through an overall strategy aimed at early learning system development.
- High-level leadership from top government executives to coordinate efforts within and across state and county agencies and to collaborate with private sector agencies.
- Representation of all stakeholder groups and communities, with attention to cultural competence.
- A viable and durable governance entity that has authority and funding to lead cross-sector coordination and collaboration efforts.

System Goal

The early learning system has an effective strategy and mechanisms in place to coordinate programs and services and support collaboration among service providers.

Principle Objective:

Identify and recommend to the executive and legislative branches and private sector stakeholders a strategy and coordinating mechanisms that will help to ensure efficient and effective delivery of early childhood education and care services statewide

Draft

Secondary Objectives:

- Develop a system strategy for coordination and collaboration with input from various entities currently engaged in these activities.
- Provide mechanisms for coordination of community input from each county.
- Ensure representation of stakeholders currently without a seat at the table [e.g. providers: family child care, center-based programs].

Governance

The lack of a functioning governance entity that could lead and develop a comprehensive early learning system has been recognized repeatedly and prominently in various planning efforts over several years.[xxxviii] Responsibilities for oversight and funding of early childhood services reside in multiple state agencies, which results, to varying degrees, in gaps, overlaps, and inconsistencies in policies and services as well as in cost and delivery inefficiencies. Moreover, most early learning programs in Hawaii are delivered in the private sector, and the State lacks an effective mechanism for oversight and accountability in coordination between the public and private sectors. Finally, as an island state, there are geographic challenges in identifying and meeting the varying needs of isolated rural communities.

Act 77, Session Laws of 1997, which sunsets this year, established a public-private partnership model for coordination and collaboration (a public Interdepartmental Council and the nonprofit Good Beginnings Alliance with community councils in each county.)[xxxix] While the 13-year experiment produced significant gains and helped to move efforts forward, it did not result in an effective and sustainable governance entity for the early learning system.[xl]

The Temporary Early Childhood Education Task Force (established by Act 151 in 2005) recommended in its report to the 2006 State Legislature that Hawaii establish a policy-making Early Learning Authority with a public-private board, similar to the Hawaii Tourism Authority. This task force determined that establishing a governance entity was a critical early step toward developing a coherent and comprehensive early learning system.[xli]

The 2008 Legislature, responding to recommendations from its Early Learning Educational Task Force (Act 259), created the Early Learning Council to develop and administer an early learning system for the state.[xlii] However, due to the economic downturn and differences in approach between the Legislature and the Governor, the Council did not receive funding to pursue its charge. The Governor has announced plans to establish a new State Advisory Council as the focal point for early learning system planning and as the successor to the Interdepartmental Council.

DHS, through its statutory responsibility for child care licensing and its function as lead agency for CCDF, plays a key role by funding various components of the system and participating in many system-building efforts, but it lacks a mandate for overall governance of the early learning system.

Draft

The State Advisory Council will play an important part in moving toward the development of an effective governance model for Hawaii. A key role will be ensuring coordination among public sector agencies and collaboration between public and private sectors in the development of effective early learning system governance to plan the incremental implementation of a comprehensive early learning system.

In summary, challenges for Hawaii in the area of governance include:

- Lack of agreement on a governance entity that will have the authority, funding, and accountability to develop and implement, with public and private collaboration, the early learning system.
- Gaps, overlaps, and inconsistencies in policies and services as well as cost and delivery inefficiencies due to the fragmentation of responsibilities for early childhood services across multiple state and private agencies.
- Lack of durable mechanisms for the representation of geographically isolated communities to ensure that the early learning needs of communities statewide are assessed and addressed in planning and governance activities.

To enhance efforts to develop an effective governance model, Hawaii needs:

- Willingness on the part of both the public and private sectors to work together toward the development of a viable governance entity for the public-private early learning system.
- Support from the Legislature and Governor to vest a governance structure with the requisite authority, funding, and accountability to plan and implement a high-quality early learning system.

System Goal

A viable and durable governance entity that has authority, funding, and accountability to plan and implement an early learning system to meet the needs of Hawaii's families and communities.

Principle Objective:

Identify and recommend to the executive and legislative branches and private sector stakeholders a viable and durable governance entity that recognizes current efforts and has authority, funding, and accountability to plan and implement a coherent early learning system to meet the needs of Hawaii's families and communities.

Secondary Objectives:

- Conduct a process among state and community leaders to clarify roles and responsibilities in the early learning system and between the governance entity and system stakeholders.
- Identify and recommend mechanisms through which the governance entity will support effective collaboration of public and private sectors in the coordinated provision of high-quality early care and education programs and services.

Draft

- Identify and recommend systemic linkages between neighbor island communities and the governance entity.
- Develop an incremental plan for implementation of a functional governance entity.

Data Systems

The lack of adequate data regarding many aspects of the early childhood system impedes the planning, evaluation, and improvement of Hawaii's early childhood programs and services. Currently, data is often collected about specific programs and agencies for specific purposes, but without thought for how it could serve an early learning system.

Thus the data that is available is unmatched and difficult to use for systemic assessment of the overall availability, quality, and effectiveness of early childhood programs in relation to the needs for services in communities statewide. Moreover, there are limited data on the workforce, the professional development system, and the fiscal resources that support the system, including public and private sector funding and family payments for services. Finally, without data on children who participate in the system, there is no way to track the impact and assess the long-term effectiveness of the programs intended to prepare them for success.

Extraordinary efforts are required to collect bits of information from numerous public and private agencies and to weave these together in ways that can yield some of the needed data. But the sum total is not enough to fully identify the needs of children, programs, and the system. Nor can it adequately pinpoint successes.

The need for a coordinated data collection system has been highlighted in numerous Hawaii early childhood planning initiatives since the early 1990s.[xliii] Developing a coherent and high-quality early childhood system that meets Hawaii's needs requires access to accurate information reflecting the demographics, needs, and resources statewide as well as such information about the diverse communities throughout the islands. Coordinated data must be systematically collected, maintained, and analyzed. In addition, broader data expertise is needed – currently very few individuals have the requisite understanding of both statistics and Hawaii's early learning system.

Specifically, Hawaii needs (1) *longitudinal child data* linked to programs each child attended; (2) *program data* that includes staff qualifications, retention, ratios, accreditation status, and any other quality measures (such as quality rating, once Hawaii has a QRIS) and is linked to (3) *workforce data* including individual and aggregate demographic information, professional preparation and development, compensation, and work setting; (4) *professional development data* regarding education and training available and training quality characteristics; and (5) *finance data* regarding public and private expenditures for early childhood programs and services; and (6) *financial aid data* that measures the extent of families' need and unmet need for aid to access the full range of early learning programs.

Draft

Currently, several efforts collect data specifically needed to guide the delivery of early childhood programs and services:

- The University of Hawaii Center on the Family's Data Center on Children and Families collects data from numerous sources, including its own projects and studies, generating reports to provide useful information to Hawaii policymakers and planners.
- PATCH, Hawaii's child care resource and referral agency, gathers and publishes data on the numbers and capacity of licensed child care facilities and the average monthly rates statewide and for each island.
- The Hawaii Careers with Young Children Registry, operated by PATCH, provides data on the qualifications of center-based practitioners including education, training, experience and professional achievements in the field of early care and education. State child care licensing regulations require all staff in licensed center-based early learning programs to have records of their education and experience evaluated and recorded by the Registry in order to determine the positions for which they are qualified; additional professional development , not required for licensing purposes, can be submitted voluntarily for evaluation and recording in the Registry database. Hawaii Careers with Young Children, the coalition of organizations developing the state's professional development system, plans to enhance the capacity of the Registry to provide additional data on the workforce that will help to achieve goals of the early learning system.
- GBA gathers and analyzes public and private expenditures on early childhood programs and annually compiles and publishes system-level data derived from many sources. GBA reports on the 0-5 population; the capacity, enrollment, and tuition rates of licensed early childhood programs; the education level of the center-based workforce, and the number of accredited programs.
- DOE surveys its elementary school principals and kindergarten teachers annually for the Hawaii State School Readiness Assessment (HSSRA), which provides information on kindergarten children's readiness to succeed in school and on the schools' readiness to support their learning. Data indicate how consistently entering kindergarten students display key skills and characteristics necessary for successful learning experiences in school and also provide information on the degree to which educational policies and practices are in place that support early learning. The HSSRA also reports the percentage of entering kindergarteners who attended preschool.

An effort to address the fragmented data situation is being mounted by a collaboration of the Early Leaning Council, HCYC, and Hawaii P-3. They are in the early stages of designing an early childhood longitudinal data system which will be connected to the larger effort of Hawaii P-20 Partnerships for Education. Hawaii P-20 is working with various agencies and organizations throughout Hawaii to facilitate the planning of a longitudinal data system for educational improvement that will link data between the early learning system, the K-12 system, and higher education.

Draft

In summary, challenges for Hawaii in developing data systems include:

- Data pertaining to young children and the early learning system resides in numerous agencies and is difficult to access and use due to mismatches in design and purposes.
- There are gaps in available data where no systems currently exist to capture information essential to systemic planning and assessment.
- There is a lack of data expertise in the early learning community.

To develop a unified and comprehensive data system and infrastructure, Hawaii needs:

- Commitment and cooperation from all agencies that collect data relevant to early childhood system planning and evaluation to align systems and make data available.
- Fiscal resources to develop and maintain adequate data systems.
- Human resources to guide the early learning data system efforts.

System Goal

A unified data system and infrastructure that can provide information essential for planning, evaluating, and improving an early learning system of programs and services to meet the needs of Hawaii's young children and families.

Principle Objective:

Plan for a unified data system and infrastructure that can provide information essential for planning, evaluating, and improving an early learning system of programs and services to meet the needs of Hawaii's young children and families.

Secondary Objectives:

- Adopt a policy and planning framework for identifying information needs and developing a purposeful research agenda for Hawaii.
- Assess current data collection efforts across and within public and private sectors to identify duplication or gaps in content and methods.
- Develop a data governance structure to address issues regarding data collection, sharing, and use within and among sectors, communities, agencies, data systems, and end-users (researchers, planners, policymakers, the public).
- Develop data expertise specific to the needs of Hawaii's early learning system so that qualified personnel will be available to lead early learning data system efforts.

Draft

i. State Advisory Council Membership

1. Kathryn Matayoshi – Superintendent of Schools
2. Chiyome Fukino – Director, Department of Health
3. Lillian Koller – Director, Department of Human Services
4. Christine Jackson – Hawaii Head Start Collaboration Director
5. Dee Jay Mailer – Kamehameha Schools
6. Gary Kai – Hawaii Business Roundtable
7. Ted Liu – Department of Business, Economic Development and Tourism
8. Department of Labor
9. University of Hawaii
10. Head Start Association
11. Early Childhood Provider

ii. Three Year Plan (see attached grid)

1. Year One
    a. Goals
    b. Objectives
    c. Activities
    d. Timelines
    e. Quarterly Projections of Accomplishments for Each Activity or Target Dates
2. Year Two
    a. Goals
    b. Objectives
    c. Activities
    d. Timelines
    e. Quarterly Projections of Accomplishments for Each Activity or Target Dates
3. Year Three
    a. Goals
    b. Objectives
    c. Activities
    d. Timelines
    e. Quarterly Projections of Accomplishments for Each Activity or Target Dates

iii. Plans for

1. Periodic Needs Assessments

2. Public Hearings

To be held in May 2010.

3. State Advisory Council Meetings

Draft

iv. **Data to be Collected, Maintained, and Disseminated**

v. **Lists of Contributors and Description of their Work**

1. **Organizations**
   - *Good Beginnings Alliance*
   - *Hawaii Association for the Education of Young Children*
   - *PATCH – Resource and Referral Agency*

2. **Cooperating Entities**
   - *Early Learning Council*
   - *Hawaii Careers with Young Children*
   - *Head Start Collaboration Office*
   - *Early Childhood Comprehensive Services Grant*
   - *Covering Kids – Health Insurance*

3. **Consultants**

4. **Key Individuals**

vi. **Sustainability for Statewide, high –quality comprehensive early childhood development system – beyond 3 years of grant**

b. **Staff and Position Data – including job descriptions and Biographical sketches**

c. **Organizational Profiles**

i. **Agency Responsible for Management of State Advisory Council**

ii. **Individual Designated by Governor to coordinate activities of State Advisory Council**

iii. **Letter signed by Governor identifying agency and individual**

iv. **Organizational charts**

v. **Financial Statements**

vi. **Audit Reports**

vii. **Contact persons/telephone numbers**

viii. **Names of Bond carriers**

ix. **Child Care Licenses and documentation of professional accreditation**

Draft

x. **Document of experience in program area, etc.**

d. **Third Party Agreements**
   i. **Written and signed agreements between grantee and sub grantees, subcontractors, cooperating entities**
      1. **scope of work**
      2. **work schedules**
      3. **remuneration**
      4. **conditions defining relationship**

e. **Budget and Budget Justification**
   i. **Year One**
      1. **Federal funding**
      2. **non-federal support**
      3. **Matching funds**
      4. **Narrative Budget Justification**
         a. **How categorical costs derived**
         b. **Necessity**
         c. **Reasonableness**
         d. **Allocation**

   ii. **Year Two**
      1. **Federal funding**
      2. **non-federal support**
      3. **Matching funds**
      4. **Narrative Budget Justification**
         a. **How categorical costs derived**
         b. **Necessity**
         c. **Reasonableness**
         d. **Allocation**

   iii. **Year Three**
      1. **Federal funding**
      2. **non-federal support**
      3. **Matching funds**
      4. **Narrative Budget Justification**
         a. **How categorical costs derived**
         b. **Necessity**
         c. **Reasonableness**
         d. **Allocation**

   iv. **Budget line items**
      1. **Personnel**
         a. **Costs of employees and wages**
         b. **Fringe Benefits**

Draft

2. **Travel**
3. **Equipment**
4. **Supplies**
5. **Contractual**
    a. **Delineate delegation to another agency; detailed budget for each agency**
6. **Other costs**
    a. **Non-contractual**
    b. **Professional Services**
    c. **Space and Equipment Rentals**
    d. **Printing/Publication**
    e. **Computer use**
    f. **Administrative Costs**

7. **Indirect Charges – if approved indirect cost rate by DHHS or another federal agency**
8. **Non-Federal Resources with detailed budget for each funding source**

Certifications

Assurances

Reporting Requirements

- **Program Progress Reports: Semi- Annually, 30 days after end of reporting period**
- **Interim Narrative Report: 18 months after receipt of grant**
- **Financial Reports: Semi-Annually, 30 days after end of reporting period**
- **Final Program and Financial Reports: 90 days after close of grant period**

---

[i] Center-based programs include preschools, child care centers, Head Start programs, and infant-toddler programs. Family-child interaction learning programs are provided for children to attend with a family member three days per week for an average of three hours daily. This model combines early education for the children with parent/family education for the participating family member. For additional information, see: Early Learning Educational Task Force. (2008). *Act 259 Report to the 2008 State Legislature*. Honolulu, HI: Department of Education. Available from http://www.goodbeginnings.org/index.php/site/ReportsAndStudies/

[ii] Early Learning Educational Task Force. (2008). *Act 259 Report to the 2008 State Legislature*. Honolulu, HI: Department of Education, p. 19.

[iii] PATCH. (June 2008). *Report on Facilities and Capacity as of June 2008.* Retrieved March 30, 2010 from http://patchhawaii.org/files/content/community/stats/Facilities_Capacity_June_08_for_web.pdf. Note: For purposes of this report, capacity refers to the actual number of spaces providers make available ("desired capacity"), which is less than total licensed capacity. For an explanation of desired capacity vs. licensed capacity, see Good Beginnings Alliance. (August, 2007), Fact Sheet: Children, Families and Early Childhood Education in Hawaii, available online: http://www.goodbeginnings.org/index.php/site/annualFactSheet/.

Draft

[iv] Reinhardt, K. (May 2009*) Data Source for IDC Indicators, FY 2008 Report*. Available from Good Beginnings Alliance (GBA).

[v] Reinhardt, K. (May 2009*) Data Source for IDC Indicators, FY 2008 Report*. Available from GBA.

[vi] Additionally, 3,970 children ages 0-2 participate in early intervention programs – 7.2% of all children ages 0, 1, and 2 years. See Reinhardt, K. (May 2009*) Data Source for IDC Indicators, FY 2008 Report*. Available from GBA.

[vii] Reinhardt, K. (May, 2009*) Data Source for IDC Indicators, FY 2008 Report*. Available from GBA. Note: Population estimate is for FY 2006-07 based on birth data from the Department of Health. "0-5 population" is the same as "under five" and means children from birth through age 4 (until age 5): children ages 0, 1, 2, 3, and 4.

[viii] U.S. Census Bureau. (n.d.). 2008 *American Community Survey, Hawaii -Selected Economic Characteristics: 2008.* Employment Status, Own children under 6 years, All parents in family in labor force. Retrieved April 5, 2010 from http://factfinder.census.gov

[ix] Department of Human Services. (n.d.) *DHS Child Care Subsidy Fact Sheet.* Honolulu: HI: State of Hawaii, Department of Human Services. [Distributed 12/4/09]

[x] Reinhardt, K. (May 2009*) Data Source for IDC Indicators, FY 2008 Report*. Available from GBA. Note: Population estimate is for FY 2006-07 based on birth data from the Department of Health.

[xi] PATCH. (2008). [Report on average full-time monthly rates by age and facility type as of June 2008 (FY 2007–2008)]. Unpublished raw data. Cited in He, S.J., Yuen, S., Nitta, K., & Ripke, M. (2008). ECCS–Hawaii's early childhood comprehensive system. Honolulu, HI: University of Hawaii, Center on the Family.

[xii] "State Median Income for Federal Fiscal Year 2008." *Federal Register* 72: 59 (28 March 2007) pp.14579-14581

[xiii] The total enrollment of center-based and family child care programs was 21,053 as reported in PATCH. (June 2008). *Report on Facilities and Capacity as of June 2008.* Cited in Good Beginnings Alliance. (August, 2007), Fact Sheet: Children, Families and Early Childhood Education in Hawaii. Honolulu, HI: Author. Retrieved March 17, 2010 from http://www.goodbeginnings.org/index.php/site/annualFactSheet/. Note: FCIL programs are not included because they are largely free of charge to participants; likewise, special education preschool is not included because its provision is free to eligible participants.

[xiv] Unpublished data analysis by K. Reinhardt for Act 259 Early Learning Educational Task Force, 2007; Additional unpublished analysis by T. Vast, 2010. For further information, contact Good Beginnings Alliance.

[xv] U.S. Census Bureau. (n.d.). 2008 *American Community Survey, Hawaii -Selected Economic Characteristics: 2008.* Percentage of Families and People Whose Income in the Past 12 Months is Below the Poverty Level, All people with related children under 5 years. Retrieved April 5, 2010 from http://factfinder.census.gov

[xvi] Head Start State Collaboration Project. (April, 2009) *Needs Assessment*. Honolulu, HI: Head Start State Collaboration Office. Note: Percentage calculated based on percentage of children below federal poverty level (see Endnote #15 above).

[xvii] Good Beginnings Alliance & Hawaii State Department of Education. (November, 2009). *Hawaii State School Readiness Assessment, State Results School Year 2009-2010.* Honolulu, HI: Good Beginnings Alliance and Hawaii State Department of Education, System Evaluation and Reporting Section, Systems Accountability Office, Office of Superintendent. Retrieved March 18, 2010 from http://arch.k12.hi.us/school/hssra/hssra.html

[Add note/reference on the declining percentage.]

Draft

[xviii] Reinhardt, K. (May 2009*) Data Source for IDC Indicators, FY 2008 Report*. Available from GBA.

[xix] Early Learning Educational Task Force. (2008). *Act 259 Report to the 2008 State Legislature*. Honolulu, HI: Department of Education, p. 38.

[xx] Good Beginnings Alliance. (n.d.) *The Deterioration of the Safety Net for Hawaii's Young Children. 2010 Issue Brief.* Honolulu, HI: Author.

[xxi] Early Learning Educational Task Force. (2008). *Act 259 Report to the 2008 State Legislature*. Honolulu, HI: Department of Education, pp. 70 & 113.

[xxii] Number of accredited programs: NAEYC- accredited centers as of 4/2/10: Retrieved April 5, 2010 from http://www.naeyc.org/accreditation/search. Note: Although infant-toddler programs are counted as separate centers for the purpose of Hawaii state child care licensing, NAEYC counts accredited centers that include a preschool program and an infant-toddler program in the same facility as one center.

[xxiii] Reinhardt, K. (May 2009*). Data Source for IDC Indicators, FY 2008 Report*. Available from GBA. Note: Further analysis using actual total capacity of licensed centers by T. Vast. For more information, contact GBA.

[xxiv] NECPA-accredited centers: Retrieved April 5, 2010 from http://www.necpa.net/. Note: Although infant-toddler programs are counted as separate centers for the purpose of Hawaii state child care licensing, NECPA counts accredited centers that include a preschool program and an infant-toddler program in the same facility as one center.

[xxv] Vast, T. Unpublished analysis, 4/3/10. For further information, contact Good Beginnings Alliance.

[xxvi] Murphy, Kathy. (February 17, 2010). [Fact sheet distributed to House Education and Senate Education and Housing Committees, Informational Briefing on the Status of the Early Learning System in Hawaii.] Honolulu, HI: Hawaii Association for the Education of Young Children (HAEYC).

[xxvii] Percentage of non-accredited centers is based on licensed centers for children ages 2-5 and does not include infant-toddler centers. Number of participants and applicants: Ann Tom, University of Hawaii Center on the Family, unpublished data summary, 3/30/10; Number of licensed centers: PATCH, *Report on Facilities and Capacity as of June 2008.* Retrieved April 1, 2010 from http://patchhawaii.org/files/content/community/stats/Facilities_Capacity_June_08_for_web.pdf

[xxviii] Vast, T. Unpublished data analysis, 4/2/10. For further information, contact Good Beginnings Alliance.

[xxix] Tom, Ann. (March 30, 2010) [Quality Care Program (QCP) for Center- and Home-Based Childcare Programs.] Unpublished data summary. Honolulu, HI: University of Hawaii, Center on the Family.

[xxx] Note: This may be an undercount due to turnover.

[xxxi] Data sources: Number of accredited programs: NAEYC- accredited centers as of 4/2/10: Retrieved April 5, 2010 from http://www.naeyc.org/accreditation/search; NECPA-accredited centers: Retrieved April 5, 2010 from http://www.necpa.net/: Number of licensed centers: PATCH, *Report on Facilities and Capacity as of June 2008.* Retrieved April 1, 2010 from http://patchhawaii.org/files/content/community/stats/Facilities_Capacity_June_08_for_web.pdf

[xxxii] Early Learning Educational Task Force. (2008). *Act 259 Report to the 2008 State Legislature*. Honolulu, HI: Department of Education.

[xxxiii] Vast, T. & Reinhardt, K. (2007). [Unpublished analysis of DHS and PATCH Registry data.] For further information, contact Good Beginnings Alliance.

[xxxiv] Vast, T. & Reinhardt, K. (2007). [Unpublished analysis of DHS and PATCH Registry data.] For further information, contact Good Beginnings Alliance.

Draft

[xxxv] Good Beginning Alliance. (2004*). Who Cares for Hawaii's Keiki in Centers? The Hawaii Early Childhood Workforce Study.* Honolulu, HI: Author.

[xxxvi] Good Beginning Alliance. (2004*). Who Cares for Hawaii's Keiki in Centers? The Hawaii Early Childhood Workforce Study.* Honolulu, HI: Author.

[xxxvii] The Hawaii Content and Performance Standards III (HCPS III) document contains: Essential content and skills in nine content areas: Career and Technical Education, Fine Arts, Health, Language Arts, Math, Physical Education, Science, Social Studies, and World Languages; Standards that describe the educational expectations for ALL students in grades K-5; Essential standards for all required courses in the four core areas: Language Arts, Math, Science, and Social Studies; and Essential standards that can be met through elective courses chosen by secondary students to fulfill graduation requirements in the five extended core areas: Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages. For additional information about the Hawaii Department of Education Content and Performance Standards, visit http://165.248.30.40/hcpsv3/about.jsp

[xxxviii] See, for example: Early Learning Educational Task Force. (2008). *Act 259 Report to the 2008 State Legislature*. Honolulu, HI: Department of Education. Available from: http://www.goodbeginnings.org/images/uploads/Act_259_Final_Report.pdf;

Temporary Early Childhood Education Task Force. (2006). *Temporary Early Childhood Education Task Force Report to the 2006 Hawaii State Legislature.* Honolulu, HI: University of Hawaii, Hawaii Educational Policy Center. Available from http://www.hawaii.edu/hepc/ece/ECE_TF_FINAL122105.pdf;

Hawaii Early Childhood Education & Care Coordinating Committee. (1996). *The Good Beginnings Initiative Master Plan: A Report to the Governor and 1996 Hawaii State Legislature* Honolulu, HI: State of Hawaii, Governor's office of Children and Youth. Available from Good Beginnings Alliance.

[xxxix] Act 77….

[xl] Temporary Early Childhood Education Task Force. (2006). *Temporary Early Childhood Education Task Force Report to the 2006 Hawaii State Legislature.* Honolulu, HI: University of Hawaii, Hawaii Educational Policy Center., p. 17.

[xli] Temporary Early Childhood Education Task Force. (2006). *Temporary Early Childhood Education Task Force Report to the 2006 Hawaii State Legislature.* Honolulu, HI: University of Hawaii, Hawaii Educational Policy Center.

[xlii] Act 14…

[xliii] See, for example: Hawaii Early Childhood Education & Care Coordinating Committee. (1996). *The Good Beginnings Initiative Master Plan: A Report to the Governor and 1996 Hawaii State Legislature* Honolulu, HI: State of Hawaii, Governor's office of Children and Youth; and Department of Health, Family Health Services Division. (2005). *Hawaii's Early Childhood Comprehensive System Plan, 2005-2008.* Honolulu, Hi: Author. Retrieved March 30, 2010 from http://www.state-eccs.org/stateplans/plans/hawaii_plan.pdf.

SERVING THE STATE OF HAWAI'I

University of Hawai'i System Strategic Outcomes and Performance Measures, 2008–2015

Office of the Vice President for
Academic Planning & Policy

May 2008

Introduction

In June 2002, the Board of Regents adopted the *University of Hawai'i System Strategic Plan: Entering the University's Second Century, 2002–2010*. The vision set forth in our plan was predicated on the Native Hawaiian practice of sharing diverse, but finite, resources for the benefit of all and grounded in a unifying mission, an overarching commitment to a culture of excellence and performance, and a set of principles intended to guide the evolution and transformation of the system. Our plan was developed with wide participation of constituencies throughout the University.

During the 2007–08 academic year, the University community and its public revisited the strategic plan. Participants broadly affirmed our strategic goals and the values underlying our goals. They recommended we better differentiate system and campus roles, and establish clear and measurable outcomes to assess performance and progress. Participants agreed that articulating our plan in terms of the higher education needs of the state adds a valued dimension and reaffirms our University's commitment to serving the state. Based on these recommendations, the University developed this companion piece to our plan which assigns strategic outcomes and performance measures to be accomplished by 2015. This update will guide the future priorities of the University and inform our budget planning process for the next three biennia.

Performance measures assigned to each strategic outcome demonstrate our willingness to be held accountable and enable us to effectively assess our progress. The goals we have set for 2015 are stretch goals, and challenge us to reinvent ourselves. We use quantitative measures to provide evidence of our efforts, but acknowledge that many of our core values—academic rigor and excellence, integrity and service, aloha and respect—while not addressed here, are central to our mission.

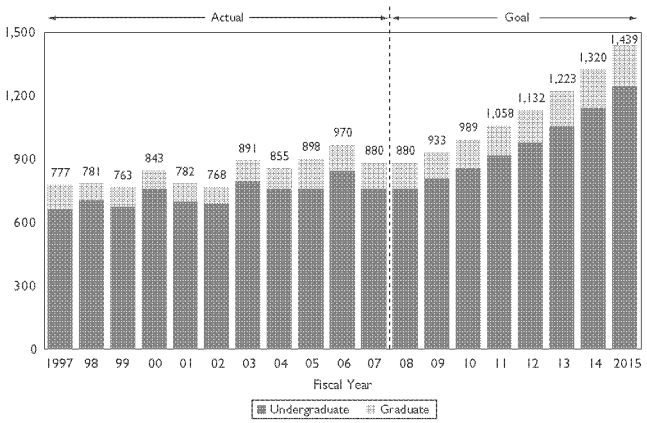
Our commitment to increasing the educational capital of Hawai'i aligns with the Hawai'i P-20 Council goal of 55 percent of Hawai'i's working age population possessing a college degree by the year 2025 and reflects a coordinated vision of our state's future. The P-20 Council, comprised of leaders in education, business, government, labor, and community, share our belief that all of Hawai'i's residents deserve a high quality education. As the state's sole public institution of postsecondary education in Hawai'i, we will strive to do our part to reach the 55 percent goal. The University of Hawai'i is committed to improving the social, economic, and environmental well-being of current and future Hawai'i generations.

Native Hawaiian Educational Attainment

To position the University of Hawai'i as one of the world's foremost indigenous-serving universities by supporting the access and success of Native Hawaiians.

Degree Attainment of Native Hawaiians at UH

GOAL: INCREASE 6–9% PER YEAR



Note: Goals based on percentage increases every two years (FY09–FY10 = 6%; FY11–FY12 = 7%; FY13–FY14 = 8%; FY15 = 9%).

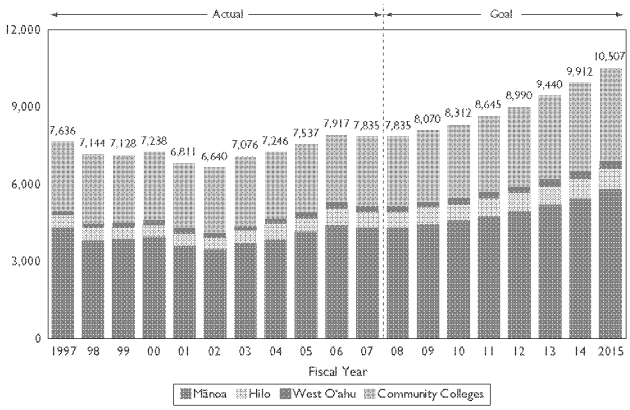
Source: UH Institutional Research Office for historical data

Hawai'i's Educational Capital

To increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students, and those from underserved regions.

UH Degrees & Certificates of Achievement Earned

GOAL: INCREASE 3–6% PER YEAR



Note: Goals based on percentage increases every two years (FY09–FY10 = 3%; FY11–FY12 = 4%; FY13–FY14 = 5%; FY15 = 6%).

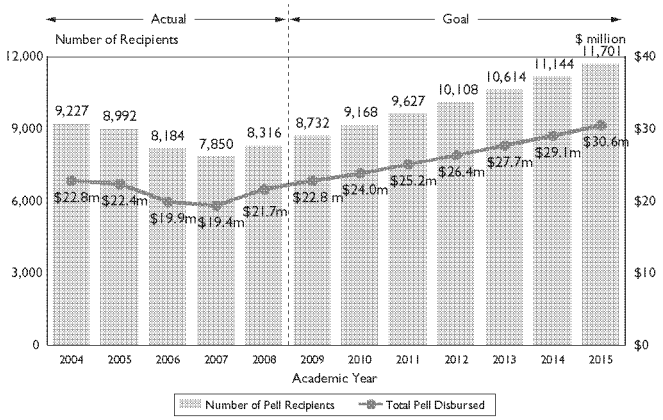
Source: UH Institutional Research Office for historical data

Hawai'i's Educational Capital

(continued)

UH Disbursement of Pell Grants

GOAL: INCREASE 5% PER YEAR

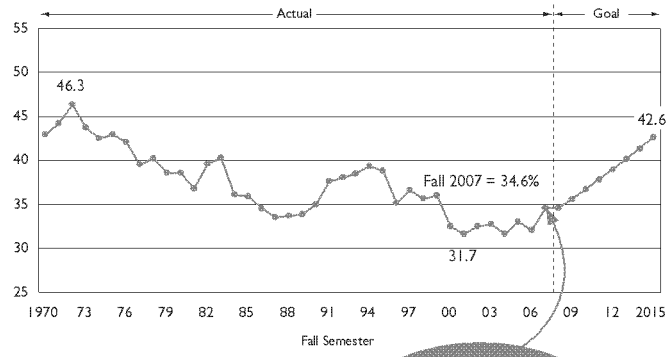


Notes: *The Federal Pell Grant program provides need-based grants to low-income, first-time undergraduate students or students enrolled in certain post-baccalaureate programs that lead to teacher certification or licensure. The maximum award for the 2008–09 award year (July 1, 2008 to June 30, 2009) is $4,731. AY08 figures are estimated. Average amount awarded: AY04, $2,471; AY05, $2,488; AY06, $2,437; AY07, $2,477; AY08, $2,613.*

Source: *UH Office of Student Affairs for historical data*

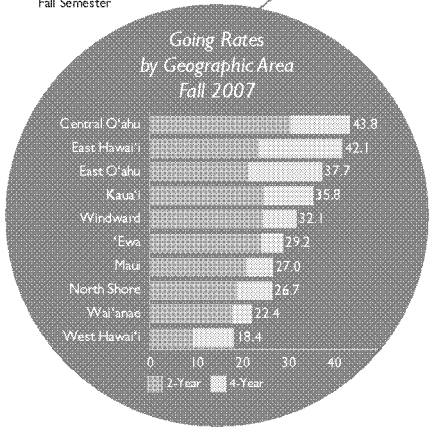
Going Rates of Public and Private High Schools to UH System Campuses

GOAL: INCREASE 3% PER YEAR



Note: *The going rate is the percentage of Hawai'i high school graduates entering the University of Hawai'i without delay upon graduation from high school.*

Source: *UH Institutional Research Office for historical data*

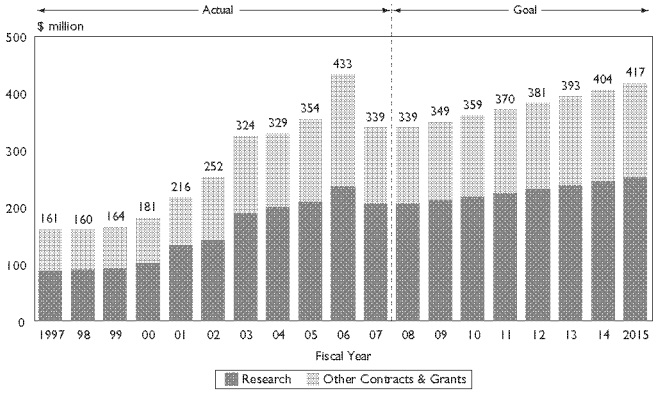


Economic Contribution

To contribute to the state's economy and provide a solid return on its investment in higher education through research and training.

UH Extramural Fund Support

GOAL: INCREASE 3% PER YEAR

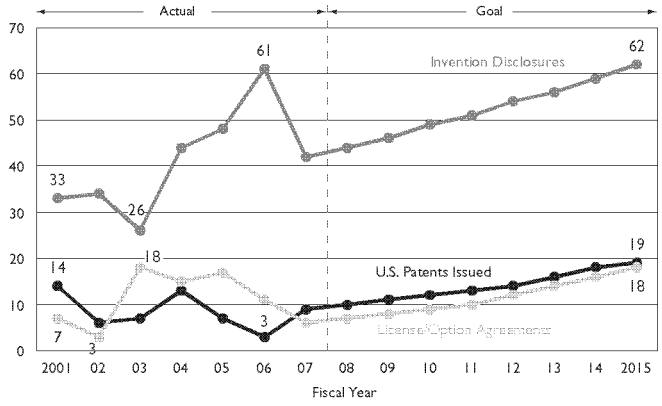


Note: Other contracts and grants include training, instrumentation, building improvements, conferences, centers, boat operations, art and dance performances, etc.

Source: UH Office of Research Services for historical data

UH Invention Disclosures, Patents, and Licenses

GOAL: INCREASE 5–15% PER YEAR



Note: Goals: Invention disclosures received = increase 5% per year, U.S. patents issued = increase 10% per year, license/option agreements executed = increase 15% per year.

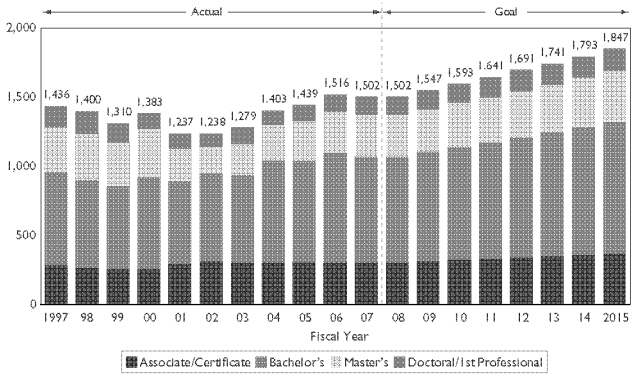
Source: UH Office of Technology Transfer and Economic Development for historical data

Globally Competitive Workforce

To address critical workforce shortages and prepare students (undergraduate, graduate, and professional) for effective engagement and leadership in a global environment.

UH Degrees in STEM Fields

GOAL: INCREASE 3% PER YEAR

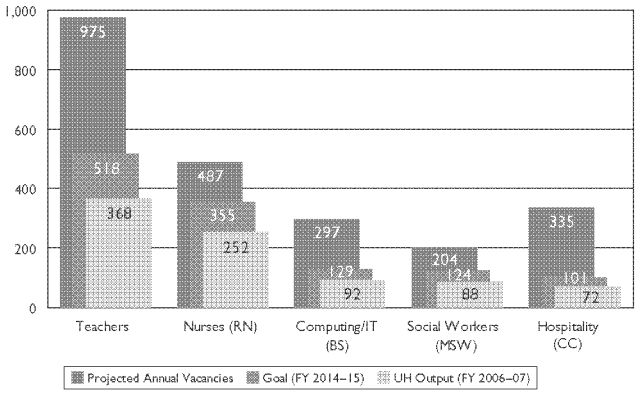


Note: STEM (Science, Technology, Engineering, and Math) fields defined by Classification Codes and Occupations, 2002–03 (Table 19), GAO-06-114 Federal STEM Education Programs, October 2005.

Source: UH Institutional Research Office for historical data

Projected Annual Vacancies in Shortage Areas Statewide, 2006–17 and Total UH Output, 2006–07

GOAL: INCREASE 5% PER YEAR

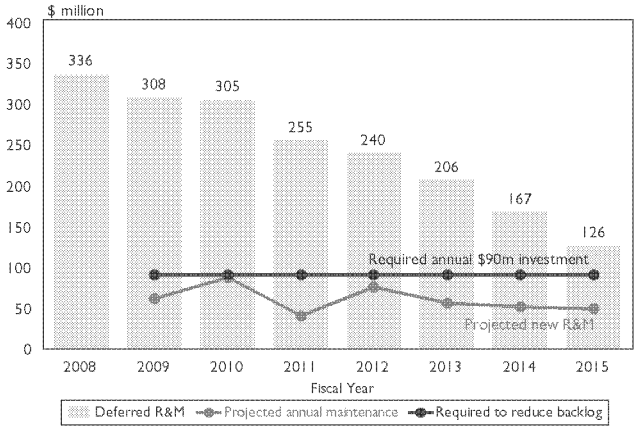


Source: Economic Modeling Specialist Inc (EMSI), April 2007 for projected vacancies
UH Institutional Research Office for UH Output (FY 2006–07)

Resources and Stewardship

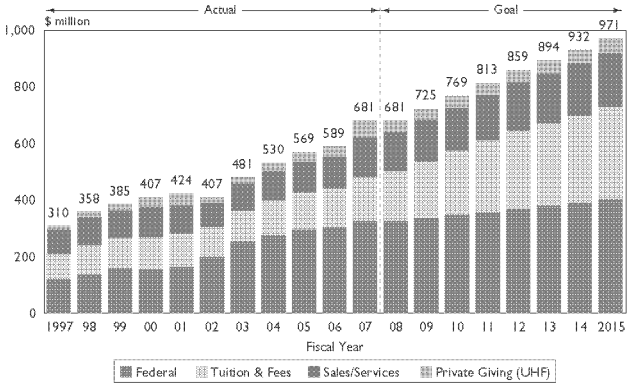
To acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over all of the University's resources for a sustainable future.

Annual Investment Required to Decrease Deferred Maintenance Backlog to $126 Million by 2015



Note: *Figures represent 2008 dollars.*
Source: *The Facilities Renewal Reinvestment Project by the Pacific Partners Consulting Group, March 27, 2008.*

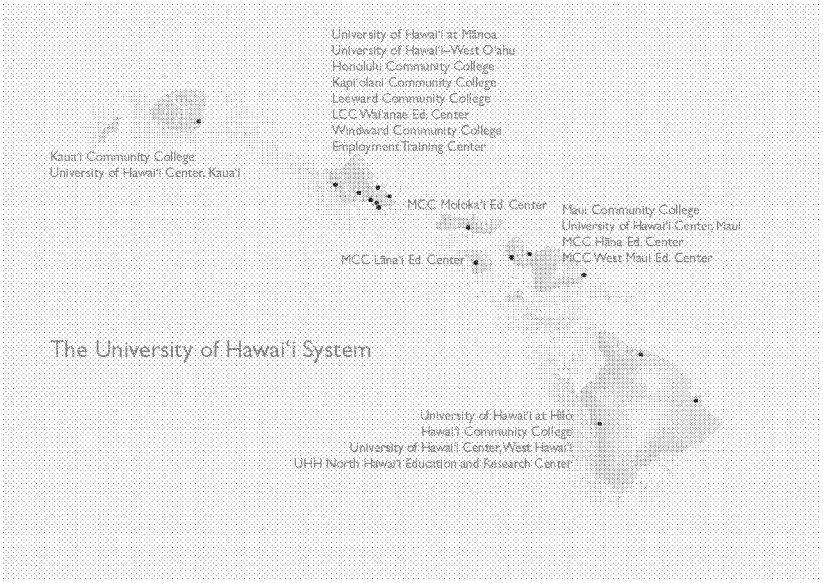
UH Funding Sources
GOAL: INCREASE NON-STATE REVENUE STREAMS 3–15% PER YEAR



Notes: *Revenue goals: Federal increase 3% per year; Tuition & Fees 5–15% per year; Sales/Services 5% per year; Private Giving (UHF) increase to $50m by 2015. Sales/Services = Sales and services of educational activities and auxiliary enterprises; and all items of revenue not covered elsewhere.*
Source: *UH General Accounting and Loan Collection Office for historical data*

For more information:

University of Hawai'i System Strategic Plan 2002–2010:
www.hawaii.edu/ovppp/stratplansys.html
Strategic Plan Update main page:
www.hawaii.edu/ovppp/uhplan/



Office of the Vice President for
Academic Planning & Policy
University of Hawai'i System
(808) 956-7075
app@hawaii.edu

UNIVERSITY of HAWAI'I®

An equal opportunity/affirmative action institution

www.hawaii.edu

Front photograph of Hawaiian [illegible]

United for Learning: The Hawai'i P-20 Initiative

Strategic Plan 2006–2010

HAWAI'I P-20
Partnerships for Education
Spark. Transform. Excel.

OVERVIEW

Hawai'i P-20 Partnerships for Education is a statewide collaboration led by the Good Beginnings Alliance, Department of Education and University of Hawai'i System to strengthen the education pipeline from early childhood through higher education so that all students achieve career and college success.

Hawai'i P-20's mission is to provide students of all ages with a high-quality education that will enable them to support a family, participate in the global economy and exercise the rights and responsibilities of citizenship. Hawai'i P-20 also strives to close the achievement gap by affecting low-income children and ethnic populations that are underrepresented in postsecondary education.

Hawai'i P-20's goal is for 55% of Hawaii's working age adults to have a 2- or 4-year college degree by the year 2025.

PROGRAMS

The Hawai'i P-3 Initiative

Through a generous grant from the W.K. Kellogg Foundation, the Hawai'i P-3 Initiative develops partnerships in the early learning community to promote a cohesive continuum of experiences for children, from birth through 8 years of age with the goal of all children reading at grade level by third grade. Achievement of this early learning milestone lays the foundation for a child's future success in career, college and citizenship.

College and Career Success

College and Career Success encompasses strategies that increase student readiness for post-high school success.

- ***Step Up Campaign***
  Step Up is a campaign aimed at Hawai'i's 8th and 9th grade students, encouraging them to "step up" to the challenge of earning the Board of Education's Step Up (Recognition) Diploma, which has been designed with standards developed by the American Diploma Project to better prepare students for a smooth transition into college, or a living wage job after high school. Community-wide participation in Step Up includes over 90 businesses, professional and civic organizations helping to spread the word about the importance of a rigorous high school curriculum.

- ***GEAR UP Hawai'i***
  Gaining Early Awareness and Readiness for Undergraduate Programs is a federally funded program whose mission is to significantly increase the number of low-income students who are prepared to enter and succeed in college. The Hawai'i GEAR UP program is made up of a consortium of partners including the Department of Education and the University of Hawai'i's ten-campus system as well as many community partners. Together with its partners, GEAR UP inspires hope and improves futures by increasing Hawai'i students' access to and success in higher education.

Data-Based Decision Making

Hawai'i P-20 promotes data-based decision making and accountability by collecting, analyzing and reporting educational data to improve statewide education outcomes.

In partnership with the Hawai'i Department of Education (DOE) and the University of Hawai'i (UH), Hawai'i P-20 develops the College and Career Readiness Indicators Report, which presents information on how well Hawai'i's graduates are prepared to meet the DOE's Vision of a High School Graduate.

Hawai'i P-20 is also at the center of developing a statewide longitudinal data system (SLDS). The SLDS is envisioned as a repository of selected current and historical data spanning pre-K, K-12, postsecondary and the workforce, and is intended to be used to inform a wide range of policy- and decision-making questions addressing the educational and workforce outcomes of Hawai'i's citizens and meet cross-agency reporting requirements.

P-20 COUNCIL

The Hawai'i P-20 Council is a group of over 30 leaders from education, business, labor, government and community who share the vision and mission of Hawai'i P-20. The Council provides support, information and advice to the P-20 leadership and staff, and advocates for sound educational planning and policy.

FOR MORE INFO

For more information on Hawai'i P-20, please call **808.956.3879**, fax **808.956.8037** or visit our website at ***http://www.p20hawaii.org***

United for Learning: The Hawai'i P-20 Initiative Strategic Plan

Table of Contents

Executive Summary 2

I. Introduction 6

II. Planning Context: Workforce and Education Data 12

III. Planning Context: Community Perspectives 22

IV. Governance and Organizational Structure 30

V. Goals and Objectives of United for Learning: the Hawai'i P-20 Initiative 40

Part A: Goals/Objectives and Activities for the Statewide Hawai'i P-20 Initiative (Capacity Building) 41

Part B: Goals and Objectives of P-20 Affiliated Groups (State as Catalyst) 46

VI. Framework for Assessment and Evaluation of Statewide P-20 Goals and Objectives 56

VII. Timeline and Budget 60

VIII. Looking Ahead: Goals and Activities of Affiliated Groups 72

Appendix: P-20 at a Glance (PowerPoint) 82

Executive Summary

The philosophical underpinning of Hawai'i's P-20 Initiative is that education has two broad impacts—it benefits the individual and it benefits society as a whole. Individual benefits run the gamut from self-actualization to increased earning potential. And when more individuals in a society are better educated, there are benefits for the economy and for the "social capital" of the community.

In its 2004 report, *The Educational Pipeline: Big Investment, Big Returns,* the National Center for Public Policy and Higher Education provides an overview of the status of the educational pipeline in each of the fifty states. Hawai'i ranks below the national average. Out of 100 ninth graders in Hawai'i, only 65 graduate from high school on time, 34 enter college, 22 return to their second year, and 12 complete higher education on time with a degree (see http://www.highereducation.org/reports/pipeline/). In the twenty-first century, when more and more occupations require education beyond the secondary level, not enough learners are making it through the pipeline. As a result, the future of Hawai'i's people is at risk. To succeed as a people, a community, and as a state, Hawai'i's learners need to prepare for achievement in an increasingly global economy.

Addressing this need is not the responsibility of a single entity; it is the duty of everyone who is vested in a sustainable future for Hawai'i. Developing a vision for this future and a plan for reaching it was the goal when three statewide education agencies—the University of Hawai'i, the Hawai'i Department of Education, and the Good Beginnings Alliance—joined in collaboration in 2002 to lead United for Learning: the Hawai'i P-20 Initiative.

United for Learning is a shared effort. It focuses on engaging stakeholders in collaboration to improve educational achievement for all of Hawai'i's learners—and ultimately, to improve the quality of life for all of Hawai'i's people. These stakeholders represent all of the elements in the educational experience: the learner's community, educational institutions, educational systems, and change agents. As communities and institutions work together, statewide change at the policy level is informed by vision at the community level. This strategic plan depicts the method by which the Hawai'i P-20 Initiative proposes to link community vision to state policy.

Improving educational achievement requires a change in the way education is perceived. Rather than view education as a series of separate stages throughout life, a P-20 approach views education as lifelong. It starts before formal schooling with early learning and it continues beyond formal schooling, whether marked by high school graduation, college graduation, or an advanced degree. This lifelong learning approach encompasses the academic experience of students as well as the out-of-school experiences that affect the learning process, including early learning in the formative years, community and family involvement in the education process, and civic learning and leadership building opportunities. P-20 is a way of characterizing this new approach to education.

The "P" represents provisions for early learning that begin before preschool and the "20" represents a continuation of learning beyond the fourth year of college, grade 16.

Three principles guide the P-20 concept:

- A Focus on the Learner: Traditionally, the focus has been on students as products of the separate education systems through which they pass. P-20 approaches education as a pipeline that encompasses the academic experience and the influencing factors that affect that experience. This leads to a recognition that youth are not just students of various educational institutions—they are learners who need to be prepared to succeed and supported as individuals in the classroom, during the academic transitions in their lives, and in the communities that support them throughout life.
- A Scope that is Lifelong: Learning is not to be isolated within the walls of academia; it is a lifelong activity that needs to continue outside of school and beyond formal education. Hawai'i's residents should be able to access learning throughout all phases of their lives to advance their knowledge and enhance the quality of living for themselves, their families, and their communities.

- A Commitment to an Overall Vision of Achievement: All of the efforts to prepare learners concentrate on creating socially responsible, economically productive, contributing members of society who will be ready to succeed in an increasingly global system and will solidify Hawai'i's position as a sustainable contender in a global economy.

The overall vision of United for Learning: the Hawai'i P-20 Initiative is that:

All Hawai'i residents will be educated, caring, self-sufficient, and able to contribute to their families, to the economy and to the common good, and will be encouraged to continue learning throughout their lives.

The reference to "all Hawai'i residents" is deliberate. Hawai'i is a state distinguished by an ongoing revitalization of the indigenous Native Hawaiian culture, a large multi-ethnic population, and the nation's highest level of multi-racial identity. This unique dynamic is a source of pride but also poses a challenge in providing an educational experience that responds to the needs of a diverse student population. Empowering all of Hawai'i's residents to be successful requires striving for equity among all residents, especially equal opportunities to educational access and support. Achieving this equity begins with first addressing the educational challenges affecting vulnerable youth. The Native Hawaiian, Filipino, Samoan, and Micronesian populations are consistently underrepresented in postsecondary learning opportunities. Before we can move forward as a statewide community, we must work to narrow the historical achievement gap so all are enabled to move forward together.

To address these challenges, the primary focus of the Hawai'i P-20 Initiative is enhancing the statewide P-20 capacity to provide resources and support to community initiatives, educational institutions, and agents of statewide change. By building capacity, the initiative aims to position itself as a catalyst for statewide educational transformation. The partnerships and collaborations that evolve from the Initiative will ultimately influence a statewide synergy that drives educational improvements for all learners and benefits the greater good of the state.

To enhance statewide P-20 capacity, the Initiative will:

- Collect, assess, and disseminate statewide data relevant to the P-20 vision;
- Build awareness and understanding of the P-20 pipeline concept through comprehensive communication strategies;
- Secure resources to advance P-20 efforts;
- Promote policy implementation that enhances achievement of P-20 goals; and
- Promote synergy between communities and institutions and impact statewide change to benefit learners.

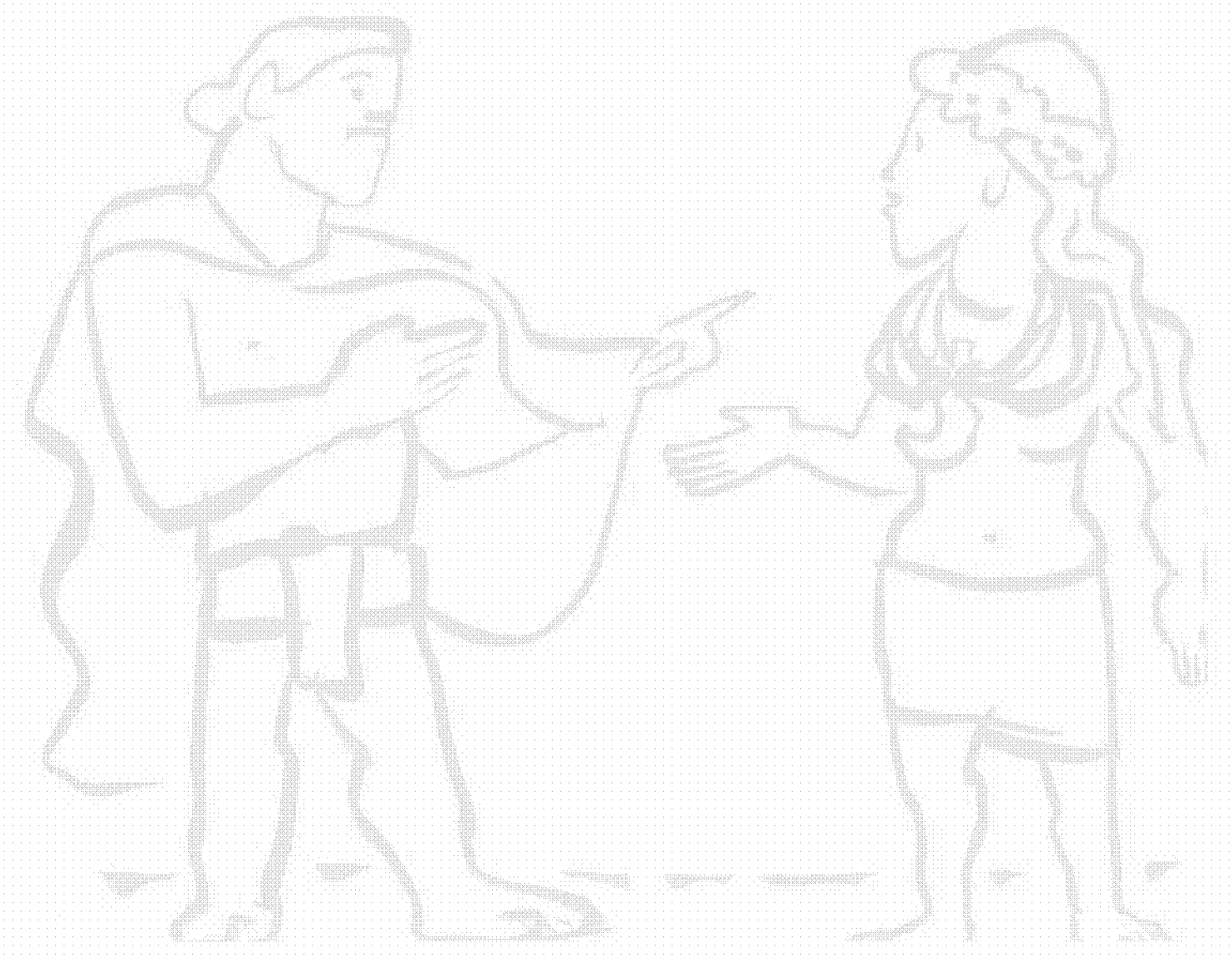
As a catalyst for change, the Initiative will facilitate collaboration, resource sharing, and strategy development among communities and institutions that advance goals to accomplish the overall P-20 vision for Hawai'i. These goals and objectives are the primary focus of P-20 partner groups and are supported in a facilitative nature by the P-20 Initiative in its role as a catalyst for change.

To promote statewide educational change, the Initiative will support efforts that:

- Engage communities in the learner's success;
- Build the capacity of institutions to be prepared for learners; and
- Influence statewide change.

As residents of a multi-ethnic island state that encompasses many cultures, the people of Hawai'i learned generations ago the importance of tolerating differences. Isolated in the midst of the Pacific Ocean, Hawai'i's people learned that differences of race, language and culture could be overcome in order to work together at fishing, farming, and navigation. In the twenty-first century, as all humanity becomes increasingly aware that planet Earth is a "global island," these lessons from Hawai'i's history not only reflect the collaborative and supportive nature required for a successful statewide effort, but also offer a model for the future.

Section I Introduction



Defining the Issues

This P-20 Initiative begins with a focus on improving the academic achievement of learners at all levels, in order to improve the pipeline outcomes and, ultimately, to improve the quality of life for all of Hawai'i's people. Within this focus, an important element involves revitalizing the ability of Hawai'i's education systems to engage and support diverse students and communities. In other words, close the gap between those who have traditionally been well-served by formal education and those who have not. Unless Hawai'i's systems are able to accomplish the latter, they will never accomplish the former. And the implications for the "bottom line" are clear. As noted in *Measuring Up 2004*, a report from the National Center for Public Policy and Higher Education: "If all ethnic groups had the same educational attainment and earnings as whites, total personal income in [Hawai'i] would be about $1.3 billion higher, and the state would realize an estimated $454 million in additional tax revenues."

The P-20 Initiative is well-positioned to lead this statewide collaborative effort because of the public-private partnerships it embodies. Collectively, Good Beginnings Alliance (GBA), the Department of Education (DOE), the Hawai'i Association of Independent Schools (HAIS), and the University of Hawai'i system (UH) are responsible for the continuum of formal lifelong learning opportunities available to the public. Aided by state leaders from business, labor, government, and the community in the context of the P-20 Council, this collaboration includes the range of influential individuals who can build capacity across the state. At the same time, while building capacity, this Initiative serves as a catalyst to support and enhance the community-based efforts where change happens. Together, the statewide and community-based efforts generate synergy, creating a result which is greater than the sum of its parts.

Background

Hawai'i is a state divided by vast bodies of water, precarious mountain ranges, and rural terrain, yet united by a kaleidoscope of cultures and a shared sense of place—like no other in the world.

For centuries, Hawai'i has been a gateway between the U.S. and the Asia-Pacific, a destination for Pacific Islanders, and an island paradise beckoning cultures from around the world. The result is a spectrum of ethnicities, mixed ethnicities, and cultures combining with the indigenous traditions of the state in a range of perspectives and customs.

Hawai'i is unique among the fifty states in having a single statewide K-12 public education system and a single statewide public post-secondary education system. Despite this apparent administrative simplicity, there is a history of great disparity within the "front-line" operations at the state's 284 K-12 public schools and the ten campuses of the University of Hawai'i. In addition, as students move from the secondary to the postsecondary level of education within the state, they often find the transition to be filled with challenges.

Historically, the all-too-typical response to these challenges has involved finger-pointing. College faculty note that many new students come to them ill-prepared. High school faculty offer similar comments about middle school graduates. Middle school teachers point to elementary school shortcomings, and elementary teachers comment about the lack of readiness among incoming kindergarten students. A similar dynamic exists between communities and institutions. Parents and families look to schools for answers regarding their child's performance, while schools work to enlist the participation of families in the academic experience.

In 2001 a task force, consisting of leading elected government officials, along with representatives from the University of Hawai'i, the Hawai'i Department of Education and the Hawai'i Association of Independent Schools, met to discuss how the state might move beyond institutional boundaries to address the issue of education in the broader context of what it means for the people of Hawai'i. By 2003, the work of the task force had led to the creation of a white paper, "United for Learning: The Hawai'i P-20 Initiative," and to the formation of a P-20 Council. (The original white paper and chronology of activities can be viewed on the website: www.p20hawaii.org.) This Council was formed voluntarily; it was not legislated. Like the steering committee, the P-20 Council includes

leadership representation from private schools at all levels, as well as public schools. It also adds leaders from the fields of business, labor, government, and community service.

The P-20 Partnership adds value by addressing issues of transitions—for students and also for institutions. For students the transition points include the move from early childhood education into kindergarten, entry into high school, graduation from high school, and entrance into postsecondary institutions or the workforce. In order to impact these transitions, the P-20 Initiative addresses not only the curricula and activities which students pursue, but also the preparation and professional development of the teachers and administrators who shepherd the students through these experiences. The intent of focusing on transitions is ultimately to improve student achievement at each of these levels. Also, throughout their educational experience, students face opportunities to bridge the transition between school and their broader communities by demonstrating civic responsibility. At the same time, the institutions through which students are moving need to nurture cross-institutional coordination and collaboration. To enable students to experience smooth transitions from P to 20, this initiative has focused on two areas of institutional transitions: (1) data collection and assessment across the three systems (Pre-K, K-12, and postsecondary); and (2) statewide coordination and policy development across the three systems.

In July 2003, the W.K. Kellogg Foundation awarded a $500,000 planning grant to the University of Hawai'i Foundation on behalf of the P-20 Initiative. This planning grant was key to enhancing P-20 momentum; its funding support served as a catalyst for change. The grant complemented the existing in-kind contributions of the Council members, attracted additional support from the Samuel and Mary Castle Foundation, and set the stage for comprehensive strategy building.

An Emerging Focus

Achieving the P-20 vision requires that the state first address the educational challenges affecting vulnerable youth. Native Hawaiian, Filipino, Samoan, and Micronesian populations are consistently underrepresented in areas of academic achievement. Before Hawai'i can move forward as a statewide community, we must ensure that we are all enabled to move forward together. This focus promotes a better future for all of Hawai'i's youth and provides opportunities that recognize the unique diversity of the state's learners, empowers them to excel academically, and inspires them to exercise democratic ideals that teach the importance of civic engagement to family, community, and Hawai'i.

As a state distinguished by an ongoing revitalization of the indigenous Native Hawaiian culture, a large multiethnic population, and the nation's highest level of multi-racial identity, Hawai'i must provide educational experiences responsive to a new generation of learners searching for affirmation of their cultural identity in today's world. As an island state, Hawai'i must preserve the tradition of "living aloha," the respect we exercise for one another, the land, and our resources. To perpetuate that tradition, educational experiences must also strive to instill the knowledge, skills, and dispositions of civic responsibility, so learners will champion democratic ideals that promote sustainability and improve the quality of life for all.

The unique single-district structure of public education in the state of Hawai'i enhances the ability of the P-20 Initiative to achieve its goals. All K-12 public education in the state is organized under a single Board of Education and a State Superintendent. Likewise, all public postsecondary education is governed by one Board of Regents and a single President. And though the control of the state's various independent schools is much more diverse, there is a collaborative working relationship between public and private K-12 and postsecondary institutions through the efforts of the Hawai'i Association of Independent Schools. Finally, the state's efforts in Early Childhood Education have a coordinating entity in the Good Beginnings Alliance. Moreover, funding decisions for the entire public education system are made by a single elected body, the state legislature. Because of this statewide approach to public education at both the K-12 level and the postsecondary level, Hawai'i has an organizational infrastructure in place that can promote a statewide organized strategy addressing educational issues.

A P-20 Plan within the P-20 Vision

While each education sector in Hawai'i historically has focused on its own students, structures, functions, and services, the education leaders of the P-20 Initiative embrace the notion that collectively they serve all residents of the state, and that each sector can be improved by understanding its part within the broader P-20 context. So the question moves beyond "What can the DOE do?" or "What can UH do?" to the much more inclusive question:

"What is education of any form, at any level, doing to help accomplish the P-20 vision for Hawai'i?"

This strategic plan lays out a five-year road map to move Hawai'i closer to achievement of this vision.

Section I	provides background to put the plan in context.
Section II	presents data that highlight current achievement shortcomings and an inadequate flow of students progressing through the Hawai'i P-20 pipeline, especially in terms of preparing the state's workforce.
Section III	presents community-based perspectives on improving learner achievement in Hawai'i.
Section IV	describes the organizational structure and governance of the Hawai'i P-20 Initiative.
Section V	lays out the goals, objectives, and activities which will be critical for the Initiative over the next five years. It specifies both the capacity-building goals for which the P-20 Council holds itself responsible (Part A) and the "catalytic" goals for which the statewide initiative plays only a supporting role (Part B).
Section VI	provides the framework for evaluating accomplishment of the Part A goals, describing what success will look like.
Section VII	identifies a year-by-year timeline and the anticipated costs of planned activities related to the Part A goals.
Section VIII	looks ahead to suggest possible activities to be undertaken, NOT by the Initiative, but by the various agencies whose collaboration is so essential to the success of the Initiative (the Part V-B goals).

The implementation of activities that address student performance and professional capacity-building requires complex coordination, cooperation, and collaboration across the three systems of pre-K, K-12, and postsecondary education. Some of this collaboration is already in place, pre-dating the creation of the P-20 Initiative. In such instances, the P-20 Council has simply sought to partner with the existing groups (such as the Teacher Education Coordinating Council or the School Readiness Task Force). Other aspects of collaboration are not necessarily being addressed by any existing group. In order to undertake collaboration in such cases, the council has created four committees to facilitate the establishment of the infrastructure for the P-20 Initiative. These include:

- A Resource Development Committee to create a sustainability plan;
- A Data Committee to provide the three systems with data analysis to inform the effort on how to make continuous improvements;
- A Communications Committee to identify key messages for the initiative and to create a strategic communication plan; and
- A Leadership Development Committee (to work with existing leadership development efforts to infuse a P-20 perspective).

New collaborative relationships are being convened without changing the legal authority of any of the partner systems. In essence, the strengths of each system are being identified and utilized to formulate a new pact to work together for the good of all learners. (The organizational chart on page 37 depicts these relationships.)

The overall quality of life, the health of the state's economy, and the continuation of our democracy require that residents be prepared. Education—and in particular, public education—is the key to this preparation. Hawai'i must take steps to mesh three largely disconnected levels of education—early childhood, kindergarten to grade 12, and postsecondary—to infuse them with a strong sense of coherence. A plan to nourish and multiply future community-based efforts, while linking them to coordinated statewide efforts, is laid out here. Eventually, the two should link in a continuous loop of feedback and refinement, developing the coherence that will enable achievement of Hawai'i's P-20 vision.

Although approved by the members of the P-20 Council in 2005, this plan is not static. It will be reviewed annually by the P-20 Council and amended as necessary. The assistance of all who wish to work toward achievement of this vision is welcome.

Section II Planning Context: Workforce and Education Data

The philosophical underpinning of Hawai'i's P-20 Initiative is that education has two broad impacts—it benefits the individual and it benefits society as a whole. Individual benefits run the gamut from self-actualization to increased earning potential. And when more individuals in a society are better educated, there are benefits for the economy and for the "social capital" of the community.

This section focuses on the benefits to community. The strength of Hawai'i's economy, the health of its democracy and the well-being of its citizens depend, in large part, on the quality of education provided for all people. Creating a seamless educational system from early childhood through postsecondary years and beyond is an important step forward in Hawai'i. "P-20" is the code for lifelong learning that supports a vibrant economy and community.

The Hawai'i P-20 Initiative seeks to inform decision making through the use of sound data, research, and best practices. This section of the strategic plan provides a "data-based view" of the status of Hawai'i's educational systems in order to better understand the challenges that must be overcome to achieve the P-20 vision. The data are organized around the concept of an "educational pipeline." The pipeline concept, introduced by the National Governors' Association, likens educational systems to a pipeline, with individuals entering the pipeline in early childhood and progressing through the formal educational systems, exiting as skilled workforce. The pipeline concept is helpful in our analysis of education in Hawai'i as it shows both the quantity of students and their achievement as they move between grade levels and educational systems. This "data-based view" of systems that make up P-20 education in Hawai'i provides the basis for discussion and for action, as laid out in subsequent sections of the plan. It consolidates existing data from the three education systems into a data narrative. Most data presented are available in reports issued publicly by the Good Beginnings Alliance, the Hawai'i State Department of Education, and the University of Hawai'i System.

Workforce Needs

Because P-20 "**begins with the end in mind**" (i.e., an educated workforce), this section begins with the current and projected workforce needs of the state. Changes in Hawai'i's industry mix over the last quarter century, as well as projected job openings, demand a more highly skilled workforce than in the past.

The industry mix in Hawai'i has changed over the last quarter century. The dominance of agriculture—especially pineapple and sugar cane—is now long gone. Recent growth industries—real estate, finance, health—require a more highly skilled workforce.[1] Of the top ten growth jobs for this decade, one-half require a bachelor's degree or higher and 90 percent require at least short term training or education beyond the secondary level. Continued growth of such higher wage jobs is critical to economic development, since Hawai'i's per capita personal income is declining, relative to the national average.[2] And even for jobs that do not require extended postsecondary training, there is an expectation that workers will have the same sets of skills and abilities that are required for admission to college. Interviews with employers and college professors alike indicate that the essential skills needed for success in school and for success in the workforce are fundamentally the same.[3] Hawai'i needs to produce more trained and educated workers than before.

Hawai'i's Department of Labor and Industrial Relations estimates that Hawai'i will have an average of almost 22,000 job openings annually, due to job growth and the aging of Baby Boomers (see Figure 2).

Figure 1: Educational "Pipeline" or "Supply Chain"

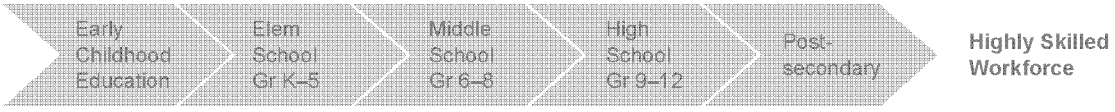


Figure 2

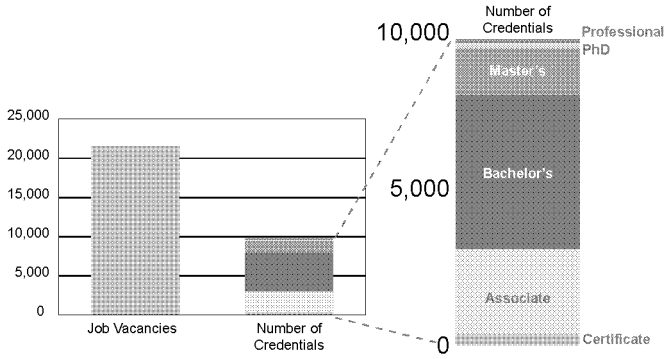
Projected Annual Job Openings

Occupation Title	Due to Growth	Due to Separation	Total Annual Openings	Percent Change in Employment (2002–12)
Healthcare Support Occupations	440	230	670	32%
Computer & Mathematical Occupations	190	90	280	28%
Construction & Extraction Occupations	660	490	1,150	27%
Community & Social Services Occupations	210	160	370	26%
Protective Service Occupations	480	450	930	22%
Education, Training, & Library Occupations	780	730	1,510	22%
Healthcare Practitioners & Technical Occupations	480	420	900	21%
Personal Care & Service Occupations	330	430	760	18%
Business & Financial Operations Occupations	340	300	640	17%
Building & Grounds Cleaning & Maint Occupations	510	630	1,140	16%
Legal Occupations	70	50	120	16%
Management Occupations	450	540	990	15%
Art, Design, Enter, Sports, & Media Occupations	130	180	310	15%
Life, Physical, & Social Science Occupations	100	110	210	14%
Food Preparation & Serving Related Occupations	860	2,660	3,520	13%
Installation, Maintenance, & Repair Occupations	290	500	790	13%
Transportation & Material Moving Occupations	370	800	1,170	10%
Sales & Related Occupations	700	1,850	2,550	10%
Architecture & Engineering Occupations	70	170	240	8%
Production Occupations	170	440	610	7%
Office & Administrative Support Occupations	640	2,260	2,900	3%
Farming, Fishing, & Forestry Occupations	10	130	140	1%
TOTAL	8,280	13,620	21,900	14%

Source: State of Hawai'i Department of Labor and Industrial Relations Research and Statistics Office, "2002–2012 Statewide Long-Term Projections," http://www.hiwi.org, accessed January 3, 2005.

Hawai'i's public and private higher education institutions, combined, awarded 9,850 certificates and degrees in 2003. As indicated in Figure 3, Hawai'i's colleges and universities produce only one-half of skilled workers needed annually.

Figure 3: Degrees Awarded by Hawai'i Public and Private Universities and Colleges, 2003



Given these data about workforce needs and about the "productivity" of our educational systems, policymakers can address this "disconnect" between available jobs and skilled workers in several ways:

- import more skilled workers,
- export the skilled jobs, or
- prepare a highly skilled workforce in Hawai'i that includes all citizens.

Clearly, the P-20 Initiative embraces the last option, focusing on strategies to realign systems, ease transitions, and improve student achievement at all levels. A more in-depth analysis of the educational pipeline, stretching from early childhood education to postsecondary education, identifies areas for targeting P-20 initiatives to improve the production of skilled workers to meet workforce demands and to prepare Hawai'i's residents for productive employment and citizenship.

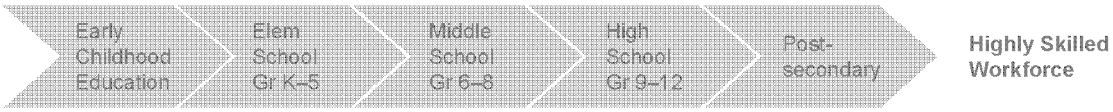
Educational Pipeline—A Snapshot

In an efficient and equitable pipeline, all students flow smoothly through the educational systems and exit as highly skilled with a postsecondary certificate, degree or equivalent skills. It is useful to think about the educational pipeline as a "supply chain" where students flow from early childhood experiences to elementary and secondary school to postsecondary education. Each system receives students from the previous system, and the number of students and their educational performance entering the system is dependent on the previous system (see Figure 1, repeated). Currently, however, the lack of a comprehensive and integrated P-20 data system limits our ability to track students' participation and achievement in the educational pipeline over time. This is why data-gathering is a major goal of this plan. Nevertheless, information from the Department of Education (DOE) and University of Hawai'i (UH) systems can provide data-based "snapshots" about participation and achievement in the pipeline.

Achievement data indicate that students are falling short of the high expectations being set for them, affecting students' continued progress in the pipeline. Overall, Hawai'i's student achievement is lower than the nation's. On the 2003 National Assessment of Educational Progress (NAEP), 22 percent of 8th graders in Hawai'i's public schools scored as proficient on reading (vs. 30 percent nationally) and 16 percent scored proficient in mathematics (vs. 27 percent nationally).[5] Further analyses of data examining performance of different student groups reveals a persistent achievement gap between students of different socio-economic status in Hawai'i. Hawai'i's low-income eighth graders (eligible for Free/Reduced Price Lunch) fared worse, with only eight percent proficient in math and 13 percent proficient in reading.

The achievement gap between low-income students and other students is significant: 16 percentage points in both subjects on the NAEP. The achievement gap affects a large proportion of the state's population, as 44 percent of students enrolled in the Department of Education are considered low-income (based on qualifying for the Federal Free/Reduced Lunch Program).[6] Closing this achievement gap is important to the P-20 Initiative because Hawai'i's economic

Figure 1: Educational "Pipeline" or "Supply Chain"



needs demand that every student be a productive, highly skilled worker.

In sum, nationally-reported data about educational attainment indicate that too many of Hawai'i's students are not successfully making it through the educational pipeline. They "leak" out before gaining skills needed for a highly skilled workforce. Of 100 entering ninth graders in Hawai'i, analysts estimate that only 12 will graduate from high school on-time, go directly to college, return for their second year, and graduate within 150 percent of program time. Hawai'i's rate of students making it through the educational pipeline is among the bottom four of the 50 states.[7] Plugging the "leaks" in this pipeline is the single greatest challenge for the P-20 Initiative. This strategic plan lays out the way this can be done.

Early Childhood

In March 2003, about 8,000 4-year olds were in preschool and another 1,000 4-year olds were cared for in family child care programs.[8] This figure represents just over one-half of the 4-year olds statewide. To attain the P-20 vision, participation in early childhood learning experiences must increase. Research shows that participation in quality early childhood education programs dramatically affects the pipeline, resulting in:

- Increased reading, language, and social skills,
- Increased test scores in primary grades,
- Reduced grade retention and special education identification,
- Increased high school graduation rates, and
- Increased likelihood of attending college.

The early years play a critical role in school readiness and must be treated as an opportunity to educate.

The inaugural 2004 Hawai'i State School Readiness Assessment reveals that many students do not enter kindergarten prepared to succeed. The instrument assesses the readiness of both children and schools. Kindergarten teachers reported that slightly more than one-half of Hawai'i's children enter kindergarten prepared. Their physical well being and social behaviors are strongest, while pre-literacy and mathematics skills are weakest. In addition, the assessment showed that most kindergarten classrooms offer a well-balanced program, but need to improve their parent involvement and the transition from early childhood into kindergarten. Overall, less than a quarter of kindergarten children consistently display the key skills and characteristics for success, while only 17 percent of elementary schools have established the necessary policies and practices to make kindergarten entry a smooth transition for children.[9] When only one-half of children enter kindergarten prepared to succeed in school, their participation and achievement further down the pipeline will be affected for years to come.

Elementary and Secondary, K-12

[Editor's note: The joint focus on public and private education is limited, in this plan, to the two extremes of the lifelong learning spectrum—early childhood and postsecondary education. Planning for K-12 efforts will focus primarily on public education simply because the single statewide administrative structure enhances the likelihood of implementation. Over time, P-20 will continue to evolve, addressing the needs of private-schooled and home-schooled students at all levels, as well as those of public school students.]

To improve educational outcomes and close the achievement gap between rich and poor adolescents and young adults, young children must enter school ready to succeed. For children to grow and thrive, families, schools, and communities must work together. But according to *The Superintendent's 12th Annual Report on School Performance and Improvement in Hawai'i*, the data tell us that kindergarten students are entering a system that has become increasingly challenged over the past decade.

The first challenge relates to the growth in students with special needs, including those from poor economic circumstances, those with limited English proficiency, and those who need special education services. In the last ten years, the number of students receiving lunch subsidies has grown by more than 59 percent (from more than 46,000 to nearly 80,000). The number of students receiving special education services has increased by 106 percent (from under 10,000 to more than 20,000). Lastly, the number of students with limited English proficiency has increased by 44 percent (from less than 9,000 to more than 15,000). Altogether, more than half of all public school students in Hawai'i now bring with them at least one of these types of educational disadvantage.

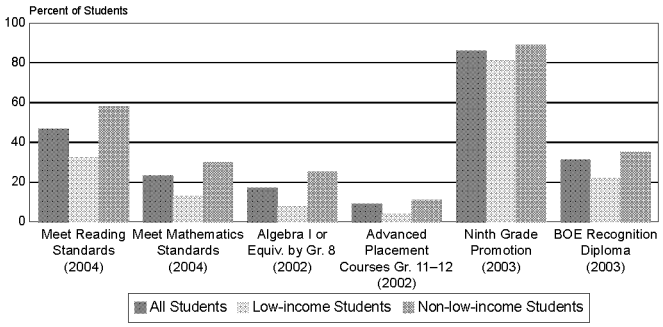
The second major challenge arises from issues related to the recruitment of school personnel. The various teacher education programs in Hawai'i do not graduate sufficient numbers of teachers annually to meet the public schools' needs, and teacher retention problems aggravate the situation further. Moreover, 40 percent of all teachers are 48 years of age or older, and 70 percent of school principals are 52 years of age or older. Major shortages of both teachers and administrators are looming, as many certified personnel will become eligible for retirement within a few years.

A third challenge relates to a marked shift in the demographic distribution of the student population over the last decade. Leeward O'ahu and the Neighbor Island districts have all shown substantial growth over that period, while the more affluent Honolulu, Central, and Windward Districts have remained stable or declined. The shifting of school enrollment means that some of the state's most disadvantaged communities operate schools that are extremely overcrowded.

Each year, approximately 15,000 kindergarteners enter school and approximately 13,000 students earn high school diplomas.[10] Between kindergarten and the end of high school, participation declines slightly. As shown in Figure 4, during the 2003–04 school year, 12,392 children entered kindergarten in the public school system.[11] The pipeline bulged at high school entry with 15,590 ninth graders. The 2003–04 ninth grade enrollment represents the 13,548 newly entering ninth graders, as well as students repeating ninth grade for failure to pass requisite courses. Thirteen percent of students repeated their freshman year in 2003–04, though ninth grade retention rate varies widely with some schools retaining as few as 2–3 percent of students and others retaining as many as 30 percent. Ninth grade retention indicates that many students are not transitioning into high school successfully, and research shows that retention is a strong predictor of student drop out. DOE reports that approximately 80 percent of students graduate "on-time," meaning that 4 of 5 students entering ninth grade graduate within four years, with other students dropping out or taking longer than four years to complete.[12] This statistic from the Hawai'i DOE varies significantly from the national Educational Pipeline Report cited earlier, which indicates that the "on time" graduation rate in 2004 was only 66 out of 100 ninth-graders. Such differences in state v. national data are due, in part, to the fact that DOE data are longitudinal, tracking a specific cohort of students over time, while the national data are based on a series of "snapshots" taken at different points along the pipeline. Both types of data gathering have advantages and disadvantages, in terms of the perspectives they provide. And the fact that such differences exist exemplifies why the gathering and analysis of data is such an important task for this strategic plan.

K-12 achievement can be measured in a number of ways. This analysis focuses on three types of indicators: statewide standards-based assessment, coursetaking of "gateway courses" that are predictors of continued education, and promotion through the grades, including graduation, shown in Figure 4. The Hawai'i DOE measures achievement of rigorous state standards using the Hawai'i State Assessment. Of all students tested in 2004, 47 percent of students met standards in reading and 23 percent of students met standards in mathematics, slight increases from 2003, as shown in Figure 4.[13] Hawai'i schools have a long way to go to meet standards, particularly since the federal No Child Left Behind requires that 100 percent of all students meet standards by 2014.

Figure 4: Student Achievement, DOE

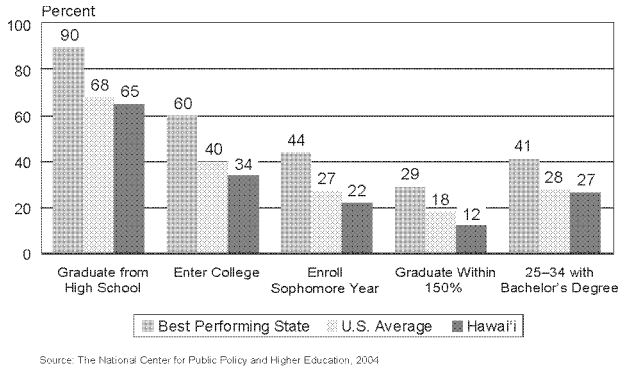


No Child Left Behind also requires that many different groups of students meet the standards (i.e., special education, low-income, ethnic groups). In Hawai'i, low-income students performed worse than non-low-income students on the statewide assessment, as well as other measures. Only 32 percent of low-income students met the standards in reading on the Hawai'i State Assessment and 13 percent of low-income students met the standards in mathematics; the achievement gap between low-income and non-low-income students is 26 percentage points in reading and 17 percentage points in mathematics. The achievement gap is also present in college "gateway course" enrollment. Eight percent of low-income

students v. 25 percent of other students take Algebra I by the eighth grade, and four percent of low income students v. 11 percent of other students take Advanced Placement courses which earn college credit.[14]

In 2003, the DOE awarded 10,316 high school diplomas with 31 percent of students earning a Board of Education Recognition Diploma (considered an "honors" diploma for students who meet college preparatory-like requirements). Consistent with other measures, far fewer low-income students earned a BOE Recognition Diploma: 22 percent of low-income students v. 35 percent of other students.[15]

Figure 5: Student Pipeline:
Of 100 9th Graders, How Many . . .



Source: The National Center for Public Policy and Higher Education, 2004

Higher Education

Local surveys confirm the national statistics that most students aspire to higher education.[16] However, a number of students find that they are not prepared academically for higher education and require remediation. Many students do not return the following year to continue their education and thus do not graduate in a timely manner, further diminishing the number of Hawai'i residents in the higher education portion of the pipeline.

Upon completion of high school graduation, most Hawai'i students plan to attend higher education. In 2003, 55 percent of public high school seniors indicated that they planned to enroll in a two-year college and 39 percent planned to enroll in a four-year college.[17] In Fall 2003, 6,980 first-time freshmen enrolled in the University of Hawai'i system with 65 percent of new students enrolling in community colleges.[18]

However, many enrolling students are not well prepared for the transition to higher education. Placement test results revealed that many entering students require remediation, particularly at the community colleges. As shown in Table 1 on page 18, in Fall 2003, most recent high school graduates at the community colleges—68 percent in English and 89 percent in mathematics—placed into remedial courses.[19] Fewer students required remediation at UH Mānoa or UH Hilo; both schools have selective admissions requirements. Even so, three percent of Hawai'i high school graduates at UH Mānoa and 18 percent of Hawai'i high school graduates at UH Hilo required remediation in English.[20] At Hawai'i's four-year public colleges, only students pursuing majors requiring higher level mathematics are required to take placement tests; 34 percent of UH Mānoa students and 40 percent of UH Hilo students seeking higher level mathematics courses required remediation.[21] Hawai'i's remediation needs are similar to those of other states, revealing that high school graduates are not prepared as they ought to be and that K-12 and higher education expectations are not aligned.[22] Remediation is a costly problem, both for the institutions and for individual students in terms of dollars and of student persistence in obtaining a degree.

Many first-time undergraduate students do not return the following year, which means that many students are not making timely progress toward their degrees. As shown in Table 1, once students enter higher education, many do not continue their education after their first year. Within three years, only 14 percent of students graduate with a two-year degree which is lower than comparable institutions' average graduation rate of 20 percent. Graduation rates vary widely among UH Community Colleges, with Hawai'i Community College having the highest graduation rate of 19 percent and Windward Community College having the lowest graduation rate of eight percent. At UH Hilo, 31 percent of students graduate with a four-year degree within six years, which is lower than comparable institutions. At UH Mānoa, 54 percent of students will graduate with their four-year degree within six years, which is comparable with peer institutions. In 2002–03 school year, the University of Hawai'i awarded 5,385 associate and bachelor's degrees.[23] Statewide, public and private universities awarded 9,850 certificates and degrees in 2003.

Table 1. University of Hawai'i Remediation, Persistence, and Graduation Rates

	UH Community Colleges	UH Mānoa	UH Hilo
English Remediation (2003)	68% of recent Hawai'i graduates	3% of DOE graduates	18% of DOE graduates
Mathematics Remediation (2003)	89% of recent Hawai'i graduates	34% of students taking placement exam	40% of students taking placement exam
Continuation Rate After One Year (2000)	25%	80%	60%
Graduation Rate (3 years for 2-year degree; 6 years for 4-year degree, 2003)	14%	54%	31%

Adult Education

The pipeline metaphor assumes that most students are lifelong Hawai'i residents who flow through Hawai'i's educational systems throughout their lifetime. However, thousands of Hawai'i residents do not follow the traditional path to participation in a highly-skilled workforce. Any of several reasons limit such participation:

- Dropping out of high school before graduation;
- Earning a high school diploma with a less-than-complete mastery of basic skills;
- Coming to Hawai'i from a non-English speaking background;
- Coming to Hawai'i from a country without formal education, or
- Living with a disability which affects the learning process.

According to 2000 U.S. Census data, 15 percent (140,056) of Hawai'i's population age 18 and over lacks a high school diploma or its equivalent. In addition, eight percent of Hawai'i's population aged 16–19 (60,808) are neither enrolled in school nor are high school graduates. The DOE-UH Community College Coordinating Council, a P-20 partner group, is developing a multi-year strategic plan for improving adult literacy in Hawai'i. The work of this partner council, and the implementation of that council's plan, will be integrally related to the implementation of this strategic plan and the ultimate achievement of the P-20 vision for Hawai'i.

Implications

A skilled workforce is necessary for the state's economy. The diversity of Hawai'i's population is not represented in the state's educational system, and therefore it is not represented in the state's skilled workforce.

If all Hawai'i's currently underrepresented groups had the same educational attainment and earnings as whites, it is estimated that total personal income in Hawai'i would be $1.3 billion higher.[24]

Additionally, the impact of higher skills for individuals can be profound. Most jobs in growth sectors of Hawai'i's economy require education or training beyond a high school diploma. Growth jobs that require a bachelor's degree pay twice as much, on average, as growth jobs requiring little preparation.[25] The payoff for higher education is significant. In Hawai'i, residents with a bachelor's degree earn nearly twice as much, on average, as high school graduates, as shown in Table 2.[26]

Table 2. Average total personal income of Hawai'i residents by educational attainment, 2003

Education level	Average personal income (age 25 and older), 2003
Less than high school diploma	$14,476
High school diploma	$24,803
Some college (associate degree or certificate)	$35,433
Bachelor's degree	$46,157
Advanced degree	$65,539

Conclusion

If Hawai'i is to meet the demand of 22,000 job openings annually and to make higher paying jobs accessible, all of its residents need to persist successfully through the educational pipeline. Like many other states, however, Hawai'i has a "leaky" educational pipeline that does not meet the needs of our economy, both in sheer numbers of trained and educated citizens produced, as well as in the quality of those graduates. Access to educational opportunities, particularly for early childhood education and higher education, as well as increased achievement within each system to improve preparation for the transition into the next system, can facilitate a more effective and efficient educational pipeline.

Hawai'i's P-20 Initiative is positioned uniquely to meet these challenges.

"Thinking P-20" means the end of pointed fingers.

P-20's unique role is to address the areas in which the systems are interdependent, such as student transitions between systems as well as the threads that cut across these transitions, such as teacher preparation. By "thinking P-20" and addressing "supply chain" issues, the different education constituencies can accomplish more together than each could do alone.

P-20 goals are broader than simply enhancing employability and/or average salaries. Increased skills and education provide individuals and their families with greater opportunities for higher income. But more importantly, they provide self-sufficiency and more freedom to choose employment. In fact, education beyond high school is associated with lower unemployment, lower enrollment in public assistance, better self-perception of one's health, and more civic engagement (voting and volunteering) for Hawai'i's residents.[27] All of these are aspects of the P-20 vision.

Notes

1 P. Brewbaker (August 2002), Bank of Hawaii, in Michael Rota (August 2003). "Meeting Hawai'i's Critical Workforce Needs." Slide 5.

2 M. Rota (September 30, 2004), "Workforce Development Challenges Facing Hawai'i," Honolulu Hawaii NGA Project Team, Slide 4.

3 See, for example, Tony Wagner (2002). *Making the Grade: Reinventing America's Schools*. New York: Routledge Falmer; and The American Diploma Project (2004). *Ready or Not. Creating a High School Diploma that Matters*. Boston: Achieve.

4 State of Hawai'i Department of Business, Economic Development and Tourism (2003). *State of Hawai'i Data Book 2003.* Honolulu: Author, pp. 19, 21.

5 National Center for Education Statistics (2004). *Snapshot Report Hawaii Grade 8 Public Schools 2003*. D.C.: U.S. Department of Education.

6 Department of Education Enrollment Data, June 2004.

7 National Center for Public Policy and Higher Education (2004), *The Educational Pipeline: Big Investment, Big Returns* (http://www.highereducation.org/reports/pipeline/)

8 PATCH, Hawaii's Resources and Referral Agency

9 Good Beginnings Alliance.

10 Hawaii Association of Independent Schools Enrollment Data (2003), Department of Education Enrollment Data (2003), State Data Book (2003). Note: In 2003, 16 percent of Hawai'i's school-age children attended private school.

11 State of Hawai'i Department of Education Enrollment Data, June 2003 and June 2004.

12 State of Hawai'i Department of Education (December 2004) "Hawai'i Department of Education Trend Report: Educational and Fiscal Accountability, State Summary of School Reports for School Year 2003–04." Honolulu: Author.

13 Department of Education Hawaii State Assessment Data, 2003 and 2004.

14 Department of Education Student Records Data, 2001–02

15 Department of Education Graduation Records Data, 2003.

16 GEAR UP Hawaii (2002) Middle School Student Surveys; Andrea Venezia, Michael Kirst, and Anothonio Antonio (2004). *Betraying the College Dream: How Disconnected K-12 and Postsecondary Education Systems Undermine Student Aspirations*. Palo Alto: Stanford Institute for Higher Education Research.

17 Hawai'i Department of Education (2003). Senior Exit Plans Survey, Class of 2003.

18 Institutional Research Office, University of Hawai'i (2003). Fall Enrollment Report University of Hawai'i Fall 2003. Honolulu: Author.

19 Michael Rota, "Meeting Hawai'i's Critical Workforce Needs," January 20, 2004, Slide 13.

20 University of Hawai'i at Hilo Institutional Research Office. University of Hawai'i at Mānoa Writing Project.

21 University of Hawai'i at Hilo Mathematics Department. University of Hawai'i at Mānoa Mathematics Department.

22 See for example, The American Diploma Project (2004). *Ready or Not. Creating a High School Diploma that Matters*. Boston: Achieve; Andrea Venezia, Michael Kirst, and Anothonio Antonio (2004). *Betraying the College Dream: How Disconnected K-12 and Postsecondary Education Systems Undermine Student Aspirations*. Palo Alto: Stanford Institute for Higher Education Research.

23 DBEDT (2003), p.19.

24 National Center for Public Policy & Higher Education (2004). *Measuring Up 2004 The State Report Card on Higher Education*: Hawai'i. Washington, D.C.: Author.

25 Research and Statistics Office Department of Labor and Industrial Relations (August 2003). Best Job Opportunities in 2010. State of Hawai'i (Ranked by Growth Rate). Honolulu: Author.

26 Institute for Higher Education Policy (February 2005). *The Investment Payoff: A 50 State Analysis of the Public and Private Benefits of Higher Education*. Washington, D.C.

27 Institute for Higher Education Policy (February 2005).

Workforce Development Council Executive Summary

The Hawaii Workforce Development Council ("WDC") is mandated by State law to develop and update a Comprehensive State Workforce Development Plan ("Plan"). In a departure from past efforts, the WDC initiated a comprehensive planning process wherein WDC members and staff reviewed planning data and economic information; identified major challenges; assessed the strength of partnerships; prioritized goals for the planning period 2009- 2014; and developed recommendations for 2009-2010 planning and implementation by the WDC and other stakeholders.

Hawaii is more competitive than five years ago. Some of the evidence for this comes from the State's climb in rankings for competitiveness and in K-12 educational achievement. However, the State continues to lag behind the results of many states. More data is needed to identify opportunities and close gaps in the system. The major workforce development challenges facing Hawaii are:

- an insufficient number of "living wage" jobs;
- the ongoing loss of "baby boomer" generation workers;
- leaks in the education-to-workforce pipeline;
- the need for skills upgrading and lifelong learning for incumbent workers;
- the inability to meet demand in critical occupation areas
- a loosely organized workforce development system that is confusing and not well understood by policymakers and the general public; and
- The lack of workforce housing

Some of these challenges are addressed in more depth in the multi-year plans and initiatives of key industries, economic sectors, and education pipeline segments. The 2009-2014 Plan includes the following goals and priorities:

- **Goal 1: Delivering timely education and training to close gaps in producing future workers for high-demand occupations;**
- **Goal 2: Upgrading the skills of incumbent workers to keep them current with the changing needs of the occupational requirements;**
- **Goal 3: Expanding the labor pool in the face of an anticipated long-term labor shortage due to the retirement of the "baby boom" generation; and**
- **Goal 4: Addressing workforce housing options.**

Recommendations were developed to address the four goals and priorities, and the Year 1 Plan (2009-2010) identifies the following recommendations as the focus for planning and implementation.

Goal 1:

- Developing common assessment and evaluation methodologies for workforce development programs and initiatives across the education and workforce pipeline,
- Increasing and expanding access to workforce development resources
- Preparing future workers for careers in all occupations deemed high-demand and moderate to high-skilled
- Providing mechanisms to facilitate experiential learning for students and youth, and working to expand business-education partnerships.

Goal 2:

- Amending the unemployment insurance (UI) law to allow laid-off workers to receive on-site workplace training, UI benefits, and a special training allowance
- Creating roundtable forums to develop incentives for employers to retrain incumbent workers

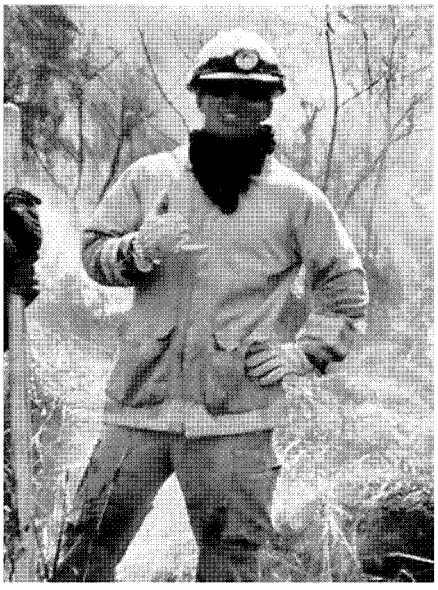
Workforce Development Council Executive Summary (continued)

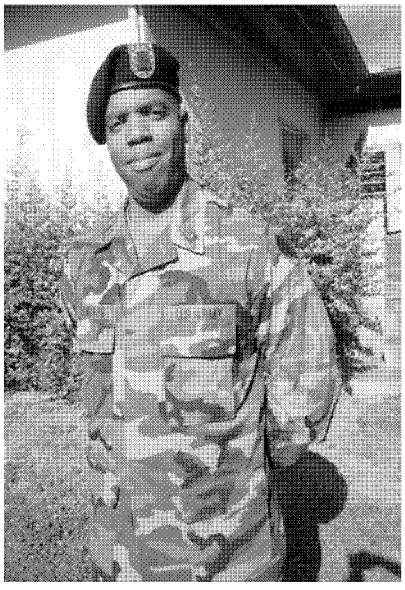
Goal 3:

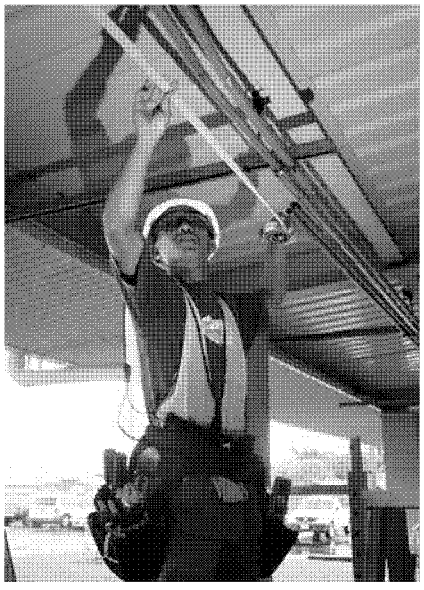
- Identifying federal funding sources to implement a "Green Jobs Initiative," that will assist the State's need for self-sufficiency and to build economy-driving industries in this sector.
- Recognizing the need for robust economic drivers in the short and long term (the Sector Initiative) that are compatible with people and eliminating barriers to employment
- Re-launch the Business Leadership Network, a private-sector group to share information about hiring people with disabilities; explore expanding the concept to other under-represented groups

Goal 4:

- Taking an active role in supporting housing policies that will support the needs of working people in Hawaii;
- Researching housing, transportation, and infrastructure needs to support workforce development, and identifying common problems
- Seeking county support for an island-by-island workshop series on housing issues
- Soliciting information and feedback through a link on HireNet Hawaii Website regarding barriers to housing and employment of HireNet users
- Exploring housing options that is affordable for the state's workforce







Introduction

The Hawaii Workforce Development Council ("WDC"), is comprised of private and public-sector members appointed by the Governor. The 31 members are committed to providing direction to the State's workforce development efforts, and supporting and encouraging the best use of resources for those purposes. Each year, the WDC presents workforce issues and recommendations in its *Report to the Governor on Workforce Development*.

During 2008-2009, WDC members and other stakeholders revisited the role, mission, and vision of the WDC; outlined the state's planning context using previous reports and studies; assessed how the State compares with the rest of the nation; and established goals and priorities for 2009-2014.

This Plan includes recommendations for planning and implementation based on an evaluation of current state programs and resource requirements.

The four workforce development priorities in this Plan are to:

- Improve the delivery of timely education and training to prepare current and future workers for projected high-demand occupations.
- Focus more attention on upgrading the skills of incumbent workers.
- Expand the labor pool in the face of anticipated long-term shortages.
- Address workforce housing.

Catching the Global Economic Wave

Expanding Hawaii's Economy Through Human Capital & Innovation

"...we need to begin focusing on human development—the kind of development that recognizes our future economic success depends upon innovation and new ideas, of which there is an unlimited supply..."

Governor Linda Lingle
December 4, 2006

Innovation

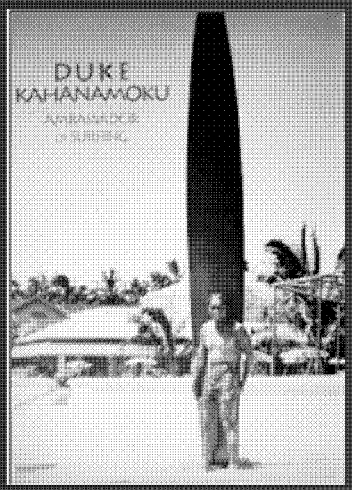
What is Innovation?

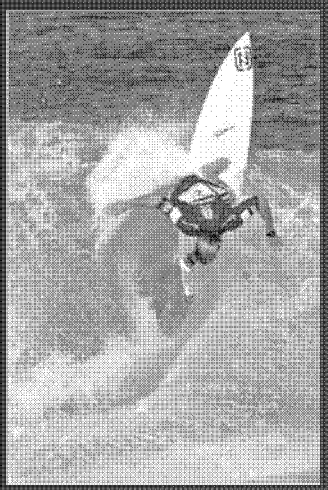
Innovation **is the dynamic process whereby –**

- **Hawaii creates and introduces new ideas and new approaches to accomplish tasks**
- **Ideas are created, nurtured and turned into products or services that add value, revenues and income**
- **Hawaii's networks of knowledge, activity, assets and human capital are linked to create and apply inventions, ideas and insights into new processes, products and services that capture market share**

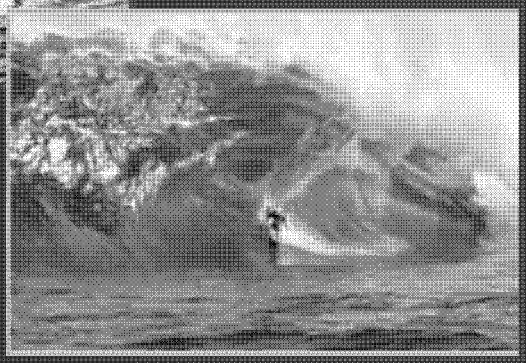
Without innovation, our sugar and pineapple industries could not have survived facing hostile trade practices on a high-cost, isolated and distant mid-Pacific land mass

What is Innovation?





What is Innovation?



Why Innovation?

Innovation is the basis of "sustainability".

Innovation is the basis of "economic diversification".

Innovation will grow Hawaii's traditional industries with increased productivity and lead to higher-paying jobs.

Innovation will increase Hawaii's standard of living through steady growth in productivity.

Innovation will enable Hawaii to catch the Global Economic Wave.

National Priority

"Innovation and entrepreneurship are the drivers of wealth and prosperity ... the twin engines for creation and global deployment of high-value products and services"

-- Report of the Strengthening America's Communities Advisory Committee,
U.S. Department of Commerce

"That vitality [of the U.S. economy is derived in large part from the productivity of well-trained people and the steady stream of innovations they produce. Without high-quality, knowledge-intensive jobs and the innovative enterprises ... our economy will suffer and our people will face a lower standard of living."

-- Rising above the Gathering Storm,
The National Academy of Science,
National Academy of Engineering, Institute of Medicine, and National Research Council

Results of an Innovation Economy

Results of an Innovation Economy

By the year 2020, Hawaii will achieve:

- Increase in standard of living, measured by average wage. In 2005, Hawaii's average wage was $37,092, ranking below the U.S. average and 26th among all the states. 2020 target: 10% above U.S. average and ranking among the top 20 states.

- Increase number of high wage jobs, benchmarked by $50,000 wage level. In 2005, the percentage of full-time workers making more than $50,000 was less than 30%.
2020 target: Increase to 50% number of workers earning inflation-adjusted $50,000.

Results of an Innovation Economy

- By 2020, percentage of population 25 years or above with at least a Bachelor's degree increase to 30% and ranking among the top 15 states in the nation.

- In 2006, only 32% of secondary school graduates in post-secondary education by age 19, as compared to 53% among top states. 2020 target: Increase to 60%.

- By 2020, decrease in remediation needed for Hawaii's secondary school graduates enrolled in post secondary education by 50 %.

- In 2006, Hawaii had 3.6% of its 25-to-49 year olds enrolled in part-time post-secondary education, compared with the top States at 5.1%. 2020 target: Triple Hawaii's percentage.

Results of an Innovation Economy

- In 2005 Hawaii GDP per worker was $64,694, or 9% below U.S. average and 32nd among all the states. 2020 target: 5% above U.S. average and ranking among the top 25 states.

- In 2005, Hawaii's global competitiveness, measured by merchandise exports per worker was $2,131, as compared to the US average of $8,099. 2020 target: Triple Hawaii's exports per worker.

- Using 2006 as a base, hold growth in use of natural resources to one-half the growth rate of productivity.

- Increase % contribution of technology to GDP growth.

- Create 5 nationally recognized "centers of excellence" in innovation areas natural to Hawaii.

A Policy Framework

for a

Multi-Year Effort

10 Key Policy Elements

I. Graduates from Hawaii's secondary education system with strong science, technology, engineering, math, problem-solving and creativity skills

II. Deploy innovation facilities and state funding to develop innovation capacity

III. Regulatory and tax environment that rewards productivity

IV. A higher education system that drives human capital development and innovation

V. High-skilled workforce based on individual choice and employer needs to encourage lifetime learning and skill building

10 Key Plan Elements

VI. An environment that encourages risk-taking, creativity and the acceptability of "standing out"

VII. Links to innovation and creativity centers in the Asia-Pacific region that encourage the flow of people, products and ideas

VIII. Broader access to technology tools

IX. Quality assurance and accountability measures, consistent with best practices as set out by credible local and national experts

X. Government leading innovation by example

I **Graduates from Hawaii's secondary education system with strong science, technology, engineering, math, problem-solving and creativity skills.**

A. Science and Technology Academies to increase STEM competencies; based on existing best practices

FIRST Academy
Fostering **I**nspiration and **R**elevance from **S**cience & **T**echnology
For grades 6 - 10, a "*pre*-academy" program will offer hands-on, project-based and relevant STEM learning.

HiEST Academy
Hawai **E**xcellence through **S**cience & **T**echnology
Starting in grade 9 to grade 12, a formal academy will extend the FIRST Academy by offering a standards-based STEM curriculum, taught by or with the assistance of UH community college instructors.

FIRST Academy

In "contextual learning", current successful programs exist in Hawaii, but are undertaken on a voluntarily and ad-hoc basis.

These programs have achieved notable results in nurturing student interest and improving student achievement in math and science.

Upper elementary to middle-school student exposure to STEM through roll-out of contextual/project-based learning – robotics, spatial/GPS, wireless, space, ocean science.

Science and Technology Training "Preparing our Kids for Their Future"

"Ultimately, it's about building a future for our keiki..."

(b)(6)

Science and Technology Training "Preparing our Kids for Their Future"

(b)(6)

HiEST Academy

(b)(6)

Grade 9 to grade 12, a formal academy will extend the FIRST Academy by offering a standards-based STEM curriculum, taught by or with the assistance of UH community college instructors.

Students taking this curriculum will earn both high-school and community college credit, thus preparing them for post-secondary education.

The program will continue to have an experiential learning component.

Results for Science and Technology Academies

For the **14 initial schools**, specific metrics include:

1. 16,000 students a year participating in FIRST Academy programs (assuming 75% of 6th to 10th graders participate) impacting approximately 25% of all DOE students in 6th to 10th grades.
2. 1,000 high school seniors graduating from the HiEST Academy, about 9% of the average 11,000 annual graduates.
3. 20% of HiEST Graduates (about 200 per year) entering UH engineering school, resulting in an increase in engineering majors by 400 at the end of four years. This would boost majors in the program by about 60%.
4. 75% of HiEST Academy graduates entering the workforce in a STEM area of work at the end of post-secondary training.
5. Less than 1% remediation rate requirement required for HiEST Academy graduates entering college or the workforce.
6. 95% of HiEST Academy graduates entering post secondary training and 80% of those completing a degree or certificate program within six years.

I **Graduates from Hawaii's secondary education system with strong science, technology, engineering, math, problem-solving and creativity skills.**

Business/Education Internships

Public/private partnership to institutionalize and significantly expand business internship and mentoring programs for high school students.

Improve students' understanding of career choices and significantly increase the number of secondary school graduates entering the labor force with "work-ready" skills.

Create opportunity for Hawaii businesses to develop a relationship with potential employees to help keep them in Hawaii or bring them back after college for their adult careers.

Internships & Mentoring

Results:

Baseline: Actual number of student internships for 2005 and 2006.

2007: Increase internships by 5% over baseline

2008: Increase internships by 15% over baseline.

Align STEM Interests

Undergraduate school tuition waivers for STEM graduates

- Extends pipeline to post-secondary training
- Involves parents in education and career decisions

Additional training for STEM teachers

Incentives to attract STEM teachers

II **Deploy facilities and state funding to build innovation capacity to develop products and services that are globally competitive.**

Hawaii Innovation Council

- **Identify and quantify existing public resources dedicated to innovation**
- **Monitor implementation and results**
- **Follow-up and additional initiatives of multi-year effort**

Continue to invest in facilities

- **Asia Pacific International Research Center**
- **Digital Media Center**
- **MELE**

ERS to create $100 million professionally managed equity fund

II Deploy innovation facilities and state funding to build innovation capacity to develop products and services that are globally competitive.

Continue to invest in facilities:

Asia Pacific International Research Center in Kaka'ako

HTDC commits to a 10-year "master lease"

99,000 square feet

Results:

Provides currently non-existent wet-lab incubation space

Replaces space being lost at the Manoa Innovation Center

Wet lab space for 3 to 5 currently in-state biotech companies

Incubation space for up to 15 – 20 technology companies

1,000 high-paying technology jobs in Kaka'ako

II Deploy innovation facilities and state funding to develop products and services that are globally competitive.

Continue to invest in facilities

Local Digital Media CGI facility

Digital media computer-generated imagery (CGI) facility acting as a catalyst, incubator and aggregator for the development of a local digital media sector

Music Enterprise Learning Experience (MELE)

Partnership with "Nashville" focused on artists creativity and the business and technology of music

II Deploy innovation facilities and state funding to develop products and services that are globally competitive.

$100 million professionally managed ERS fund focused on Hawaii-related opportunities

- The "Hawaii Innovation Fund" taken off the table ("tax advice")
- Mandate for ERS to allocate $100 million to Hawaii-related VC or PE
- Select a Hawaii-focused fund-of-funds manager
- Same prudence and return criteria as other "alternative investments"

III Regulatory and tax environment that rewards productivity.

DBEDT, DCCA, DLIR, and DoTAX best practices that support innovation and productivity; identify specific tax and regulatory environment measures that can be moved forward.

"Small business procurement preference": Passed by the Procurement Policy Board; being implemented by DBEDT.

"Innovation sector" preference for state contracts:
- I.T.
- Energy
- Services

IV A higher education system that drives human capital development and innovation.

Endowed Chair Matching fund

Public-Private University Research Commercialization Partnership

On the "cutting room floor":

- **Entrepreneur-in-Residence**
- **Increase University accountability for state goals**

IV A higher education system that drives human capital development and innovation.

Results will be measured against the 2006 baseline in terms of:

- Patents filed
- Commercialization partnerships formed
- Spin-offs formed, and
- Additional royalty revenues to UH
- Endowed chairs in STEM areas

V High-skilled workforce based on individual choice and employer needs to encourage lifetime learning and skill building.

Rapid Response Training Program to provide custom training for incumbent workers and industries

Goal: FY08 1,500 trained
FY09 2000 trained

Portable "Life-long Learning Accounts" (LiLAs)

Merge Workforce Development Programs with DBEDT

V High-skilled workforce based on individual choice and employer needs to encourage lifetime learning and skill building.

Comprehensive Kamaaina Come Home program - creating a "brain gain" with the following goals:

- FY08 and FY09: 3 to 5 mainland recruitment events per year.
- End FY08: Completion of comprehensive database of (i) all high school graduating seniors and (ii) current out-of-state graduates.
- FY09: Integrate DLIR's HIRENET portal with Kamaaina database; deploy HIRENET as method to match Hawaii employer needs with Kamaaina skills and interests.
- Over 5 years increase "brain gain" over the 2005 baseline.

V High-skilled workforce based on individual choice and employer needs to encourage lifetime learning and skill building.

On the "cutting room floor":

More extensive use of the federal H1-B and other visa programs to attract highly-skilled technical labor to Hawaii from Asia Pacific countries

DBEDT tol employ Washington, D.C.-based experts (a practice used by states with the highest number of visas obtained), conduct education workshops in Hawaii and assist Hawaii private and public sector entities to apply in a timely manner for these visas.

DBEDT to utilize other temporary skilled worker programs established by bilateral treaties, such as the 10,500 E-3 visas available to Australian citizens in specialty occupations and 10,000 visas available for citizens of Singapore and Chile.

Goal: 75 H1-Bs, 25 E-3s by 2009

VI An environment that encourages risk-taking, creativity and the acceptability of "standing out".

On the "cutting room floor":

Center for Creative Entrepreneurship (CCE)

Business Plan Competitions

Creativity Competitions

Junior Achievement

Speakers Bureau

VI An environment that encourages risk-taking, creativity and the acceptability of "standing out".

Results:	FY08	FY09	5 years
Business Plan Competitions	12 schools	30 schools	Statewide
Creativity Competitions	start-up	20 schools	Statewide
Speakers' Bureau	12 schools	30 schools	Statewide

VI An environment that encourages risk-taking, creativity and the acceptability of "standing out".

Financial Literacy (being funded by DCCA)

Preparing Hawaii's students and consumers to make informed life decisions based on sound economic principles will involve a 4-part program:

- Training the Trainers
- Community workshops
- Annual financial literacy/consumer education Expo
- Consumer education through the media

VI Results for Financial Literacy Initiative

Short term results:
30 teachers at 30 schools trained by year end 2007, with at least 1500 students demonstrating increased understanding of basic economics concepts by year end 2008 (measured by HEEC survey).

Longer term results will be measured by the:
- Number of teachers engaged in economics-integrated classes in schools.
- Number of teachers acting as resources or mentors for other teachers/staff in their school or district.
- Number of schools (public, private, charter, home-schooled students) participating.
- Number of businesses mentors and participants participating.
- Amount of private-sector funding.
- Change in score on economic and financial literacy survey.
- Number of consumer education activities/events.

VII Links to innovation and creativity centers in the Asia-Pacific region that encourage the flow of people, products and ideas.

Realign the legislatively-mandated Office of International Affairs (OIA) to focus on links with innovation centers of the Asia Pacific region

Proactively attract notable international conferences and events to Hawaii

Develop and implement an International Educational Links program

VII Results for Innovation and Creativity Centers

FY08	FY09
▪Hawaii international NGO partnership created ▪Inventory completed ▪Launch web/info portal ▪7 schools in International Education Links Program ▪1st High School International Leaders Program; 14 students participating ▪Planning for "Geneva of the Pacific" program	▪10 additional schools in International Education Links Program ▪First 2 high school study abroad programs ▪Additional 20 students in International Leaders Program ▪1st annual International Expo ▪"Geneva of the Pacific" program

VIII Broader access to technology tools.

Implement with private providers near-ubiquitous wireless high-speed service on all islands

Start with under-served areas such as Leeward Coast

Free internet access at all State facilities

IX Quality assurance and accountability measures, consistent with best practices as set out by credible local and national experts.

Reorganize one of DBEDT's current branches under the Research and Analysis Division

Produce research and metrics which will help measure Hawaii's progress toward "innovation", .e.g., increasing global competitiveness and improved quality of life for its citizens

Tracking information not now collected, including

- Cost-Benefit for current government incentives
- R&D activities across all industries
- IP creation, including patents filed
- Availability of capital
- Impact on the quality of life
- Commute times
- Percentage of green space in communities
- Availability of heath care services

X Government leading innovation by example.

All state permits on line by 2010

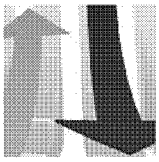
Appoint Cabinet-level Chief Information Officer (CIO)

Upgrade government back-office functions to paperless digital system

Mahalo

Theodore E. Liu
Department of Business, Economic Development & Tourism

State Standards Rising in Reading but Not in Math



Most state standards remain far below international level, with Tennessee, a Race to the Top Winner, at the very bottom

By Paul E. Peterson and Carlos Xabel Lastra-Anadón

| | |

Fall 2010 / Vol. 10, No. 4
Podcast: Paul Peterson and Chester E. Finn, Jr. talk about why Tennessee and Delaware were the big winners of round 1 of Race to the Top.

Much ado has been made about setting high standards over the past year. In his first major address on education policy, given just two months after he took the oath of office, President Barack Obama put the issue on the national agenda. They ought "to stop lowballing expectations for our kids," he said, adding that "the solution to low test scores is not lowering standards—it's tougher, clearer standards." In March 2010, Secretary of Education Arne Duncan accused educators of having "lowered the bar" so they could meet the requirements set by the federal education law, No Child Left Behind (NCLB), which requires that all students be proficient in reading and math by the year 2014.

Current conversations about creating a common national standard largely focus on the substantive curriculum to be taught at various grade levels. Even more important, we submit, is each state's expectations for student performance with respect to the curriculum, as expressed through its proficiency standard. Curricula can be perfectly designed, but if the proficiency bar is set very low, little is accomplished by setting the content standards in the first place.

To see whether states are setting proficiency bars in such a way that they are "lowballing expectations" and have "lowered the bar" for students in 4th- and 8th-grade reading and math, *Education Next* has used information from the recently released 2009 National Assessment of Educational Progress (NAEP) to evaluate empirically the proficiency standards each state has established. This report is the fourth in a series in which we periodically assess the rigor of these standards (see "Johnny Can Read...in Some States," *features*, Summer 2005; "Keeping an Eye on State Standards," *features*, Summer 2006; and "Few States Set World-Class Standards," *check the facts*, Summer 2008).

The 2009 NAEP tests in reading and math were given to a representative sample of students in 4th- and 8th-grade in each state. NAEP, called "the nation's report card," is managed by the Department of Education's National Center for Education Statistics and is currently the "gold standard" of assessments. Its proficiency standard is roughly equivalent to the international standard established by those industrialized nations that are members of the Organisation for Economic Co-operation and Development (OECD). If a state identifies no higher a percentage of students as being proficient on its own tests than NAEP does, then the state can be said to have set its standards at a world-class level. To ascertain objectively whether state standards are high or low, and whether they are rising or falling, we compare the percentage of students deemed proficient by each state with the percentage proficient as measured by NAEP. The state assessment data used in this report consist of those compiled in 2009 by the 50 states and the District of Columbia.

States have strong incentives not to set world-class standards. If they do, more of their schools will be identified as failing under NCLB rules, and states will then be required to take corrective actions to bring students' performance up to the higher standard. As a result, the temptation for states to "lowball expectations" is

substantial. Perhaps for this reason, a sharp disparity between NAEP standards and the standards in most states has been identified in all of our previous reports. In 2009, the situation improved in reading, but deteriorated further in math.

Every state, for both reading and math (with the exception of Massachusetts for math), deems more students "proficient" on its own assessments than NAEP does. The average difference is a startling 37 percentage points. In Figure 1, we provide a uniform ranking of the rigor of state standards using the same A to F scale used to grade students (see sidebar for the specifics on the methodology we used).

Strength of State Proficiency Standards, 2009 (Figure 1)

	4th Grade		8th Grade		Overall Average				Change in Proficiency Standards
	Math	Reading	Math	Reading	2003	2005	2007	2009	2003 to 2009
Massachusetts	A	A	A	**A**	A	A	A	A	+8.2
Missouri	A	A	**A**	A	A	A	A	A	+4.8
Washington	A	**A**	B+	**A**	C+	C	B-	A	+33.8
Hawaii	B+	**A**	B	A	B	B+	B+	A	+9.2
New Mexico	B+	**A**	B	**A**		B-	C+	A	+19.4*
New Hampshire	B	**A**	B-	**A**			B-	B+	New
Vermont	B	**A**	B-	**A**	B-		B	B+	+15.9
Minnesota	B-	**A**	C+	B+			B-	B	New
Maine	B-	**A**	C+	B+	A	A	B-	B	-11.5
Montana	B-	**A**	C+	**B+**	C-	C+	C	B	+50.5
New Jersey	B-	**A**	C+	**B**	C	C	C	B	+36.1
Rhode Island	B-	**A**	C+	B	B-	B-	C+	B	+2.9
Colorado	C+	B+	C+	B	D	D	B-	B-	+57.0
Utah	C	B-		**C+**		D+	D+	C+	+40.3*
Nevada	C	B-	C	C+		C	C	C	+2.2*
Indiana	C	B-	C	C+	C-	C-	C	C	+22.1
District of Columbia	C	B-	C	C+		C		C	+5.8*
West Virginia	**C**	**B-**	**C**	**C+**		D-	D-	C	+46.7*
Ohio	C	B-	C	C+	C+	C	C-	C	-5.3
Oklahoma	**C**	**C+**	**C-**	**C**	F	D-	F	C	+44.4
Kentucky	C	C+	C-	C	B-	C+	C	C	-17.3
Florida	C	C+	C-	C	C	C	C+	C	-5.0
Wyoming	C	C+	C-	C	A	A	C	C	-41.3
Mississippi	**C**	**C+**	C-	C	D-	D-	D-	C	+38.5
California	C	C+	C-	C	B	B	B	C	-35.3
Wisconsin	C	C+	C-	**C**	D	C-	C-	C	+28.9
Alaska	C	**C+**	C-	**C**	D+	D+	D	C	+22.1
South Dakota	C	**C+**	C-	C	C-	D+	C-	C	+18.5
Pennsylvania	C	C+	C-	C	C	C	C	C	-2.3
North Dakota	C-	C+	C-	C	C	C	C	C	-8.9
North Carolina	C-	**C**	D+	**C**	D-	D-	D+	C	+32.8
Connecticut	C-	C	D+	C	C-	C	C	C	+7.2
Iowa	C-	C	D+	C		D+	C-	C-	+9.0*
Oregon	C-	C	D+	C		C	C-	C-	-13.7*
Kansas	C-	C	D+	C	C-	C-	C-	C-	-2.5
Delaware	C-	C	D+	**C**	C	C-	C-	C-	-4.1
Georgia	D+	**C**	**D+**	**C**	D-	D-	F	C-	+24.2
Arkansas	D+	C	D	C-	C+	B	C+	C-	-32.2
Louisiana	D+	C	D	C-	C-	C	C-	C-	-2.4
South Carolina	D+	C	D	C-	A	A	A	C-	-65.2
Virginia	D+	C	D	C-	D+	D+	D+	D+	+4.2
Idaho	D	C-	D	**C-**	D+	D	D+	D+	-2.1
Maryland	D	C-	D	D+	C+	C	C	D+	-39.1
Arizona	D	C-	D	D+	B-	D+	C-	D+	-48.5
New York	D	C-	D-	D+	C	C	C+	D	-36.9
Texas	D	C-	D-	**D+**	F	D+	D	D	+14.5
Illinois	D	D+	D-	D+	C	C	D	D	-30.5
Michigan	F	D	F	D	C	C-	D	D-	-27.8

Racing to the Top?

Ironically, Tennessee received an F and had the lowest standards of all states, despite the fact that it is one of the two winners in the first phase of the bitterly contested Race to the Top (RttT) competition sponsored by the Obama administration's Department of Education. Indeed, Tennessee has had the lowest standards of all states since 2003. Based on its own tests and standards, the state claimed in 2009 that over 90 percent of its 4th-grade students were proficient in math, whereas NAEP tests revealed that only 28 percent were performing at a proficient level. Results in 4th-grade reading and at the 8th-grade level are much the same. With such divergence, the concept of "standard" has lost all meaning. It's as if a yardstick can be 36 inches long in most of the world, but 3 inches long in Tennessee.

Delaware, the other RttT First Phase winner, also had below-average standards, for which we awarded a grade of C- and ranked it 36th of the 50 states and the District of Columbia. Delaware claimed that 77 percent of its 4th-grade students were proficient in math, when NAEP shows that only 36 percent were. In 8th-grade reading, Delaware said 81 percent of its students were proficient, but NAEP put the figure at 31 percent.

From these findings one might conclude that the Obama administration is having a huge policy impact by getting states like Tennessee and Delaware to set standards they have been unwilling to establish in the past. But Tennessee earned almost full marks (98 percent) on the section of the competition (weighted a substantial 14 percent of all possible points) devoted to "adopting standards and assessments," even though its standards have remained extremely low ever since the federal accountability law took hold. The proof will be in the pudding. If Tennessee and Delaware and other states now shift their standards dramatically upward, RttT will win over those who think it is performance, rather than promises, that should be rewarded.

Disparities in State Standards

Despite the incentive to lowball expectations, five states—Hawaii, Massachusetts, Missouri, New Mexico, and Washington—have set their standards at or close to the world-class level, earning them an A. Notice that we award grades purely for the expected standard for performance, not actual proficiency. New Mexico earned the same mark as Massachusetts, even though only about one-quarter of its students are proficient, while half of Massachusetts students score at that level. The two deserve equal grades, however, because both are rigorous in their expectations. Another eight states—Colorado, Maine, Minnesota, Montana, New Hampshire, New Jersey, Rhode Island, and Vermont—earned a B for their standards.

President Obama is undoubtedly correct, however, in suggesting that many states are "lowballing expectations." Of the remaining 38 states, 27 earned a C, and 8—Arizona, Idaho, Illinois, Maryland, Michigan, New York, Texas, and Virginia—a D. Three states—Alabama, Nebraska, and Tennessee—had such low standards that we awarded them an F. All of the states that earned grades of F have been ranked D or below in all three of our previous reports. This suggests that once a standard, however low, has been set, it tends to persist—another reason to be concerned about promises from Delaware and Tennessee.

Changes in Standards

Secretary of Education Duncan is not altogether correct in suggesting that educators are lowering the bar, however. Figure 2 shows that in 2009 the differences between state and NAEP standards shrank by 0.08 standard deviations as compared to the average for the three prior surveys. This is a reversal of the trend of declining standards we

Rising Standards? (Figure 2)

Standards are clearly increasing overall in reading but not in math. Conversely, they are converging in math but not in reading.

		Change in Standards since 2003 (All States)	Convergence in Standards since 2003 (All States)
OVERALL			
	2003	–	1.00
	2005	-0.15	0.97
	2007	-0.11	0.91
	2009	-0.08	0.91

observed between 2003 and 2007.
Eight states improved the overall rigor of their assessments by a full letter grade or more since 2007: Georgia, Mississippi, Montana, New Jersey, New Mexico, Oklahoma, Utah, and West Virginia. By contrast, we gave just four states—Alaska, California, New York, and South Carolina—grades that were at least a full letter grade worse than they received in 2007.

The reversal in the overall trend is, however, driven wholly by an improvement in the rigor of reading assessments, which set expectations that are higher by 0.49 standard deviations in 4th grade and by 0.26 standard deviations in 8th grade. As a matter of fact, 17 states increased the rigor of their 4th-grade reading assessments by a whole letter grade since 2007, and 17 states did the same for 8th grade. But math standards have slipped by 0.12 standard deviations in 4th grade and by 0.31 in 8th grade. This means that at least some of the state-reported improvements in mathematics proficiency are misleading.

Converging on a De Facto National Standard?

Most changes to standards, as we noted, have been fairly small: only 12 states have made changes to their standards that alter their standing by a whole letter grade. But since our last report two states, Hawaii and South Carolina, have made major alterations to state assessments. The results of these moves have been at odds: while Hawaii's increased alignment with NAEP raised its grade from a B+ in 2007 to an A, South Carolina dropped from an A to a C-.

States nonetheless seem to be continuing their trajectory of convergence toward standards of similar rigor in math (which, given the slipping standards noted above, constitutes a downward convergence), but are more divergent in reading since 2007, particularly in 4th grade. If the convergence of math standards were to continue, we could gradually attain something like a national standard. But it would take a great deal of national patience to achieve a national standard by convergence creep.

In this report, as in previous ones, we assess the rigor of standards that states set. This is an important task, as it reminds states that whether students have or have not learned cannot be a matter of how the test is designed and where the "proficiency line" is drawn. Rather, setting high standards for proficiency is the first step in the journey toward actually improving the learning of a high percentage of students. According to NAEP, less than one-third of students are proficient in reading and a similar proportion in math nationwide. For the sake of the children of this country, we should be doing much better than that.

Paul E. Peterson is professor of government at Harvard University, senior fellow at the Hoover Institution, and editor-in-chief at Education Next. *Carlos Xabel Lastra-Anadón is a research fellow at the Program on Education Policy and Governance at Harvard University.*

User Agreement | Privacy Policy

Reporting Copyright Infringement | Guidelines for Submissions | Permissions | FAQ

Web-only content Copyright © 2010 President & Fellows of Harvard College
Journal content Copyright © 2010 by the Board of Trustees of Leland Stanford Junior University

Business Office

Program on Education Policy and Governance

Hawaii State Race to the Top Timeline, Round 2 – Hawaii Department of Education
Overall Timeline

A. State Success Factors – Performance Monitoring of Organizational Functions			
2010	**2011**	**2012**	**2013**
K-12 Student HSA targets: • Math 46% • Reading 70%	K-12 Student HSA targets: • Math 64% • Reading 75%	K-12 Student HSA targets: • Math 64% • Reading 80%	K-12 Student HSA targets: • Math 82% • Reading 85%
	Increase: • Graduation rate to 85% • Recognition Diploma to 10%	Increase: • Graduation rate to 85% • Recognition Diploma to 25%	Increase: • Graduation rate by 85% • Recognition Diploma to 50%
Increase Higher Education Enrollment and completion	Increase: • College Enrollment to 51%	Increase: • College Enrollment to 52%	Increase: • College Enrollment to 53%
Close the Achievement Gap for all students by 51%	Close the Achievement Gap for all students by 51%	Close the Achievement Gap for all students by 52%	Close the Achievement Gap for all students by 53%
Reorganize Superintent's Office, OHR, OITS and OCISS			
Establish and staff an Office of Strategic Reform			
Establish a community affairs unit w/in the Office of the Superintendent			
Review and more strategically deploy major funding sources	→ → → → →	→ → → → →	→ → → → →
Adopt singular PMO			
	Funding allocated centrally based on Student weighted funding model	→ → → → →	→ → → → →
Implement and Manage Balanced Scorecard Program	→ → → → →	→ → → → →	→ → → → →
Develop manual and implement training	→ → → → →	→ → → → →	→ → → → →
Develop, implement training and maintain PMO docs	→ → → → →	→ → → → →	→ → → → →
Determine data requirements, content and presentation of	→ → → → →	→ → → → →	→ → → → →

reporting to schools & stakeholders			
Consolidate/align school improvement planning processes			
Identify team, scope, reengineer DOE annual planning processes			
Develop, implement training for staff			
Implement and monitor progress	→ → → → →	→ → → → →	→ → → → →
Zone School Innovation implementation, monitoring, and directives	→ → → → →	→ → → → →	→ → → → →

B. Standards and Assessment			
2010	**2011**	**2012**	**2013**
• Review teams finalize CCSS • CCSS adopted by BOE May 20, 2010	Initial implementation of CCSS	→ → → → →	→ → → → →
Share crosswalk, analysis and recommendations to Leadership			
BOE adoption of mandatory CCR diploma - anticipated July 2010			
Convert to HSA Online testing	→ → → → →	→ → → → →	→ → → → →
Three-years trial to use score results from ADP Multi-State Algebra II end of course Exam	→ → → → →	→ → → → →	→ → → → →
DSI statewide training and implementation	→ → → → →	→ → → → →	→ → → → →
HSA online aligned w/ HCPS	HSA online aligned w/ CCSS	CCSA online	Administer CCSA Multi state assessment
	Administer "Bridge HSAs in grades 3-8"	→ → → → →	→ → → → →

–	K-5 - Transitional Benchmark Map (transition from HCPS III to CCSS)–	K-5 - Modified curriculum map for existing instructional materials, aligned with CCS–	K-5 - CCSS Curriculum Map with new CC Instructional Materials
G– 6-8 - Transitional Benchmark Map (transition from HCPS III to CCSS)	G– 6-8 - CCSS Curriculum Map with new CC Instructional Materials	→ → → → →	→ → → → →
Gr 9-12- Transitional Benchmark Map (transition from HCPS III to CCSS)	Gr–9-12 - Modified curriculum map for existing instructional materials, aligned with CCSS	→ → → → →	Gr–9-12 - CCSS Curriculum Map with **new** CC Instructional Materials
			Gr 9-12 purchase new Materials
			Review/update standards toolkit to include integration strategies
			Review/update standards toolkit to align w/K-12 CCSS
STEM Framework and Resources			
Identify STEM HIDOE lead, convene advisory group	→ → → → →	→ → → → →	
	Identify writing team, review, develop STEM framework training across K-12	→ → → → →	→ → → → →
	Develop and publish training and place into PD 360	→ → → → →	→ → → → →
Curriculum training and assessment for PD program			
Identify PD team to develop processes for Tri-level PD model for training, needs assessment, monitoring, delivery, follow-up training of new standards	Institute tri-level trainings		
Incorporate GLO's into the Profile of Literate Learner, 21st Century Skills and STEM learning strategies	Field test using revised GLO's as a rubric for assessing senior project		
	Common Core Standards Certification for teachers	→ → → → →	→ → → → →

C. Use of Data to Improve Instruction			
2010	**2011**	**2012**	**2013**
K-12 LDS: *launch State LDS (K12) and operational SLDS*			
SLDS data analysis tools linked to school improvement planning	→ → → → →		
Train appropriate use of data; the data system and reporting tools available	→ → → → →		
Data quality and Integrity	→ → → → →	→ → → → →	
Data security and Privacy	→ → → → →	→ → → → →	
Framework for addressing evolving LDS needs: Establish tools and processes for identifying future data needs	→ → → → →		
P20 LDS Project			
Develop a P20 data governance structure to enhance data quality and stewardship	Convene data governance committee	→ → → → →	Make available reporting tools for inter-agency analysis and output
Implement technology infrastructure representing P-20 pipeline	→ → → → →	→ → → → →	
Data collection expansion	→ → → → →	→ → → → →	→ → → → →
Implement reporting tools	→ → → → →		
Cultivate a culture of quality, updated data	→ → → → →	→ → → → →	→ → → → →
Participate in the western Interstate Commission on Higher Education (WHICHE) Multi-state data exchange	→ → → → →	→ → → → →	→ → → → →
Data for School Improvement (DSI) Project			
Finalized procurement process			
Finalize project plan, schedule and training timelines			
State support and communication plan			

Statewide training on use of assessment item bank	Ongoing assessment item bank Support	→ → → → →	→ → → → →
Partnership for Educational Research Consortium (PERC): *use data for research to inform policy and practice*			
Develop database			
Create preferred and prioritized research questions	→ → → → →		
Standardize documentation			
Advisory committee	→ → → → →	→ → → → →	→ → → → →
Establish clearly articulated processes and procedures for research and data request applications			
Maintain preapproved listing of researchers	→ → → → →	→ → → → →	→ → → → →

D. Great Teachers and Leaders			
2010	**2011**	**2012**	**2013**
Cultivate, reward, and leverage effective teaching and leadership			
• Develop strategic plan to identify, recruit, expand pathways to meet staffing needs • Inventory and evaluate existing pathways	• Develop/test model • Contract alternative pathways partners to address shortage • Implement alternative routes for certification	→ → → → →	→ → → → →
Identify team for Performance Based development	• Negotiate with unions • Implement new tenure procedures for removal • Identify streamlined procedures for removal • Negotiate streamlined procedures with unions • Implement new streamlines procedures		

Identify desired criteria for tenure, unsatisfactory, marginal status	Develop performance based procedures for improving teacher and principal effectiveness and/or ineffectiveness		
Review/develop current assessment instruments, and use existing framework to calculate the appropriate gain for one year	→ → → → → • Field test in HIDOE's Zone of School Innovation	→ → → → →	Implement statewide
	Implement award of incentives to HQ teachers and to principals based on top rating on HIDOE's PEP-ST evaluation framework	→ → → → →	→ → → → →
	Develop a Hawaii PB compensation system	→ → → → →	→ → → → → • **SY 2014-15:** Adopt PB Compensation System (negotiate and fund) • Implement
• Plan and develop performance-based HR policies/system • MOA and negotiations with unions	Field test in persistently low achieving schools and select other schools	Statewide implementation of performance-based evaluation for information, policy improvement and training (low-stakes) **(SY 2012-15)**	→ → → → → • **SY 2015-16:** Statewide implementation of performance-based HR system (evaluation and compensation)
• Create comprehensive PD system; including induction, mentoring, coaching and needs based intervention • Identify organization for implementing PD framework	• Training and evaluation of PD providers • Train schools/complex data teams and professional learning communities		
• Feedback to teacher prep programs and HTSB • Develop report template using LDS data • Issue annual report • Direct available resources	→ → → → →	→ → → → →	→ → → → →

E. Turning Around Persistently Low-Achieving Schools			
2010	**2011**	**2012**	**2013**
Expanded Legal Authority to Intervene			
Initiate promulgation of new Hawaii Administrative Rules	• Complete new Hawaii Administrative Rules • Develop implementation plan	Implement new Hawaii Administrative Rules	→ → → → →
Identification of Schools			
• Review and/or revise listing of Priority Schools based on current data • Notify schools of status, expectations, requirements, and opportunities • Create/expand ZSIs as appropriate	→ → → → → → → → → → → → → → →	→ → → → → → → → → → → → → → →	→ → → → → → → → → → → → → → →
Framework for School Turnaround			
• Develop Framework outline • Conduct overview session for Leadership • Provide update to BOE	Revise/update Framework as appropriate	→ → → → →	→ → → → →
Conditions for Success			
• Establish Human Resources and Professional Development Units in two ZSIs • Develop and implement operational plans	→ → → → → → → → → →	→ → → → → → → → → →	→ → → → → → → → → →
Preparation Phase			
Conduct Comprehensive needs assessment activities in other Priority Schools	→ → → → →	→ → → → →	→ → → → →
Planning Phase			
Amend school Strategic and	→ → → → →	→ → → → →	→ → → → →

Academic & Financial Plans as appropriate to address root causes for the lack of improvement and align to federal requirements			
Implementation Phase			
Implement transformation in first Priority School	Intervene in additional Priority Schools as determined by the Superintendent	Intervene in additional Priority Schools as determined by the Superintendent	Intervene in additional Priority Schools as determined by the Superintendent
Evaluation Phase			
• Conduct on-site and desk monitoring • Conduct external evaluation	→ → → → →	→ → → → →	→ → → → →
Capacity Building			
• Contract lead turnaround partner • Conduct professional development, training, mentoring, and coaching for HIDOE personnel			

C. Organization

§302A-1101 Department of education; board of education; superintendent of education. (a) There shall be a principal executive department to be known as the department of education, which shall be headed by an elected policy-making board to be known as the board of education. The board shall have power in accordance with law to formulate statewide educational policy, adopt student performance standards and assessment models, monitor school success, and to appoint the superintendent of education as the chief executive officer of the public school system.

(b) The board shall appoint, and may remove, the superintendent by a majority vote of its members. The superintendent:

(1) May be appointed without regard to the state residency provisions of section 78-1(b);

(2) May be appointed for a term of up to four years; and

(3) May be terminated only for cause.

(c) The board shall invite the senior military commander in Hawaii to appoint a nonvoting military representative to the board, who shall serve for a two-year term without compensation. As the liaison to the board, the military representative shall advise the board regarding state education policies and departmental actions affecting students who are enrolled in public schools as family members of military personnel. The military representative shall carry out these duties as part of the representative's official military duties and shall be guided by applicable state and federal statutes, regulations, and policies and may be removed only for cause by a majority vote of the members of the board.

(d) The board shall appoint the charter school review panel, which shall serve as the charter authorizer for charter schools, with the power and duty to issue charters, oversee and monitor charter schools, hold charter schools accountable for their performance, and revoke charters. [L 1996, c 89, pt of §2; am L 2000, c 257, §1; am L 2006, c 298, §10; am L 2007, c 115, §5]

Previous Vol05_Ch0261-0319 Next

[§302A-1102] Department of education; statewide and regional administrative services. The department shall serve as the central support system responsible for the overall administration of statewide educational policy, interpretation, and development of standards for compliance with state and federal laws, and coordination and preparation of a systemwide budget for the public schools. The department may establish regional administrative units to provide administrative support to the schools for personnel, fiscal, and procurement services. The regional administrative units may also be assigned responsibility for the administration and operation of special education programs and special schools. [L 1996, c 89, pt of §2]

Previous Vol05_Ch0261-0319 Next

Revised: 2/25/2010

SPECIAL EXECUTIVE ASSISTANT FOR SCHOOL REFORM
ARRA RACE TO THE TOP

DRAFT

I. IDENTIFYING INFORMATION

Position Number:
Department: Education
Division: Office of the Superintendent

II. INTRODUCTION

A. The Special Executive Assistant for School Reform position is located within the Office of the Superintendent.

The Office of the Superintendent administers the public school system in accordance with law and educational policies adopted by the Board of Education.

B. The Special Executive Assistant for School Reform reports to the Superintendent of Education on matters related to the implementation of the Hawaii Education Reform Agenda and the American Recovery and Reinvestment Act (ARRA) Race to the Top project.

III. MAJOR DUTIES AND RESPONSIBILITIES

These functions are completed through activities with individuals, individual organizations and/or multiple organizations inside the Department within the scope of the assigned projects and/or contacts.

A. Project Oversight and Contract Administration (75%)

1. Collaborates and coordinates cross office programs related to the Department's Hawaii Education Reform Agenda and ARRA Race to the Top Project with other organizational functions within the Department.

2. Works to ensure effective communication within and across functions and administrative units to ensure the effective implementation of the Hawaii Education Reform Agenda and ARRA Race to the Top Project.

3. Provides administrative oversight and participates in the preparation and completion of reports and correspondence, and the interpretation of related Hawaii Education Reform Agenda and ARRA Race to the Top Project implementation data to assist the Superintendent and Deputy Superintendent in effective decision-making.

Revised: 2/25/2010

4. Assists Assistant Superintendents and Complex Area Superintendents coordinate daily operational ARRA Race to the Top Project related activities.

5. Provides administrative oversight for the collection and reporting of accountability, operational decision-making, and school improvement data.

6. Evaluates the effectiveness of the ARRA Race to the Top Project activities and contracts in meeting the four (4) identified essential reform elements defined in the ARRA Race to the Top and subsequent federal guidance and regulations.

7. Per the Superintendent/Deputy Superintendent's approval, the Special Executive Assistant will assure that all required data and deliverables are met within the timelines given.

B. Research and Consultation (5%)

1. Conducts relevant research to support and improve the effectiveness and efficiency of the ARRA Race to the Top Project.

C. Ancillary Duties (10%)

1. Prepare and disseminates information orally and in writing to internal and external shareholders, including notices and/or memos to departmental organizations and vendors regarding the ARRA Race to the Top Project.

2. Prepares correspondence, memos, regular project status reports, narrative and statistical data reports, etc.

D. Perform other related duties as assigned. (5%)

IV. CONTROLS OVER THE POSITION

A. Supervisor:

This position works under the direct supervision of the Deputy Superintendent, Office of Superintendent.

B. Nature of Supervisory Control Exercised Over the Work.

1. Instructions Provided.

Revised: 2/25/2010

DRAFT

The [illegible] ervisor gi[illegible] ly [illegible] al guidar[illegible]e

2 [illegible] st[illegible] ce Prov[illegible]

Whe[illegible] ew [illegible] nn er [illegible] m[illegible] le [illegible] nt [illegible] rities and assistance are given as necessary.

3. Review of Work.

   On-going assignments are reviewed on an infrequent basis or more frequently when the project is more critical or complex.

C. Nature of Available Guidelines Controlling the Work.

This position is generally guided by the following:

American Recovery and Reinvestment Act
No Child Left Behind Act of 2001
Individuals with Disabilities Education Improvement Act
Chapter 103D, Hawaii Revised Statutes
Chapter 103F, Hawaii Revised Statutes
Chapter 84, Hawaii Revised Statutes
Hawaii Administrative Rules on procurement
EDGAR
Board of Education Policies
Department of Education Regulations
Other Applicable Hawaii Revised Statutes

V. REQUIRED LICENSES, CERTIFICATES, ETC.

Possession of a valid motor vehicle operator's license (Type #3)

VI. RECOMMENDED QUALIFICATIONS

A. Knowledge:
- Working knowledge of the Project Management Institute standards is preferred.
- Knowledge of applicable federal and state laws and regulations, collective bargaining agreements, Hawaii Board of Education policies, and Department procedures and practices.
- Knowledge of the Department organization, working relationships between schools, complexes, and state offices.
- Knowledge of current Department initiatives.

Revised: 2/25/2010

B. Skills/Abilities: Ability to apply project management expertise to ensure the successful implementation of complex Departmental initiatives; exercise discretion and sound judgment in carrying out assignments independently; organize projects and complete work within limited time constraints, departmental budget, and changing administrative conditions; establish and maintain effective working relationships with shareholders; communicate effectively; and uphold high ethical standards.

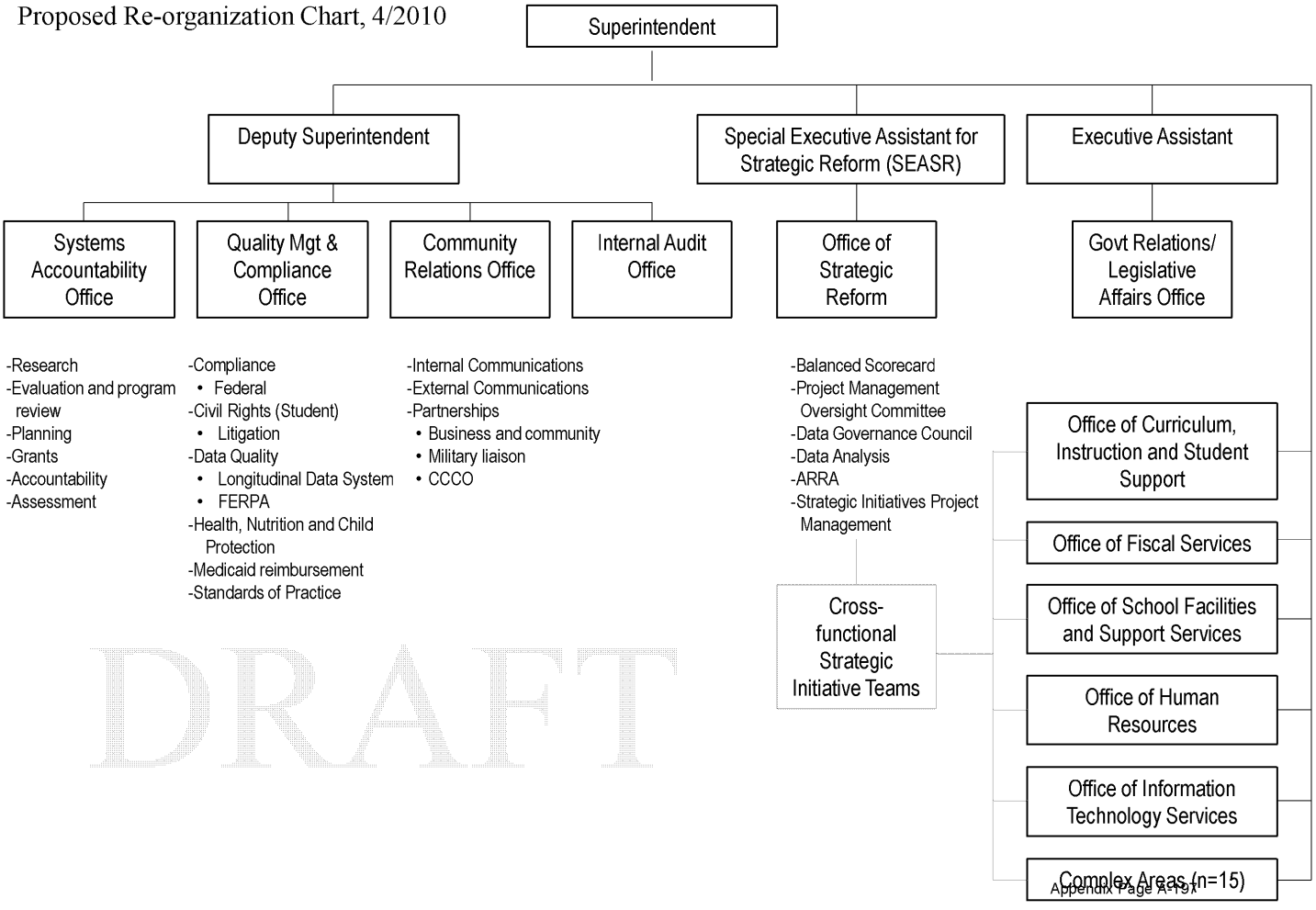
C. Education: Graduation from an accredited college or university with a Master's Degree in Education, Business Administration, or related field.

D. Experience: Two years experience in the review and analysis of models of education reform and the application of business practices on school administration and three years of responsible professional work in program planning, implementation, and compliance monitoring.

VII. WORKING CONDITIONS

Work overtime as required.
Travel to the neighbor islands/mainland as required.

HIDOE, Office of the Superintendent
Proposed Re-organization Chart, 4/2010



DRAFT

Hawaii DOE

BUILDING STRONG STATEWIDE CAPACITY TO IMPLEMENT, SCALE UP, AND SUSTAIN THE EDUCATION REFORM ACTION PLAN

PROJECT CHARTER

Updated May 17, 2010

This project supports the following Department Strategic Objective(s):

- ✓ **Goal 1 – Improve Student Achievement Through Standards Based Education**
- ✓ **Goal 2 – Provide Comprehensive Support for All Students**
- ✓ **Goal 3 – Continuously Improve Performance and Quality**

Introduction:

The State of Hawaii has an ambitious education Reform Action Plan that is embodied in the HIDOE strategic plan, which details significant reforms in the state's educational system. While some of the reform timetables have been driven in part by the federal Race to the Top grant competition, the underlying substance of the reform initiatives has been embraced by HIDOE leadership as well as by the Board of Education.

HIDOE is currently in the process of a systemwide reorganization to better allocate its resources to facilitate implementation of its strategic plan. Analysis of previous strategic plan implementation and education reform agendas has shown the importance of monitoring execution. The ability to "detect and correct" threats to implementation is critical to successfully implementing plans and the resulting intended improvements in student and system performance.

The new Office of Strategic Reform (OSR), headed by the Special Executive Assistant for Strategic Reform (SEASR), will oversee and monitor the implementation phases of the educational reforms detailed in the HIDOE strategic plan and Race to the Top Application using Project Management Oversight methodology and the balanced scorecard (BSC) process. In doing so, it will regularly cross organizational lines and convene multi-organizational meetings and task forces to ensure that plans are on target or are modified as warranted.

The OSR is envisioned as a temporary organization, not as a new bureaucratic bottleneck. OSR's value will be to give HIDOE a needed boost in transforming itself from its existing organizational culture to a plan and data-driven organization. When project management methods are the rule rather than the exception, when cross division consultations are the norm, and when information and resources are shared regularly, there will be no need for the OSR's services.

Project Description:

HIDOE will establish an Office of Strategic Reform (OSR) headed by a Special Executive Assistant for Strategic Reform (SEASR). On the Superintendent's behalf, the OSR will oversee and monitor performance of reform projects using Project Management Oversight methodology and the balanced scorecard (BSC) process. The OSR will regularly report on progress and provide HIDOE leadership with options to address obstacles threatening the successful completion of key education Reform Action Plan projects.

Desired Results:

1	HIDOE will use Project Management Oversight methodology and the balanced scorecard process (BSC) to achieve specific objectives aligned with its strategic plan.
2	HIDOE's Office of Strategic Reform (OSR) will monitor the education Reform Action Plan progress using the project management oversight methodology and the balanced scorecard process (BSC).

3	The Superintendent of Education, Hawaii Board of Education, Office of the Governor, and key stakeholders will have regular reports on the progress of the education Reform Action Plan.
4	HIDOE's project management oversight process will focus on the four main assurances areas detailed in the Reform Action Plan.
5	HIDOE will use the project management oversight methodology and BSC process to integrate efforts between assurance areas to minimize duplication or conflicts of effort
6	HIDOE will have the data and information necessary through its organization and its monitoring methodology to deploy resources to persistently lowest achieving schools as appropriate and in a timely manner, as well as to measure results.
7	HIDOE will have the rapid response capability to manage and spur statewide efforts to graduate college and career ready students, and significantly reduce the achievement and growth gaps in our current student demographic.

Deliverables:

1	**A REORGANIZATION PLAN** establishing the **OFFICE OF STRATGIC REFORM (OSR)** directly under the Superintendent, responsible to oversee and monitor the Reform Action Plan projects and initiatives.
2	A functioning OSR including **SPECIAL EXECUTIVE ASSISTANT FOR STRATEGIC REFORM (SEASR)** to head the OSR and Special Assistants and oversee the Reform Action Plan projects and initiatives aligned with HIDOE's strategic plan.
3	A **Community Engagement** plan based on regular Reform Action Plan progress reporting.

Project Organization:

Role	Description	Staff Assigned
Sponsor (member of Executive Staff)	Has ultimate authority over and is responsible for a project and/or a program, its scope & deliverables.	Kathryn Matayoshi Interim Superintendent
Project Manager	Develops and maintains Project Charter and project schedules, executes project reviews, tracks & disposes of issues & change requests, manages the budget, and is responsible for overall quality of the deliverables.	Office of the Superintendent, Specialist: Special Executive Assistant for Strategic Reform Project Managers for Specific Assurance Reforms
Project Team	Is responsible for performing the activities necessary for implementation of the project.	TBD
Key Stakeholders	Provides expert understanding of their organization and represents area for which the project is intended to support/serve.	Superintendent, Assistant Superintendents, Complex Area Superintendents, Directors

Project Scope and Schedule Summary:

					May 12, 2010	
Project Schedule/Status Report						
Office of Superintendent Reorganization Plan		**Submitted by: Robert Campbell**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
1.0	**Reorganization Plan**					
1	Convene small workgroup	Superintendent	April 2010	June 2010	25%	
2	Draft reorganization plan	R Campbell	May 2010	May 2010		
3	Discussion with Directors and Assist Sup	Superintendent	May2010	June 2010		
4	Final Plan	Superintendent	June 2010	June 2010		
5	Memo to BOE	R Campbell	June 2010	June 2010		
6	Consult and Confer	R Campbell	June 2010	June 2010		
7	Final BOE approval	Superintendent	July 2010			

Project Schedule/Status Report						
Office of Strategic Reform		**Submitted by: Robert Campbell**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
2.0	**Office of Strategic Reform**					
1	Develop SEASR position description	R. Campbell			100%	April 2010
2	Fill SEASR position	Superintendent	May 2010	June 2010		

3	Develop Special Assistant position description	SEASR	June 2010	July 2010		
	Establish Special Assistant Positions	SEASR	June 2010	July 2010		
4	Fill Special Assistant Positions	SEASR	Aug 2010	Aug 2010		
5	Place Special Assistant Positions	SEASR	Aug 2010	Sept 2010		
6	OSR Operating Procedures	SEASR	June 2010	Aug 2010		

Project Schedule/Status Report						
Community Engagement Plan		**Submitted by: Robert Campbell**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
3.0	**Community Engagement Plan**					
1	Identification of key stakeholder groups	SEASR	June 2010	Aug 2010		
2	Identification of key progress indicators	SEASR Reform Plan Leads	July 2010	Sept 2010		
3	Alignment of communication medium and stakeholder groups	SEASR Comm Director	July 2010	Aug 2010		
4.	Monitoring plan to ensure each Reform Action Plan area actively and effectively engages stakeholders.	SEASR	Sept 2010	Oct 2010		
5	Engagement and Communication Plan	SEASR	July 2010	Sept 2010		

Project Dependencies and Assumptions:

Dependency/Assumption (brief description)	**Degree of Impact**
The success of this project depends upon the support of the Superintendent and Deputy Superintendent	HIGH
The success of this project depends upon the development and implementation of a Balanced Scorecard aligning performance measures to the HIDOE strategic plan	HIGH
The success of this project depends upon HIDOE adoption of a Project Management Oversight Committee approach for monitoring and support key strategic plan initiatives.	HIGH

Hawaii DOE

High Quality Standards and Assessments Tied to a Common Curriculum

PROJECT CHARTER

Updated May 12, 2010

This project supports the following Department of Education Strategic Objective(s):
(Check all that apply)

- ✓ **Goal 1 – Improve Student Achievement Through Standards Based Education**
- ✓ **Goal 2 – Provide Comprehensive Support for All Students**
- ✓ **Goal 3 – Continuously Improve Performance and Quality**

Introduction:

Under the current system of standards and assessment, Hawaii has shown consistent growth across grades and subjects for the past three years. As an Achieve State participating in the American Diploma Project, it is clear that increased student achievement must be measured against a common set of standards with international benchmarks that ensure students are college and career ready. The internationally benchmarked common standards support the Literacy framework already established in the Department.

To that end, Hawaii is among 48 states participating in the landmark Common Core State Standards Initiative led by the National Governors Association and Council of Chief State School Officers, in partnership with Achieve, ACT, and the College Board. By collaborating across state lines to adopt common standards, states will finally be able to compare "apples to apples" when looking at achievement and attainment results. In addition, states will be able to build better assessments and leverage a range of other high-quality tools designed to help educators and students succeed. Teacher standards for preparation and performance, curriculum tools and student supports, and professional development strategies all can be based on the same foundation of evidence-based, internationally-benchmarked expectations.

Project Description:

The purpose of this project charter is to provide a high-quality plan for supporting a statewide transition to and implementation of a common set of high quality K-12, internationally benchmarked standards that build toward college and career readiness by the time of high school graduation, and high quality assessments tied to these standards.

Desired Results:

1	Adoption of a common set of high quality K-12, internationally benchmarked standards that build toward college and career readiness by the time of high school graduation, and high quality assessments (formative, interim, and summative) tied to these standards.
2	English language arts and mathematics teachers implement a common statewide curriculum (called the Common Core Curriculum) based on K-12 Common Core State Standards with fidelity and confidence.
3	In alignment with the State Strategic Plan, and Literacy framework, integration of the Common Core Literacy Standards with all content areas, and shared responsibility by all teachers to develop K-12 graduates who are ready for college, career, and citizenship.

Deliverables:

1	**K-12 Common Core State Standards** in English language arts and mathematics, and **Grade 6-12 Literacy Standards** for Science and Social Studies* [There is a real concern regarding state adoption of CCSS but will not have tools for teachers until 2 years AFTER the adoption.]
2	**Common Core State Assessment** in English language arts and mathematics (to replace the Hawaii State Assessment in SY 2013-14) and **end-of-course exams**
3	Statewide "**Common Core Curriculum"** based on the K-12 CCSS and Literacy

	framework in English language arts and mathematics and state-adopted **Common Core Instructional Materials** **[NOTE:** The components of the Common Core Curriculum include the Standards (and support documents, such as a crosswalk to HCPS III, that help teachers to understand the standards), a Curriculum Framework (showing the clustering and sequencing of the Standards), state-adopted instructional materials aligned to the Curriculum Framework, and supplemental resources (digitally available instructional resources, teacher-developed units or lessons)]
4	**DSI** to support classroom/formative and interim assessments to inform teachers and schools of student progress toward attainment of CCSS [see project charter for DSI]
5	Ongoing, online, and in-time training and support infrastructure for teachers (e.g., professional learning communities, blogs, online technical support, tri-level support)
6	More robust **Comprehensive Student Support System / Response to Intervention System** and safety net for struggling learners

Project Organization:

Role	Description	Staff Assigned
Sponsors (member of Executive Staff)	Has ultimate authority over and is responsible for a project and/or a program, its scope & deliverables.	Ronn Nozoe
Project Managers	Develops and maintains Project Charter and project schedules, executes project reviews, tracks & disposes of issues & change requests, manages the budget, and is responsible for overall quality of the deliverables.	Daniel Hamada Katherine Sakuda Cara Tanimura
Project Team	Is responsible for performing the activities necessary for implementation of the project.	Kent Hinton Monica Mann OCISS & SAS specialists
Key Stakeholders	Provides expert understanding of their organization and represents area for which the project is intended to support/serve.	School/Complex/State Literacy Team Leaders • Sandy Taosaka • Clayton Kaninau • Sean Doi • Robyn Honda • Rochelle Yamashita P-3 (Hugh Dunn) CRDG (Donald Young)

May 2010

Project Schedule/Status Report

Common Core State Standards

Submitted by: Cara Tanimura

Acronyms used throughout project schedule:
CCSS = Common Core State Standards
HCPS III = Hawaii Content and Performance Standards III
CCSSO = Council of Chief State School Officers
NGA = National Governors Association

Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (% complete)	Actual Date Completed
1.0	**K-12 Common Core State Standards** in English language arts and mathematics, and **Grade 6-12 Literacy Standards** for Science and Social Studies					
1.1a	Develop K-12 CCSS via participation in multi-state Common Core State Standards Initiative	Dewey Gottlieb Petra Schatz	11/2009	4/30/2010	100%	
1.1b	Develop crosswalk document to show alignment and gaps between HCPS III and CCSS (implication for Item #2.0)	Dewey, Petra w/ Don Young (CRDG)	5/2010	8/31/2010		
1.1c	BOE adopt CCSS for implementation beginning SY 2011-12	Daniel Hamada		5/31/2010		
1.1d	Formal notice of Board adoption to CCSSO/NGA	Bob Campbell		5/31/2010		
1.2a	Develop a communication and rollout plan – convene representative stakeholders at all levels of the tri-level system to collegially plan for the rollout of the CCSS (cross-reference w/ Item 5.0)	Daniel Hamada Sandy Goya	5/1/2010	8/31/2010		
1.2b	Presentation to Leadership Team	Daniel Hamada & staff		9/15/2010		
1.2c	Communicate rollout plan with stakeholders and the community	Daniel Hamada Sandy Goya	9/15/2010	9/30/2010		

Project Scope and Schedule Summary:

Project Schedule/Status Report						
Common Core State Assessments and End of Course Exams		**Submitted by: Cara Tanimura** **Acronyms used throughout project schedule:** ***CCSS = Common Core State Standards*** ***HSA = Hawaii State Assessment*** ***HCPS III = Hawaii Content and Performance Standards III***				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Date Completed**
2.0	**Common Core State Assessment** in English language arts and mathematics (to replace the Hawaii State Assessment in SY 2013-14) and **end-of-course exams**					
2.1a	Apply for RTTT Assessment grant via multi-state consortium (SMARTER Balanced Consortium)	Cara Tanimura	12/2009	6/30/2010		
2.1b	Development of Common Core Multi-state Assessment (first operational assessment)	Cara	7/2010	12/2012		
2.1c	Administer field test of Common Core Multi-State Assessment	Cara	8/2013	5/2014		
2.1d	Administer operational Common Core Multi-State Assessment	Cara	8/2014	5/2015	ongoing	
2.2a	Redesign HSA blueprint for "bridge" HSA for SY 2011-12 and 2012-13 assessment to map current HSA assessment items with CCSS	Cara, Kathy Sakuda, content specialists and staff	6/1/2010	10/31/2010		
2.2b	Administer "bridge" HSA with existing HSA items mapped to CCSS for SY 2011-12 and 2012-13	Cara	8/2011	5/2013		
2.3a	Administer Algebra II End-of-Course Exam	Cara	5/2008	ongoing		
2.3b	Administer Biology End-of-Course Exam	Cara	2/2010	ongoing		
2.3c	Administer Algebra I End-of-Course Exam	Cara	8/2011	ongoing		
2.3d	Develop End-of-Course Exams for Geometry, Expository Writing, Chemistry, Physics, U.S. History, and World History	Cara	12/2010	5/2012		
2.3e	Field-test End-of-Course Exams for Geometry, Expository Writing, Chemistry, Physics, U.S. History, and World History	Cara	8/2012	5/2013		
2.3f	Administer End-of-Course Exams for Geometry, Expository Writing, Chemistry, Physics, U.S. History, and World History	Cara	8/2013	ongoing		

Project Schedule/Status Report						
Common Core Curriculum		**Submitted by: Cara Tanimura** **Acronyms used throughout project schedule:** ***CCSS = Common Core State Standards*** ***HSA = Hawaii State Assessment*** ***HCPS III = Hawaii Content and Performance Standards III*** ***EO = Educational Officer*** ***ELL = English Language Learner*** ***SPED = Special Education*** ***OCISS = Office of Curriculum, Instruction and Student Support*** ***CDLM = Curriculum Development and Learning Management***				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Date Completed**
3.0	Statewide "**Common Core Curriculum"** based on the K-12 CCSS and Literacy framework in English language arts and mathematics and state-adopted **Common Core Instructional Materials** **[NOTE:** The components of the Common Core Curriculum include the Standards (and support documents, such as a crosswalk to HCPS III, that help teachers to understand the standards), a Curriculum Framework (showing the clustering and sequencing of the Standards), state-adopted instructional materials aligned to the Curriculum Framework, and supplemental resources (digitally available instructional resources, teacher-developed units or lessons)]					
3.1	**Development in collaboration with multi-state collaborative and implementation of Common Core Curriculum based on the K-12 CCSS in English language arts and mathematics**	Daniel Hamada, Kathy Sakuda, content specialists and staff	6/2010	4/2011		
3.1a	Disseminate initial components of the Common Core Curriculum (includes HCPS III/CCSS crosswalk, Curriculum Framework as developed by multi-state collaborative, transition plans and timeline, implementation timeline, CCSS website, resources) [work in concert with other states for the development of the components of the toolkit]	Dewey Gottlieb, Petra Schatz, SPED staff, ELL staff, Title I staff	6/2010	10/2012		
3.1b	Establish a process for collecting exemplary contextual/cultural/ relevant ("Quad D") instructional units/lessons that teachers use to supplement/enhance the Common Core Curriculum (includes student work exemplars) and making the units/lessons accessible (via CDLM framework when that functionality becomes available)	Dewey Gottlieb, Petra Schatz	7/2010	8/2010		
3.1c	Operationalize process described in 3.1b above.	Dewey Gottlieb, Petra Schatz	8/2010	ongoing		
3.1d	Review/modify and then migrate elements of the Instructional Map into the CDLM framework when that functionality becomes	Dewey Gottlieb, Petra Schatz	8/2010	ongoing		

	availability					
3.2	**Adoption of CCSS instructional materials developed in concert with other consortia states for K-5, 6-8, and high school in English language arts and mathematics**	Dewey Gottlieb, Petra Schatz, SPED, ELL, Title I	7/2010	5/2011		
3.2a	• Develop adoption process and criteria for selecting new instructional materials (allow for tri-level input) • Approval of the process (procurement, Attorney General, Board of Education)	Donna Shiroma w/ Don Young, Dewey, Petra	8/2010	5/2011		
3.2b	Prepare for purchasing of adopted instructional materials and training to implement materials (needs to be included in schools' 2012-13 Academic/Financial Plans to allow for materials to be purchased in Spring 2012 for implementation in SY 2013-14)	Principals	8/1/2011	12/31/2011		
3.2c	Conduct instructional materials review process, and recommendation for adoption	Donna w/ CRDG	1/1/2011	5/31/2012		
3.2d	Purchase instructional materials (State w/ Districts to coordinate bulk purchases) so that school receive materials in Spring 2013	Donna	6/1/2012	11/30/2012		
3.2e	Prepare for rollout of instructional materials (update Curriculum Framework and other support documents) for training to begin in Spring 2013 for implementation in SY 2013-14	Kathy Sakuda & OCISS specialists in collaboration with professional developers from instructional materials purchased	6/1/2012	12/31/2012		
3.2f	Execute rollout and begin professional development for implementing adopted instructional materials	Tri-level	1/1/2013	6/30/2013		

Project Schedule/Status Report						
Data for School Improvement		**Submitted by: Cara Tanimura** **Acronyms used throughout project schedule:** ***CCSS = Common Core State Standards*** ***HSA = Hawaii State Assessment*** ***HCPS III = Hawaii Content and Performance Standards III*** ***OCISS = Office of Curriculum, Instruction and Student Support*** ***DSI = Data for School Improvement*** ***CDLM = Curriculum Development and Learning Management***				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Date Completed**
4.0	**Data for School Improvement (DSI)** to support classroom/formative and interim assessments to inform teachers and schools of student progress toward attainment of CCSS [see project charter for DSI]					
4.1a	Develop, identify, and catalog items for the DSI (for formative/classroom assessment)	Monica Mann		ongoing		
4.1b	Training on use of DSI	Monica	6/2010	ongoing		
4.1c	Use DSI for formative assessment of CCSS in English language arts and mathematics	Teachers	7/2011	ongoing		
4.2a	Develop a platform similar to DSI, for the purpose of interim (quarterly) assessments which will be used to gauge students' progress toward meeting the targeted standards for each school term	Monica(?)	8/2010	3/2011		
4.2b	Training on use of Interim Assessment bank	Monica	6/2010	ongoing		
4.2c	Use Interim Assessments in English language arts and mathematics	Teachers	7/2011	ongoing		
4.3a	Plan for the use of the other functions in CDLM conceptual framework (such as housing curriculum units, connecting student performance on interim assessments to professional development needs)	Bob Campbell (?), OCISS content specialists	8/10	12/10		
4.3b	Plan for the use some ready-to-go functions in CDLM to support delivery of curriculum, instruction and assessment	Bob Campbell (?), OCISS content specialists	1/11	ongoing		
4.3c	Provide professional development for use of increased functionalities	Content specialists	Upon development	ongoing		
4.3d	Implement use of instructional maps and other developed tools and functionalities in classrooms.	School coaches, staff	8/2010	ongoing		

Project Schedule/Status Report						
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Date Completed**
5.0	Ongoing, online, and in-time training and support infrastructure for teachers (e.g., professional learning communities, blogs, online technical support, tri-level support)					
5.1	Communicate new Common Core responsibilities of School/Complex Literacy Leaders and School Literacy Coaches to Superintendent's Leadership Team	Daniel Hamada, Kathy Sakuda	2/1/2010	2/15/2010		
5.2	Communicate new Common Core responsibilities to School/Complex Literacy Leaders	Kathy Sakuda	2/16/2010	2/28/2010		
5.3	Training for School/Complex Literacy Leaders on effective professional development strategies	Kathy Sakuda, Don Young	3/1/2010	5/31/2010		
5.4	Establish web-based communication and support system for tri-level system	Kathy Sakuda	2/1/2010	5/31/2010		
5.5	Training for school-level coaches on effective professional development strategies	State/Complex Literacy Leaders	1/20/2010	ongoing		

Project Schedule/Status Report						
Response to Intervention Framework		**Submitted by: Cara Tanimura** **Acronyms used throughout project schedule:** ***CCSS = Common Core State Standards*** ***HSA = Hawaii State Assessment*** ***HCPS III = Hawaii Content and Performance Standards III*** ***CSSS = Comprehensive Student Support System*** ***RTI = Response to Intervention*** ***OCISS = Office of Curriculum, Instruction and Student Support***				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Date Completed**
6.0	More robust **Comprehensive Student Support System / Request to Intervention System** and safety net for struggling learners					
6.1	Review and refine CSSS Framework	OCISS				
6.2	Review and refine RTI Framework, and involve stakeholders in revising the implementation plan	OCISS	6/2010	7/2010		
6.3	Fold implementation of RTI/CSSS strategies into Common Core responsibilities and include in professional development plan as mentioned in 5.0 above.	OCISS	6/2010	12/2010		

6.4	Evaluate the effectiveness of online intervention programs in raising student achievement and develop a plan expansion/termination of programs based on the data	OCISS	6/2010	12/2010		

Project Dependencies and Assumptions:

Dependency/Assumption (brief description)	**Degree of Impact**
Development of Common Core Multi-state Assessment (this project is yet to be developed; multi-state consortia are in the process of being formed)	HIGH
CDLM Conceptual Framework – • To house the DSI Project (formative assessment) • To house Interim Assessments following DSI model • To eventually house curriculum and instructional resources that are linked to students' performance on formative and interim assessments	HIGH
Professional Development linked to licensure/certification (Part of Great Teachers Great Leaders section on Induction and PD Systems) • Training for Common Core will be mandatory for all teachers; participation is tied to teacher licensing or updates; • Training for Common Core in alignment with Literacy framework strategies to develop highly qualified and highly effective teachers • Evidence of implementation of what was learned in the training, and evidence of success, to be included in teacher portfolio as part of regular teacher evaluation cycle	HIGH
Professional Development funds for substitutes, stipends, travel-related costs, per diem, and ground transportation.	HIGH
The development, administration, scoring, and reporting of all EOCs are primarily dependent upon the availability of adequate funds as well as staffing resources.	HIGH
Decision on Biology, Physics, or Chemistry as mandatory course requirement for graduation.	HIGH

Hawaii DOE

Consolidated and Aligned Statewide Improvement Planning Process

(Balanced Scorecard and Project Management Oversight)

PROJECT CHARTER

Updated May 13, 2010

This project supports the following Balanced Scorecard Strategic Objective(s):
(Check all that apply)

- ✓ **Goal 1 – Improve Student Achievement Through Standards Based Education**
- ✓ **Goal 2 – Provide Comprehensive Support for All Students**
- ✓ **Goal 3 – Continuously Improve Performance and Quality**

Introduction:

Effective use of accurate and timely data is a necessity for student achievement and growth in the 21st century. Data-driven decision making will be the foundation of HIDOE's effective practices both at the classroom level and at the district/state office level. HIDOE has determined that balanced scorecard (BSC) is the preferred methodology to ensure that organizational performance aligns with its strategic plan and other important initiatives. BSC is a strategic planning and management system that is used extensively in business and industry, government, and nonprofit organizations worldwide to align business activities to the vision and strategy of the organization, improve internal and external communications, and monitor organization performance against strategic goals.

Project Description:

The Hawaii Department of Education (HIDOE) wishes to implement a system of aligned and consolidated district/CA/school improvement planning process in a BSC format, together with the accompanying project management process and tools required to operationalize and monitor the BSC. The Superintendent wants to capture within the BSC a balanced set of strategies and measures that define how the department will meet the mission, vision and goals of the HIDOE. This project charter defines the scope and steps necessary to implement the BSC and accompanying management processes.

Desired Results:

1	HIDOE will have a fully developed BSC that reflects the vision, mission, goals, strategies and key measures (leading and lagging indicators) of HIDOE.
2	HIDOE will have a Balanced Scorecard Process, cascaded to the CASs and schools, that aligns strategies and common measures, and that continuously monitors leading indicators and adjusts strategies to ensure that the lagging indicators are met.
3	HIDOE will have a project management oversight process for use department-wide for all major projects to ensure that the strategies in the scorecards are implemented as planned.
4	HIDOE uses the BSC and project management oversight processes as an integrated and consolidated School and District Improvement Planning process to align strategies, services, measures and funding from the state to the CASs to the schools (similar to Delaware's process).
5	HIDOE uses the BSC and project management oversight processes to ensure the commitments and expectations for the Race to the Top (RTTT) efforts are fully met.

Deliverables:

1	Consolidated and aligned district/Complex Area (CA)/school improvement planning process and tools, integrated with the fund and grant allocation process and including methods for follow-up and accountability for achieving results as defined in the school/CA/district plans.
2	Set of strategies that define how the vision, mission and goals of HIDOE's strategic plan will be accomplished.
3	Set of measures and targets (both leading and lagging indicators) that will reflect the degree to which the strategies are effective.
4	Set of projects and initiatives that are required to implement the strategies.
5	Training for the HIDOE in the concepts of the BSC and the Project Management Oversight processes.
6	Project management training for the leadership and project managers within HIDOE.
7	Roles, operating guidelines and team norms for a Project Management Oversight Committee (PMOC) to oversee the full development of the BSC and the completion of the projects and initiatives defined therein.
8	Creation of a project portal for the retention of templates, tools and documents for each active project.
9	Facilitation of the committee meetings to get the process started.

Project Organization:

Role	Description	Staff Assigned
Sponsor (member of Executive Staff)	Has ultimate authority over and is responsible for a project and/or a program, its scope & deliverables.	Kathryn Matayoshi, Interim Superintendent
Project Manager	Develops and maintains Project Charter and project schedules, executes project reviews, tracks & disposes of issues & change requests, manages the budget, and is responsible for overall quality of the deliverables.	Special Executive Assistant for Strategic Reform (TBD)
Project Team	Is responsible for performing the activities necessary for implementation of the project.	(TBD) Office of the Superintendent staff
Key Stakeholders	Provides expert understanding of their organization and represents area for which	Superintendent

	the project is intended to support/serve.	Assistant Superintendents Complex Area Superintendents Directors, Office of the Superintendent

Project Scope and Schedule Summary:

					May 2010	
Project Schedule/Status Report						
Consolidated and Aligned Statewide Improvement Planning Process		**Submitted by: Office of the Superintendent** **Acronyms used throughout project schedule:** *CA = Complex Area* *AcFin = Academic and Financial Plan* *SEA = State Education Agency* *LDS = Longitudinal data system*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
1.0	Consolidated and aligned district/CA/school improvement planning process and tools, integrated with the fund and grant allocation process and including methods for follow-up and accountability for achieving results as defined in the school/CA/district plans.					
1.1	Host AcFin (school level academic and financial) plans in a database facilitating analysis of school level components.		6/1/10	11/1/10		
1.2	Realize a single data system as a single source for SEA data.		6/1/10	11/1/10		
1.3	Develop common process and tools for integrating fund and grant allocations into AcFin plans.		7/1/10	8/30/10		
1.4	Develop a process for monitoring AcFin plans and providing constructive feedback and accountability.		7/30/10	9/1/10		
1.5	Provide training for the state and Complex Area leadership on new AcFin process and tools.		8/1/10	10/1/11		
1.6	Deliver AcFin data to schools from the LDS on a schedule that supports AcFin development.		9/1/10	7/30/11		

Project Schedule/Status Report						
Consolidated and Aligned Statewide Improvement Planning Process		**Submitted by: Office of the Superintendent**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
2.0	Set of strategies that define how the vision, mission and goals of the HIDOE's strategic plan will be accomplished.					
2.1	Identify development team and focus groups of stakeholder representatives		6/1/10	6/30/10		
2.2	Research models/strategies used by other states and districts		6/1/10	6/30/10		
2.3	Create draft set of strategies		6/15/10	7/15/10		
2.4	Focus group feedback (NOTE: these focus group members are Key Stakeholders.)		7/1/10	8/1/10		
2.5	Present final draft to leadership for approval		8/1/10	8/30/10		

Project Schedule/Status Report						
Consolidated and Aligned Statewide Improvement Planning Process		**Submitted by: Office of the Superintendent**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
3.0	Set of measures and targets (both leading and lagging indicators) that will reflect the degree to which the strategies are effective.					
3.1	Identify development team and focus groups of stakeholder representatives		6/1/10	6/15/10		
3.2	Create draft set of measures and targets		6/15/10	7/15/10		
3.3	Focus group feedback		7/15/10	8/15/10		
3.4	Present final draft to leadership for approval		8/1/10	8/30/10		

Project Schedule/Status Report						
Consolidated and Aligned Statewide Improvement Planning Process		**Submitted by: Office of the Superintendent**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
4.0	Set of projects and initiatives that are required to implement the strategies.					
4.1	Identify development team and focus groups of stakeholder representatives		6/1/10	6/15/10		
4.2	Draft list of projects and initiatives		6/15/10	7/15/10		
4.3	Prioritize list of projects and initiatives based on alignment to HIDOE strategic plan		7/1/10	7/15/10		
4.4	Focus group feedback		7/15/10	7/30/10		
4.5	Present prioritized list to leadership for approval		7/15/10	8/15/10		

Project Schedule/Status Report						
Consolidated and Aligned Statewide Improvement Planning Process		**Submitted by: Office of the Superintendent** **Acronyms used throughout project schedule:** *BSC = Balanced Scorecard*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
5.0	Training for the HIDOE in the concepts of the BSC and the Project Management Oversight processes.					
5.1	Identify trainers		7/1/10	7/15/10		
5.2	Identify target audience		7/1/10	7/15/10		
5.3	Select training presentation format (e.g. online, face to face, number of sessions, etc.)		8/1/10	8/30/10		
5.4	Develop training materials and presentation(s)		8/1/10	9/30/10		

5.5	Schedule trainings and register participants		8/1/10	9/1/10		
5.6	Conduct trainings		9/1/10	6/30/11		

Project Schedule/Status Report						
Consolidated and Aligned Statewide Improvement Planning Process		**Submitted by: Office of the Superintendent**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
6.0	Project management training for the leadership and project managers within HIDOE.					
6.1	Identify trainers		7/1/10	7/15/10		
6.2	Identify target audience		7/1/10	7/15/10		
6.3	Select training presentation format (e.g. online, face to face, number of sessions, etc.)		7/15/10	8/1/10		
6.4	Develop training materials and presentation(s)		8/1/10	9/1/10		
6.5	Schedule trainings and register participants		8/1/10	9/1/10		
6.6	Conduct trainings		9/1/10	6/30/11		

Project Schedule/Status Report						
Consolidated and Aligned Statewide Improvement Planning Process		**Submitted by: Office of the Superintendent** **Acronyms used throughout project schedule:** *PMOC = Project Management Oversight Committee* *BSC = Balanced Scorecard*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
7.0	Roles, operating guidelines and team norms for a Project Management Oversight Committee (PMOC) to oversee the full development of the					

	BSC and the completion of the projects and initiatives defined therein.					
7.1	Identify development team		6/1/10	6/15/10		
7.2	Create draft proposal of roles, operating guidelines and team norms		6/15/10	6/30/10		
7.3	Create oversight process flowchart		7/15/10	7/30/10		
7.4	Identify PMOC members		8/1/10	8/15/10		
7.5	Present final draft to leadership for approval		8/15/10	9/15/10		
7.6	Schedule and conduct the initial PMOC meeting		9/15/10	9/30/10		

Project Schedule/Status Report						
Consolidated and Aligned Statewide Improvement Planning Process		**Submitted by: Office of the Superintendent**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
8.0	Creation of a project portal for the retention of templates, tools and documents for each active project.					
8.1	Identify development team		6/1/10	6/15/10		
8.2	Research potential portal platforms		6/15/10	7/15/10		
8.3	Identify the necessary capabilities and components of the portal		7/1/10	8/1/10		
8.4	Select portal platform		8/15/10	9/1/10		
8.5	Build portal		9/1/10	11/1/10		
8.6	Train project managers to use the project portal		11/1/10	6/30/11		

Project Schedule/Status Report						
Consolidated and Aligned Statewide Improvement Planning Process		**Submitted by: Office of the Superintendent**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
9.0	Facilitation of the committee meetings to get the process started.					
9.1	Select facilitator	Superintendent	4/1/10	4/15/10	complete	4/5/10
9.2	Procure vendor, if needed	Constance Hassell	4/15/10	6/1/10	90% complete	
9.3	Train HIDOE co-facilitator, if needed		6/1/10	7/15/10		
9.4	Conduct initial committee meetings		7/15/10	8/1/10		

Project Dependencies and Assumptions:

Dependency/Assumption (brief description)	**Degree of Impact**
K12 LDS	HIGH
P20 LDS	MEDIUM
Staffing priorities	HIGH

Hawaii DOE

DSI Implementation – Initial Implementation

PROJECT CHARTER

Updated May 13, 2010

This project supports the following Balanced Scorecard Strategic Objective(s):
(Check all that apply)

- ✓ **Goal 1 – Improve Student Achievement Through Standards Based Education**
- ✓ **Goal 2 – Provide Comprehensive Support for All Students**
- ✓ **Goal 3 – Continuously Improve Performance and Quality**

Introduction:

HIDOE is seeking to upgrade and consolidate its data management systems in support of classroom and interim assessments to inform teachers and schools of student progress towards attainment of the Hawaii Content and Performance Standards (HCPS). These assessments are to provide teachers information on their students' progress towards the standards in order to plan improvements to instruction. To this end, HIDOE has adopted a Curriculum Development/Learning Management (CDLM) model to articulate the holistic vision of data management and reporting.

Project Description:

HIDOE has recently procured the Global Scholar system to support classroom assessments which inform teachers and schools of student progress towards attainment of the Hawaii Content and Performance Standards (HCPS). These assessments are to provide teachers information on their students' progress towards the standards in order to plan improvements to instruction. The Data for School Improvement (DSI) Project will address the activities needed to complete the first phase of the DSI implementation – the ability for mathematics and language arts teachers in grades 3-8, and 10 to create, deliver, score and analyze results of classroom assessments aligned to HCPS benchmarks beginning in the Fall of 2010.

Desired Results:

1	All teachers and administrators will have access to standards, curricular materials and classroom, interim, and summative assessments for use in informing instruction.
2	A suite of integrated tools to initially include assessment tool and data item bank (to include intellectual property, software and services) for student assessment. The assessment suite will have the ability to expand to the full CDLM cycle.
3	One integrated set of tools (ideally with one sign-on) for student, teacher and school data.
4	Classroom tools that are optimized for ease-of-use at the teacher level.
5	The full suite of tools will include a repository for student work to document evidence of progress and growth, to include items such as term papers, certifications, videos, recordings, work books and other projects (e.g., e-Portfolio) is included in the end vision for the CDLM.
6	Access to a rich library of high-quality items available to all teachers for use when needed to assess student progress. (Item bank)

Deliverables:

1	A set of project management tools, templates and processes that can be replicated for other HIDOE projects.
2	A DSI tool installed and configured to HIDOE specifications
3	Standards, curriculum, and assessment items loaded and available to mathematics and language arts teachers in grades 3-8 and 10.
4	20-25 Program staff trained and using the system to support the sharing of curricular materials (including assessment items)
5	20-30 Complex Area Report managers trained and using the system to support lead teachers in their Complex Area
6	Up to 500 Lead teachers throughout the schools trained and using the system to design, deliver, score and analyze classroom assessments aligned to HCPS benchmarks
7	Approximately 8,000 mathematics and language arts teachers in grades 3-8 and 10 using the system to design, deliver, score and analyze classroom assessments aligned to HCPS benchmarks
8	A set of on-line training modules for use by any teacher to learn to use the system
9	A high-level plan for 2011 and 2012 implementation

Project Organization:

Role	Description	Staff Assigned
Sponsor	Has ultimate authority over and is responsible for a project.	Dan Hamada
Project Manager	Develops and maintains Project Charter and project schedules, executes project reviews, tracks & disposes of issues & change requests, and is responsible for overall quality of the deliverables.	Geriann Hong
Project Team	Is responsible for performing the activities necessary for implementation of the project.	Darlene Pang, Monica Mann, Hilary Apana-McKee, Mel Decasa, other HIDOE team
Key Stakeholders	Provide expert understanding of their organization and represent area for which the project is intended to support/serve.	Joyce Bellino(CAS), Lisa Delong (CAS), Stephen Schatz(CAS), Darrel Galera (Principal, Justin Mew (Principal), Ruth

		Silberstein (Principal). Clayton Kaininau (SRS)

Project Scope and Schedule Summary:

						05/13/2010
Project Schedule/Status Report						
CDLM Implementation – Phase I		**Submitted by: Geriann Hong** **Acronyms used throughout project schedule:** ***PMOC = Project Management Oversight Committee*** ***CDLM = Curriculum Development Learning Management*** ***SIS = Student Information System*** ***CAR = Complex Area Report*** ***CAS = Complex Area Superintendent***				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
1.0	**Project Management Tools, Templates, Processes**					
1.1	Establish project organization chart, key personnel and roles and responsibilities	G. Hong	3/1/10	4/5/10	95%	
1.2	Develop other project tools (Project directory, meeting schedule, to-do list, meeting agenda template, issue-resolution matrix, etc.)	G. Hong	3/1/10	4/5/10	95%	
1.3	Conduct project kickoff meeting with selected project personnel	G. Hong	3/23/10	3/23/10	95%	
1.4	Set up SharePoint environment for collaboration between team members	M. Decasa	3/25/10	4/9/10		
1.5	Develop detailed project charter/project plan	G. Hong	3/25/10	4/9/10	50%	
1.6	Conduct orientation sessions for key personnel (Superintendent's cabinet, District Leadership, Department Directors and Administrators)	G. Hong	4/12/10	4/16/10	90%	
1.7	Develop project communication plan and tools	G. Hong	4/12/10	4/31/10	50%	
1.8	Monitor project status through weekly project meetings with sub-team leaders and document issues and action items	G. Hong	4/1/10	12/18/10	50%	
1.9	Provide project status reports to PMOC on a regular basis as determined by HIDOE leadership	G. Hong	4/1/10	12/18/10	50%	

Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.0	**CDLM Tool Installed**					
2.1	Complete configuration worksheets for project contact and general information	G. Hong	3/23/10	4/9/10	75%	
2.2	Complete configuration worksheets for curriculum structure and grading criteria	D. Pang	3/23/10	4/9/10	75%	
2.3	Complete configuration worksheets for assessment items	M. Mann	3/23/10	4/9/10	50%	
2.4	Complete configuration worksheets for SIS interface questions	J. Fukada	3/23/10	4/9/10	50%	
2.5	Complete configuration worksheets for other technical questions	M. Decasa	3/23/10	4/9/10	50%	
2.6	Verify configuration worksheets	HI and GS PM's	4/12/10	4/16/10	50%	
2.7	Install and configure software	GS	4/19/10	4/20/10	In progress	
2.8	Configure Integration Service	GS	4/21/10	4/21/10	In progress	
2.9	Conduct Technical Training	GS	4/22/10	4/22/10	Upcoming	
2.10	Run import from SIS	GS	4/26/10	4/26/10	Upcoming	
2.11	Verify SIS import	J. Fukada	4/27/10	4/28/10	Upcoming	
2.12	Generate classes	GS	4/29/10	4/29/10	In progress	
2.13	Verify classes	J. Fukada	5/3/10	5/4/10	In progress	

Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
3.0	**Standards, Curriculum, and Assessment Items Loaded**					
3.1	Identify standards, benchmarks, curriculum, resources to be loaded	D. Pang	4/12/10	4/16/10	90%	
3.2	Identify assessment items to be loaded	M. Mann	4/12/10	4/16/10	90%	
3.3	Create mastery scales	GS	4/19/10	4/19/10	In progress	

3.4	Import standards	GS	4/19/10	4/19/10	In progress	
3.5	Import assessment items	GS	4/26/10	4/27/10	In progress	
3.6	Verify assessment items	M. Mann	4/28/10	4/29/10	In progress	

Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
4.0	**Program staff trained and using the system**					
4.1	Schedule rooms for program staff training	D. Pang	4/1/10	4/8/10	95%	
4.2	Identify and invite program personnel to be trained	D. Pang	4/19/10	4/22/10	95%	
4.3	Develop training curriculum	D. Pang	4/22/10	4/22/10	75%	
4.4	Hold training sessions for program staff	Global Scholar	5/19/10	5/22/10	Upcoming	
4.5	Evaluate training sessions and improve curriculum as necessary	D.Pang Global Scholar	5/22/10	6/03/10	Upcoming	

Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
5.0	**Complex Area Report managers trained and using the system**					
5.1	Develop training plan	H. Apana-McKee	4/22/10	5/10/10	In progress	
5.2	Schedule rooms for CAR manager training	H. Apana	5/1/10	5/22/10	In progress	
5.3	Identify and invite CAR personnel to be trained	CASs	5/1/10	5/14/10	In progress	
5.4	Develop training curriculum	Global Scholar HDOE	5/1/10	6/1/10	In progress	
5.5	Hold training sessions for CAR personnel	Global Scholar H APANA	6/17/10	6/18/10	Upcoming	
5.6	Evaluate training sessions and improve curriculum as necessary	Global Scholar HDOE	6/18/10	6/25/10	Upcoming	

Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
6.0	**Lead teachers throughout the schools trained and using the system**					
6.1	Lead teachers identified by CASs	H. Apana-McKee	5/15/10	6/15/10	upcoming	

Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
7.0	**All mathematics and language arts teachers in grades 3-8 and 10 using the system**					
7.1	Conduct training	H. Apana-McKee Global Scholar	6/15/10-	8/1/10	upcoming	

Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
8.0	**A set of on-line training modules**					
8.1	Materials made available	GS	8/1/10	8/15/10	Upcoming	
8.2	Distribution of materials	H. Apana-McKee	8/15/10	12/30/10	Upcoming	

Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
9.0	**A high-level plan for 2011 and 2012 implementation**					
9.1	Document CDLM Implementation status and highlight lessons learned	G. Hong	11/15/10	11/30/10	Upcoming	
9.2	Develop high-level plan for Phase II and Phase III implementation	G. Hong	12/1/10	12/15/10	Upcoming	

Project Dependencies and Assumptions:

Dependency/Assumption (brief description)	**Degree of Impact**
State, complex, and school level commitment	HIGH
Adequate time for planning and development of outcomes	HIGH
Adequate staff and resources for systems implementation	HIGH
Identified Staff for ongoing support to schools	HIGH

Hawaii DOE

K-12 Longitudinal Data System

PROJECT CHARTER

Updated May 13, 2010

This project supports the following Balanced Scorecard Strategic Objective(s):
(Check all that apply)

- ✓ **Goal 1 – Improve Student Achievement Through Standards Based Education**
- ✓ **Goal 2 – Provide Comprehensive Support for All Students**
- ✓ **Goal 3 – Continuously Improve Performance and Quality**

Introduction:

Similar to many organizations who were early adopters of the "data driven decision-making" movement, the Hawaii Department of Education (HIDOE) has begun to realize the limitations of using cross-sectional data analyses for critical decisions. National movement towards the use of growth models and four-year graduation rates show that increased validity in measuring educational achievement will come from the ability to analyze student-level longitudinal data.

The objectives proposed for this project will build upon the success of past efforts in information systems implementations as well as current efforts to capture instructional practice including the implementation of standardized statewide secondary course codes. The project will focus on increasing the quality of data collected, interoperability of data between systems, analysis of data over time and most importantly moving the use of data from operational and accountability purposes towards strategic usage in increasing student achievement.

Project Description:

This project will facilitate the development of a K12 Statewide Longitudinal Data System (SLDS) supporting the appropriate use by stakeholders of system data to inform instruction, refine educational practices, and facilitate effective school improvement processes.

Desired Results:

1	The quality of data collected, the interoperability of data between systems, and the analysis of data over time will increase.
2	The use of data will be moved from operational and accountability purposes towards strategic usage in increasing student achievement.
3	End users of the system will be trained and supported.
4	Data integrity, privacy and confidentiality policies and procedures will be fully implemented.
5	Longitudinal data within a balanced scorecard will be an embedded component of the school improvement process including project management oversight.

Deliverables:

1	Planning the SLDS – Documentation of the planning process, including the system and data requirements, common indicators, and an implementation plan supporting stakeholder use of the data within the school improvement process.
2	Design & Develop the SLDS – Documentation of the SLDS design, business rules, and reporting tools that support use of a balanced scorecard in the school improvement process.

3	Implement the SLDS – A fully functioning and operational SLDS with trained end-users who use the longitudinal data system to inform instruction supporting improved student performance and educational practices within HIDOE.
4	SLDS Analysis & Supports – Data analysis tools linked to school improvement planning and stakeholders trained in the appropriate use of data, the longitudinal data system, and the system's reporting tools.
5	Data Quality & Integrity – Stakeholders understand the importance of data quality and integrity in the interpretation of data and adhere to established data quality practices and audit procedures,
6	Data Security & Privacy – Role-based access for stakeholders that meets all security and privacy requirements facilitating user-friendly access for stakeholders monitoring the progress of system indicators, including student level indicators, in a safe environment.
7	Framework for Addressing Evolving LD Needs – Established tools and processes for identifying future data needs of stakeholders as well as developing and producing analyses and reports that meet the stakeholders needs in a timely manner.

Project Organization:

Role	Description	Staff Assigned
Sponsor (member of Executive Staff)	Has ultimate authority over and is responsible for a project and/or a program, its scope & deliverables.	Christina Tydeman
Project Manager	Develops and maintains Project Charter and project schedules, executes project reviews, tracks & disposes of issues & change requests, manages the budget, and is responsible for overall quality of the deliverables.	Dean Yoshida
Project Team	Is responsible for performing the activities necessary for implementation of the project.	Dean Yoshida Justin Katahira Nicholas Chang
Key Stakeholders	Provides expert understanding of their organization and represents area for which the project is intended to support/serve.	Daniel Hamada (OCISS) Cara Tanimura (SAO) Stephen Schatz (CAS)

Project Scope and Schedule Summary:

					May 2010	
Project Schedule/Status Report						
K12 Longitudinal Data System		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *SLDS = Statewide Longitudinal Data System* *DOE = Department of Education* *EAI = enterprise application integration* *SIF = School Interoperability Framework* *SOA = service-oriented architecture* *ODS = operational data store* *P20 = Preschool through graduate-level college program and workforce*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
1.0	Planning the SLDS					
1.1	Develop a revised project plan and review with the SLDS Advisory Committee & Data Management Committee	Dean	12.01.09	04.02.12	30% complete	
1.2	Work with the Data Management Committee and Data Stewards to review the list of district and school functions (processes) and prioritize those that should be supported by the SLDS data warehouse.	Justin	12.1.09	08.13.10	50% complete	
1.3	Work with the Complex Area Superintendents and selected principals to review the list of district and school functions (processes) and prioritize those to be supported by the SLDS data warehouse.	Justin	12.15.09	08.15.10	50% complete	
1.4	Develop a set of common indicators for the HIDOE, Complex Areas and Schools to be informed by the SLDS, similar to the work done in the Delaware DOE	Christina	12.15.09	08.15.10	20% complete	
1.5	Develop process and requirements for obtaining and storing college entrance exam scores	Christina	12.15.09	08.15.10	complete	5/3/10

1.6	Develop requirements for an improved charter school interface and data gathering/cleansing process	Eric	01.15.10	10.1.10	50% complete	
1.7	Develop the requirements for an improved enterprise application integration (EAI) strategy (e.g., SIF or SOA) for connecting the HIDOE student and certification systems to improve data sharing, quality and access to the SLDS.	Eric	01.15.10	10.1.10	50% complete	
1.8	Develop the requirements for a consolidated operational data store (ODS) for student and teacher certification data, to include a data cleansing tool.	Eric	01.15.10	05.15.10	complete	3/31/10
1.9	Develop requirements for an improved data exchange with the P-20 SLDS	Gary & Christina	06.01.10	12.31.10		
1.10	Develop specs for a Financial data mart working with the P-20 team	Christina	04.01.11	04.01.12		
1.11	Document and prioritize the data entities needed to support 1.2 thru 1.10 and identify the source systems of record	Dean	12.15.09	03.15.12	30% complete	

Project Schedule/Status Report						
K12 Longitudinal Data System		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *SLDS = Statewide Longitudinal Data System* *EAI = enterprise application integration* *ODS = operational data store* *ETL = extract, transform, load*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
2.0	Design & Develop the SLDS					
2.1	Design and implement the improved charter school data collection process	Eric	03.15.10	09.15.11	50% complete	
2.2	Design and cost the EAI and data cleansing system	Eric	03.15.10	09.15.10	75% complete	
2.3	Acquire the hardware and software for the EAI system	Eric	08.15.10	02.15.11		

2.4	Implement the EAI system phase I as a pilot and proof of concept	Eric	02.15.10	12.31.10	20% complete	
2.5	Evaluate pilot and modify plans as appropriate	Eric	02.15.10	05.15.10	20% complete	
2.6	Implement EAI system phase II - full production	Eric	05.15.11	08.15.11		
2.7	Design and build the ODS and expand the current data model as necessary for a new data build(s) (as prioritized above) and develop the business rules for moving data into the data warehouse.	Eric	12.16.09	06.01.12	30% complete	
2.8	Establish the business rules for data transfer and load into data warehouse.	Gary	12.15.09	01.15.11	40% complete	
2.9	Establish the types of reports and the business rules for developing the reports	Christina	12.15.09	09.01.10	30% complete	
2.10	Build Extract, Transform, Load (ETL) routines	Eric and Gary	08.01.10	12.01.10		
2.11	Test ETL routines	Eric and Gary	12.01.10	02.01.11		
2.12	Move data into data warehouse	Eric and Gary	02.01.11	05.01.11		
2.13	Build first set of reports	Gary	03.01.11	05.01.11		
2.14	Test reports	Gary	03.01.11	05.01.11		
2.15	Select a pilot group for rollout	Christina	10.31.09	12.15.09	complete	12/3/09
2.16	Train pilot group on reports, data access, data use	Justin	05.01.11	07.15.11		
2.17	Support pilot group in their initial use of the data.	Justin	05.01.11	06.01.12		
2.18	Revise reports, training materials per the pilot group feedback	Justin	07.01.11	10.01.11		

Project Schedule/Status Report						
K12 Longitudinal Data System		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *SLDS = Statewide Longitudinal Data System*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
3.0	Implement the SLDS					

3.1	Establish rollout plan	Dean	06.01.10	09.01.10		
3.2	Develop longitudinal data analysis mechanisms	Christina	07.01.10	03.01.11		
3.3	Develop end-user training curriculum for the use of the SLDS in conjunction with HIDOE data driven decision-making efforts	Christina	02.01.11	05.01.11		
3.4	Conduct training	Justin	05.01.11	07.01.11		
3.5	Support new users	Christina	07.01.11	06.01.12		

Project Schedule/Status Report						
K12 Longitudinal Data System		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *SLDS = Statewide Longitudinal Data System*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
4.0	SLDS Analysis & Supports					
4.1	Develop data analysis tools and processes	Gary	07.01.10	03.01.11		
4.2	Establish a team of data analysts and report developers	Gary	06.01.10	07.01.10		
4.3	Establish a process for requesting data reports	Justin	03.01.11	05.01.11		
4.4	Build link to school improvement planning process and tool	Gary	03.01.11	05.01.11		

Project Schedule/Status Report						
K12 Longitudinal Data System		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *ACCN = Authorized Courses and Code Numbers* *SLDS = Statewide Longitudinal Data System*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
5.0	Data Quality & Integrity					
5.1	Provide training on data quality procedures, policies, tools and responsibilities	Justin	05.01.11	06.01.12		
5.2	Implement data quality and audit procedures for student unique identifier	Christina	07.01.11	09.01.11		
5.3	Establish clear definition of teacher of record	Christina	06.01.11	08.01.11		
5.4	Crosswalk ACCNs to earlier course code definitions	Christina	07.01.11	09.01.11		
5.5	Investigate processes and tools for further improving the Student-Teacher data link	Justin	12.15.09	06.01.12	25% complete	
5.6	Research and acquire data cleansing tools for the SLDS	Dean	12.15.09	03.01.10	complete	2/15/10
5.7	Research existing policies and procedures in other organizations (education, corporate utilizing Sarbanes-Oxley regulations)	Justin	12.15.09	03.01.10	complete	1/19/10
5.8	Modify/update existing HIDOE policies and procedures related to data quality & integrity	Christina	06.01.10	06.01.12		
5.9	Select technical controls for inclusion in SLDS development utilizing auditing for monitoring data quality and integrity	Gary/Christina	12.15.09	03.01.12	40% complete	

Project Schedule/Status Report						
K12 Longitudinal Data System		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *HIPAA = Health Insurance Portability and Accountability Act* *SLDS = Statewide Longitudinal Data System*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
6.0	Data Security & Privacy					
6.1	Research existing policies and procedures in other organizations (education, healthcare using HIPAA)	Justin	12.15.09	03.01.12	30% complete	
6.2	Modify/update existing HIDOE policies and procedures related to security & privacy	David/Christina	06.01.10	06.01.12		
6.3	Select technical controls for inclusion in SLDS development utilizing auditing for monitoring security and privacy	Gary/Christina	12.15.09	05.01.11	20% complete	
6.4	Improve role based access for teachers, administrators and support personnel	Mike Y.	12.15.09	12.15.11	10% complete	
6.5	Establish portal access to pre-set and custom queries from role-based security	Mike Y.	12.15.09	12.15.11	10% complete	

Project Schedule/Status Report						
K12 Longitudinal Data System		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *LD = longitudinal data*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
7.0	Framework for Addressing Evolving LD Needs					
7.1	Develop standard practice (process/templates) for capturing data need and transforming into an analysis	Gary	07.01.10	03.01.11		

Project Dependencies and Assumptions:

Dependency/Assumption (brief description)	**Degree of Impact**
Knowledge of DOE Data Warehouse project goals & plans	MEDIUM
Knowledge of ARRA Longitudinal data Requirements	MEDIUM
Knowledge of P20 project goals & plans	MEDIUM

Hawaii DOE

P-20 Statewide Longitudinal Data System

PROJECT CHARTER

Updated May 13, 2010

This project supports the following Balanced Scorecard Strategic Objective(s):
(Check all that apply)

- ✓ **Goal 1 – Improve Student Achievement Through Standards Based Education**
- ✓ **Goal 2 – Provide Comprehensive Support for All Students**
- ✓ **Goal 3 – Continuously Improve Performance and Quality**

Introduction:

Tracking students longitudinally throughout Hawai'i's educational systems has been a decade-long goal for a number of stakeholders. This design for a P20 LDS culminates legislative directives, needs analyses and proof of concept projects to analyze longitudinal student data between K-12 and postsecondary. The current status of the state's educational data systems, groundwork laid for linking K-12 and postsecondary data, the state's inter-agency educational policy actions supported by Hawai'i P-20, and demands of accountability locally and nationally via the American Recovery and Reinvestment Act (ARRA) and No Child Left Behind (NCLB) poise the state to make a significant breakthrough in using longitudinal data to inform practice, policy and decision making.

Project Description:

The goal is to develop and implement a robust data system that longitudinally tracks an individual from early childhood to K-12 to higher education and into the workforce. Ho'okele focuses on using inter-agency individual-level data throughout the educational pipeline from early childhood education through workforce development to:

- Make data transparent, accessible in secure environments and action-able for multiple stakeholders;
- Evaluate the impact of programs, policies, interventions and resource allocations on educational attainment and workforce development;
- Inform decision making for governance, management, resource allocation, student choices, curriculum and instruction;
- Improve the quality and efficiency of data analyses and reporting.

Desired Results:

1	Allow for the review and evaluation of student progress and outcomes over time including student preparation for college and career and students' readiness for kindergarten.
2	Allow for the exchange of data to inform policy and practice among agencies and institutions within and between the State(s) by supporting standard data structures, formats and definitions that will ensure linkage among various levels and types of data.
3	Allow for the linking of teachers with student-level data.
4	Allow for the linking of information on teacher certification, as well as the linking of teachers to teacher preparation programs with student level data.
5	Enable user-friendly data/report generation in order to inform decision-making for continuous improvement.

6	Inclusion of data quality/validation process(es) to ensure data integrity, consistency and accuracy.
7	Enable the State to meet reporting requirements, especially on metrics established for the State Fiscal Stabilization Fund.
8	Enable the matching of students from early childhood education, K-12, postsecondary to the workforce from existing data sources.

Deliverables:

1	Documentation of a P20 data governance structure including protocols and data sharing agreements.
2	Documentation of a technology infrastructure representing the P20 educational pipeline from early childhood through the workforce with flexibility to include planned and additional data sources and elements.
3	Collection of P20 education and workforce data.
4	Reporting tools for P20 longitudinal data analyses and output.
5	Documentation of quality data use for critical decision-making.
6	Participation in the Western Interstate Commission on Higher Education (WICHE) development of the "Multi-State Human Capital Development Data System" to pilot a multi-state data exchange of K-12, postsecondary education and workforce.

Project Organization:

Role	Description	Staff Assigned
Sponsor (member of Executive Staff)	Has ultimate authority over and is responsible for a project and/or a program, its scope & deliverables.	Kathryn Matayoshi
Project Manager	Develops and maintains Project Charter and project schedules, executes project reviews, tracks & disposes of issues & change requests, manages the budget, and is responsible for overall quality of the deliverables.	Christina Tydeman
Project Team	Is responsible for performing the activities necessary for implementation of the project.	Hawaii P-20
Key Stakeholders	Provides expert understanding of their organization and represents area for which the project is intended to support/serve.	Jean Osumi (P-20), Pearl (DLIR), Gary Sanehira (OITS)

Project Scope and Schedule Summary:

					May 2010	
Project Schedule/Status Report						
P-20 Statewide Longitudinal Data System		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *P20 = Preschool through graduate-level college program and workforce*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
1.0	**Documentation of a P20 data governance structure including protocols and data sharing agreements.**					
1.1	Form and support a P20 data governance structure that includes inter-agency committees		6/1/10	5/1/11		
1.2	Establish and implement a P20 data use training and certification program for staff contributing to the data systems to ensure the quality and integrity of the data and to support the appropriate use of data.		12/1/10	5/1/13		
1.3	Develop and support P20 data governance policies to facilitate data sharing and reporting while maintaining security and privacy.		6/1/10	5/1/12		

Project Schedule/Status Report						
P-20 Statewide Longitudinal Data System		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *P20 = Preschool through graduate-level college program and workforce* *MOU = Memorandum of Understanding* *NCES = National Center for Education Statistics*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
2.0	**Documentation of a technology infrastructure representing the P20 educational pipeline from early childhood through the workforce with flexibility to include planned and additional data sources and elements.**					
2.1	Install, implement and populate P20 data warehouse with data currently available from agency systems as per existing MOU.		6/1/10	9/1/12		
2.2	Identify databases and data elements in each agency and establish a P20 metadata dictionary to facilitate data transfer, reporting flexibility, transparency across stakeholders, and data quality as well as reduce redundancy.		11/1/10	3/1/11		
2.3	Implement NCES data definitions, formats and standards to increase the interoperability of data across agency databases and to advance interoperability within the state, regionally and nationally.		11/1/10	3/1/11		
2.4	Implement a P20 student identifier that incorporates protocols for linking data across different data sources which enables student-level tracking across the P20 continuum and increases student privacy.		10/1/10	3/1/11		

Project Schedule/Status Report						
P-20 Statewide Longitudinal Data System		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *P20 = Preschool through graduate-level college program and workforce* *LDS = Longitudinal data system* *CSAO = Charter School Administrative Office* *GED = General Equivalency Diploma* *HTSB = Hawaii Teacher Standards Board*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
3.0	**Collection of P20 education and workforce data.**					
3.1	Recommend strategies for collecting and reporting early childhood program data to the Hawaii Early Learning Council, State Legislature and relevant state agencies to expand the P20 LDS to include children's early childhood program experiences.		6/1/10	12/1/12		
3.2	Develop and implement process(es) for the CSAO to transmit quality data from public charter schools to the State Education Agency's data warehouse to include required essential data elements from charter school students in the P20 LDS.		6/1/10	5/1/13		
3.3	Collect and incorporate student-level data not currently collected or archived systematically by HIDOE into the P20 LDS, including College Board exams, National Student Clearinghouse college enrollment and completion data and General Equivalency Diploma (GED) awards.		6/1/10	5/1/11		
3.4	Clean and format archival student-level data from legacy K-12 systems and postsecondary data not included in current transactional databases and operational data stores.		6/1/10	5/1/11		
3.5	Develop plan to incorporate Armed Forces participation data		6/1/10	5/1/11		

3.6	Develop and implement process for quarterly transmission of individuals' employment data from the Unemployment Insurance database at the Department of Labor and Industrial Relations.		6/1/10	1/1/11		
3.7	Develop and implement process for annual transmission of teacher licensure and preparation data from the Hawaii Teachers Standards Board (HTSB).		6/1/10	5/1/11		
3.8	Develop a strategy to augment the collection of key data elements to improve the accuracy of matching individual records between current data sources across agency and regional databases.		3/1/11	5/1/12		
3.9	Develop a plan for expanding data collection to incorporate independent schools (private K-12 and higher education institutions) and non-educational state agencies (e.g., Department of Human Services, Department of Health).		1/1/12	5/1/13		

Project Schedule/Status Report						
P-20 Statewide Longitudinal Data System		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *P20 = Preschool through graduate-level college program and workforce* *LDS = Longitudinal data system*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
4.0	**Reporting tools for P20 longitudinal data analyses and output.**					
4.1	Implement a business intelligence tool attached to the P20 data warehouse.		10/1/10	10/1/11		
4.2	Create P20 standardized reports, dashboards and interactive query tools to increase and facilitate data-driven decision-making, as well as federal and state reporting capabilities.		11/1/10	5/1/11		

4.3	Train P20 LDS and agency staff in the use of reporting tools to generate accurate and timely information.		1/1/11	6/1/11		

Project Schedule/Status Report						
P-20 Statewide Longitudinal Data System		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *P20 = Preschool through graduate-level college program and workforce* *LDS = Longitudinal data system* *HPERC = Hawaii Partnership for Educational Research Consortium*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
5.0	**Documentation of quality data use for critical decision-making.**					
5.1	Implement on-going training for stakeholders on data use and reporting tools to support continuous improvement and data-informed decision-making by educators, administrators and policymakers.		1/1/11	6/1/12		
5.2	Align automated/standardized P20 reports, dashboards and interactive query tools to reflect partner agencies' objectives and indicators across the state's P-20 educational pipeline.		6/1/11	11/1/11		
5.3	Support implementation and use of a student and parent "college and career access web portal" application to provide an on-line, one-stop college and career planning tool which incorporates students' records longitudinally and reflects findings from P20 longitudinal data analyses (e.g., via early warning indicators).		6/1/10	5/1/13		
5.4	Extend the scope of HIDOE's Hawaii Partnership for Educational Research Consortium (HPERC) to P20 by engaging researchers to inform data collection and reporting, expediting external researchers' access to P20 longitudinal data and		6/1/10	11/1/11		

	facilitating research on P20 priority areas.					
5.5	Collaborate with appropriate program staff to develop feedback report templates to the interests of early childhood programs, K-12 schools, institutions of higher education and workforce training programs, to facilitate reporting on the performance of former participants based on longitudinal data.		8/1/11	3/1/12		
5.6	Disseminate findings of analyses from the P20 LDS through user-appropriate reports, forums and other venues to promote the expectation, availability and importance of using data appropriately to inform practice, policy- and decision-making.		3/1/11	11/1/11		

Project Schedule/Status Report						
P-20 Statewide Longitudinal Data System		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *WICHE = Western Interstate Commission on Higher Education* *FERPA = Family Educational Rights and Privacy Act*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
6.0	**Participation in the Western Interstate Commission on Higher Education (WICHE) development of the "Multi-State Human Capital Development Data System" to pilot a multi-state data exchange of K-12, postsecondary education and workforce.**					
6.1	Participate in the development of a multi-state data governance structure for voluntary exchange of individual-level data to enhance longitudinal data analyses by accounting for mobility.		6/1/10	5/1/11		
6.2	Identify and standardize a set of core data elements required for effective record matching across states for policy research and analysis, as well as additional elements for state specific needs.		6/1/10	5/1/11		
6.3	Create a set of standardized pre-set reports from the multi-state exchange.		6/1/11	5/1/13		

6.4	Develop processes and procedures for FERPA-compliant access to data for ad hoc queries.		6/1/10	5/1/13		

Project Dependencies and Assumptions:

Dependency/Assumption (brief description)	**Degree of Impact**
ARRA grant funds available	HIGH
Inter-agency data sharing agreement	HIGH

Hawaii DOE

Hawaii Partnership in Educational Research Consortium (HPERC)

PROJECT CHARTER

Updated May 13, 2010

This project supports the following Balanced Scorecard Strategic Objective(s):
(Check all that apply)

- ✓ **Goal 1 – Improve Student Achievement Through Standards Based Education**
- ✓ **Goal 2 – Provide Comprehensive Support for All Students**
- ✓ **Goal 3 – Continuously Improve Performance and Quality**

Introduction:

The Hawaii Department of Education (HIDOE) has a history of data collaboration with agencies, such as Kamehameha Schools, Hawaii P-20, local philanthropic foundations, the regional education lab, and University of Hawaii research centers. In order to advance and expedite educational research and improve instruction and student success, HIDOE plans to expand and formalize these data partnerships under the Hawaii Partnership for Educational Research Consortium (HPERC). HPERC will advance and expedite access to data for the purposes of conducting educational research to improve instruction and student success. Key components of HPERC are the identification of pre-approved researchers who have met rigorous criteria as proven researchers and the collaborative development of prioritized educational research questions. As pre-approved researchers with pre-approved projects, they would be assigned a HIDOE liaison to help facilitate their access to the necessary data. The full realization of HPERC would promote dedicated research on educational policy and practices including the evaluation of program implementations, such as the Literacy for Learning and science, technology, engineering, and math (STEM) initiatives.

Project Description:

This project would establish a research partnership between HIDOE , local Institutes of Higher Education (IHE), and research organizations (e.g., Pacific Resources of Education and Learning (PREL), Kamehameha Schools Research and Evaluation) for the purpose of educational research to improve instruction and student success.

Desired Results:

1	Research conducted of HIDOE will be relevant to the desired outcomes of HIDOE and provide results to research questions of interest to HIDOE.
2	The research study application review process will be streamlined and the increased efficiency will reduce the number of work hours per application required by HIDOE staff.
3	HIDOE will maintain thorough documentation of research applications from initial request, through internal assignment, including data delivery, and final research results reports.
4	HIDOE will regulate the release of data for research through a single access portal.
5	Local IHE officials and other researchers will perceive their institutes to have benefited by research through participation in the partnership enhancing HIDOE/IHE collaboration (e.g., clear access and procedures for research request, increased efficiency of review of research requests).
6	Quality research findings of/on HIDOE and/or P-20 longitudinal data will inform policymaking, administration, instructional practice and/or resource allocation.

Deliverables:

1	Database documenting research study requests and data release with a single point of entry for research/data requests and provide reference of approved projects and completed reports.
2	Ongoing list of preferred and prioritized HIDOE research questions.
3	Documentation of FERPA compliance and federal research on human subjects requirements.
4	Collaborative PERC Advisory Committee.
5	Clearly articulated processes and procedures for research and data request applications, release, and review led by a HIDOE process facilitator.
6	Preapproved list of researchers eligible for streamlined application approval.

Project Organization:

Role	Description	Staff Assigned
Sponsor (member of Executive Staff)	Has ultimate authority over and is responsible for a project and/or a program, its scope & deliverables.	Kathryn Matayoshi
Project Manager	Develops and maintains Project Charter and project schedules, executes project reviews, tracks & disposes of issues & change requests, manages the budget, and is responsible for overall quality of the deliverables.	Christina Tydeman
Project Team	Is responsible for performing the activities necessary for implementation of the project.	Lori Nagakura, Mel Decasa, Helen Uyehara
Key Stakeholders	Provides expert understanding of their organization and represents area for which the project is intended to support/serve.	Don Young (UH), Beth Pateman (UH), Tammi Chun (P-20)

Project Scope and Schedule Summary:

					May 2010	
Project Schedule/Status Report						
Partnership in Educational Research Project (PERC)		**Submitted by: Christina Tydeman**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
1.0	Database documenting research study requests and data release with a single point of entry for research/data requests.					
1.1	Draft scope and specifications of database, including referral process.	Lori	6/1/10	6/15/10		
1.2	Research and select software platform for database.	Mel	6/1/10	7/1/10		
1.3	Procure vendor/purchase software if needed.	Mel	6/15/10	7/30/10		
1.4	Establish authentication and authorization roles and process.	Mel	6/15/10	7/30/10		
1.5	Design web-based forms and database format, including archiving capacity.	Mel	6/15/10	7/15/10		
1.6	Develop portal and database.	Mel	7/1/10	8/1/10		
1.7	Pilot test the process and database.	Lori	8/1/10	8/30/10		

Project Schedule/Status Report						
Partnership in Educational Research Project (PERC)		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *DQC = Data Quality Campaign* *NCES = National Center for Education Statistics* *BOE = Board of Education*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
2.0	Ongoing list of preferred and prioritized HIDOE research questions.					
2.1	Review DQC, NCES and other "killer questions" for relevance to HIDOE	Lori	7/1/10	8/1/10		
2.2	Survey HIDOE leadership, BOE, Hawaii legislators, and key stakeholders of persistent research topics or questions.	Christina	7/1/10	8/15/10		
2.3	Create prioritization criteria.	Christina	8/1/10	9/1/10		
2.4	Prioritize compiled list according to HIDOE strategic plan and frequency of appearance on list.	Lori	9/1/10	6/30/11		

Project Schedule/Status Report						
Partnership in Educational Research Project (PERC)		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *FERPA = Family Educational Rights and Privacy Act*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
3.0	Documentation of FERPA compliance.					
3.1	Identify key FERPA documentation elements.	Helen	6/1/10	7/1/10		

3.2	Ensure FERPA key elements are embedded in process and database.	Helen	6/15/10	8/1/10		
3.3	Train users on FERPA requirements within research request database.	Helen	8/1/10	6/30/11		
3.4	Pre-programmed reports highlighting FERPA compliance elements for all research documentation and establish "audit" schedule.	Helen	12/1/10	6/30/11		

Project Schedule/Status Report						
Partnership in Educational Research Project (PERC)		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *IHE = Institutes of Higher Education* *MOU = Memorandum of Understanding*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
4.0	Collaborative PERC Advisory Committee.					
4.1	Recruit IHE partnership agencies and research organizations.	Christina	9/1/09	7/1/10	75% complete	
4.2	Signed MOU between HIDOE and partnership agencies and research organizations.	Christina	7/1/10	8/1/10		
4.3	Identify partner representatives as Advisory Committee members.	Lori	7/1/10	8/15/10		
4.4	Establish Advisory Committee protocols for reviewing and recommending research applications.	Lori	8/15/10	9/15/10		
4.5	Establish Advisory Committee protocols for reviewing and maintaining study list.	Lori	9/15/10	10/15/10		
4.6	Establish criteria for preapproval of researchers.	Lori	10/15/10	11/30/11		

Project Schedule/Status Report						
Partnership in Educational Research Project (PERC)		**Submitted by: Christina Tydeman** **Acronyms used throughout project schedule:** *DMT = Data Management Team* *DPC = Data Policy Committee* *AG = Attorney General* *SP = Standard of Practice*				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
5.0	Clearly articulated processes and procedures for research and data request applications and release lead by a HIDOE process facilitator.					
5.1	Draft procedures for processing data requests.	Lori	7/1/10	9/1/10		
5.2	Submit to DMT for review and recommendation.	Christina	8/15/10	9/15/10		
5.3	Submit to DPC for approval.	Christina	9/15/10	10/15/10		
5.4	Submit to AG for approval.	Christina	10/15/10	11/15/10		
5.5	Finalize procedures, including SP.	Christina	11/1/10	11/30/10		
5.6	Identify and train process facilitator.	Christina	11/1/10	12/31/10		

Project Schedule/Status Report						
Partnership in Educational Research Project (PERC)		**Submitted by: Christina Tydeman**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (%complete)**	**Actual Completion Date**
6.0	Preapproved list of researchers eligible for streamlined application approval.					
6.1	Develop partner researcher applications and guidelines based on the Advisory Committee's criteria.	Lori	8/1/10	10/31/10		

6.2	Recruit partner researchers.	Lori	9/1/10	6/30/11		
6.3	Pilot process by submitting applications to the review process.	Lori	9/1/10	10/31/10		
6.4	Refine applications and process if needed.	Lori	10/31/10	1/1/11		
6.5	Create list of approved researchers and notify successful applicants.	Lori	9/15/10	6/30/11		

Project Dependencies and Assumptions:

Dependency/Assumption (brief description)	**Degree of Impact**
Interest and willingness by IHEs and other research organizations to enter into partnership	LOW
Potential time commitment of advisory committee members	MEDIUM
HIDOE capacity to implement web-based documentation database	HIGH

Hawaii Department of Education

Cultivate, Reward, and Leverage Effective Teaching and Leading

PROJECT CHARTER

Updated May 15, 2010

This project supports the following Department Strategic Objective(s):

- ✓ **Goal 1 – Improve Student Achievement Through Standards Based Education**
- ✓ **Goal 2 – Provide Comprehensive Support for All Students**
- ✓ **Goal 3 – Continuously Improve Performance and Quality**

Introduction:

The equitable distribution of effective teachers and principals is necessary to achieve the Hawaii Reform Agenda goals for all high school students to graduate college and career ready. Geographic isolation and limited capacity in traditional methods to train education professionals requires the Department to aggressively pursue effective alternative pathways. Increased data regarding teacher and principal impact on student achievement enables the Department to focus professional development for greater and more immediate effect as well as effective performance management.

Project Description:

- The Department will create a sustainable, highly effective, performance-oriented teacher and principal workforce whose evaluation, tenure, and compensation are linked to student achievement, professional development, and support to the school community.
- Student learning gains will be combined with classroom observations, knowledge and skill assessments, and other factors for the purposes of teacher evaluation and support.
- Teachers and principals will be provided effective professional development that includes quality induction, mentoring, and coaching programs.
- Alternative pathways to teaching and school administration will be increased by expanding current "grow-your-own" alternative delivery models of teacher preparation, establishing new alternative pathways, particularly in high need areas, and removing barriers to alternative teacher certification for effective in-State and out-of-State teacher candidates.
- There will be incentives for effective teachers and principals to work in persistently struggling schools.
- The State's unions and HIDOE will negotiate to remove barriers to recruiting, hiring, and placing effective in-State and out-of-State principal and teacher candidates in high-need areas.
- Equalize the access of rural, smaller and high-need schools to highly effective and highly qualified teachers, by providing instruction electronically in a live interactive setting.

Desired Results:

1	Strategic plan to identify, recruit, and expand pathways to meet teacher and principal staffing needs.
2	Improve the quality and quantity of teacher applicants who have the potential to become highly effective to ultimately fill the needs of and improve the overall quality of the public education system.
3	Increase the ratio of effective teachers; enhance the highly effective teacher quotient by attracting experienced content experts (e.g. professionals from other industries).

4	Formulate, implement and maintain a process and system for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage by reporting back to the respective preparation programs the needs of HIDOE to prepare the next generation of teachers and administrators.)
5	Student learning centered educational system that drives a highly effective, performance-oriented teacher and principal workforce whose evaluation, tenure, and compensation are linked to student achievement, professional development, and support to the school community.
6	Build a high quality, interactive video conferencing network targeted specifically to equalizing the access of rural, smaller and high-need schools to highly effective and highly qualified teachers, providing instruction in a live interactive setting.

Deliverables:

1	A teacher and administrator pipeline that focuses on residency-based preparation and favors robust and accessible routes to careers in education for both traditional and non-traditional entrants to the field that can fill the needs of Hawaii's unique geography and demographics including a significant number of rural and remote schools.
2	A new annual evaluation and performance system designed to measure teacher and principal performance that includes effectiveness as measured by student growth in addition to other more traditional measures of teacher and principal performance.
3	A competitive performance based compensation system that attracts, retains, and redirects highly effective teachers and principals to high need schools to ensure vertical equity for all students.
4	A rigorous and transparent performance-based process for awarding tenure and removing ineffective teachers and principals.
5	The use of Internet based, interactive video-conferencing / tele-presence technology to equalize the ability of the state's rural and lowest performing schools to access highly qualified teachers through distance learning, and foster collaboration and knowledge transfer between teachers using the same technology.
6	A data-driven, needs-based comprehensive professional development system that includes induction, mentoring, coaching, school and complex-based data teams, and needs based interventions (i.e., to include student performance) that will be used to improve the effectiveness of its teachers and principals.

Project Organization:

Role	Description	Staff Assigned
Sponsor (member of Executive Staff)	Has ultimate authority over and is responsible for a project and/or a program, its scope & deliverables.	**Diana Niles-Hansen** Assistant Superintendent Office of Human Resources
Project Manager	Develops and maintains Project Charter and project schedules, executes project reviews, tracks & disposes of issues & change requests, manages the budget, and is responsible for	**Yvonne W.M. Lau** Evaluations Section Office of Human Resources

	overall quality of the deliverables.	
Project Team	Is responsible for performing the activities necessary for implementation of the project.	**Dale Asami** (PDB**); Kerry Tom** (Teacher Recruitment); **Linda Kamiyama** (PDERI)
Key Stakeholders	Provides expert understanding of their organization and represents area for which the project is intended to support/serve.	**HTSB** (Lynn Hammond, Exec Director); **HSTA** (Georgiana Alvaro, Susan Bitler) (BU05); **TECC**(IHEs) Dale Asami, Current Chair or Future Chair; **HGEA** (BU06)(Lei Desha, members of the HGEA negotiating team), **OHR Project Team** (as identified above), **GTGL Workgroup**

HIDOE - Cultivate, Reward, and Leverage Effective Teaching and Leading Project Charter

Project Scope and Schedule Summary:

					May 13, 2010	
Project Schedule/Status Report						
Cultivate, Reward, and Leverage Effective Teaching and Leading		**Submitted by Management Team**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Completion Date**
1.0	A teacher and administrator pipeline that focuses on residency-based preparation and favors robust and accessible routes to careers in education for both traditional and non-traditional entrants to the field that can fill the needs of Hawaii's unique geography and demographics including a significant number of rural and remote schools. (D)(1)					
1.1	Identify workgroup	Project Sponsor	3/2010	6/2010		
1.2	Inventory and evaluate the capacity and effectiveness of existing pathways to address shortages in high-need schools or areas	OHR Project Team w/ team support	6/2010	12/2010		
1.3	Accelerate certification for principal candidates from non-ACE prep programs to address shortages in high-need schools.	Linda Kamiyama, PDERI w/team support	3/2010	6/2011		
1.4	Develop a report template using LDS data for reporting to teacher and principal prep programs on the effectiveness of teachers and principals (D)(4)	Perf. Mgmt Admin w/ team support	7/2010	12/2010		
1.5	Develop and test a model for identifying teacher and principal staffing needs using the eHR system, along with other planned systems (i.e. CPDMS, PDE3, report template using LDS data for reporting to teacher prep programs on the effectiveness of teachers and principals as outlined in (D)(4))	OHR Project Team w/ team support	7/2010	12/2012		
1.6	Contract for partners to develop high quality alternative pathways to those candidates who can address staffing shortages in high-needs schools as well as those mid-career professionals who have high leadership potential	OHR Teacher Recruitment w/team support	1/2011	ongoing		

HIDOE - Cultivate, Reward, and Leverage Effective Teaching and Leading Project Charter

Project Schedule/Status Report						
Cultivate, Reward, and Leverage Effective Teaching and Leading		**Submitted by: Management Team**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Completion Date**
2.0	A new annual evaluation and performance system designed to measure teacher and principal performance that includes effectiveness as measured by student growth in addition to other more traditional measures of teacher and principal performance (D)(2)(ii).					
2.1	Establish workgroup (one each teacher – principal—building off of the members of the GTGL Workgroup)	Project Sponsor	6/1/2010	9/30/2010		
2.2	Identify and select performance criteria (as defined in RTTT application)	Perf. Mgmt Admin w/ team support	9/2010	on-going until CCSS is fully available		
2.3	Negotiations with HSTA (teachers' union) and HGEA (principals' union)	Negotiations Administrator	10/2010	2015		
2.4	Develop a model performance system using existing data as a proxy (student growth data)	Perf. Mgmt Admin w/ team support	9/2010	5/2011		
2.5	Communications to the field re: new evaluation system	Communications Team	10/2010	2015		
2.6	Field test the performance evaluation system in selected schools in Zones for School Innovation	Perf.Mgmt Administrator w/ team support	7/2011	5/2013		
2.7	Training and capacity building	Perf.Mgmt Administrator w/ team support	9/2010	2015		
2.8	Refine the performance evaluation system using CCSS assessment system data	Perf.Mgmt Administrator w/ team support	2012	2015		
2.9	Statewide implementation of performance-based HR system	Perf.Mgmt Administrator w/ team support	5/2013	7/2016		

HIDOE - Cultivate, Reward, and Leverage Effective Teaching and Leading Project Charter

Project Schedule/Status Report						
Cultivate, Reward, and Leverage Effective Teaching and Leading		**Submitted by: Management Team**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Completion Date**
3.0	A competitive performance based compensation system that attracts, retains, and redirects highly effective teachers and principals to high need schools to ensure vertical equity for all students (D)(2), (D)(3)					
3.1	Identify workgroup	Project Sponsor	2/2010	4/2010		
3.2	Working off of discussions/agreements with unions from Negotiations, identify and evaluate existing performance based compensation systems	Perf.Mgmt Administrator, Negotiations Administrator w/ team support	5/2010	6/2011		
3.3	Create and model Hawaii PB Compensation System	Perf. Mgmt Administrator, Teacher & EO Recruitment w/ team support	7/2011	6/2014		
3.4	Adopt the Hawaii PB Compensation System (e.g., negotiate and fund)	Perf.Mgmt Administrator w/ team support	7/2014	1/2015		
3.5	Implement the Hawaii PB Compensation System	Perf.Mgmt Administrator w/ team support	7/2015	ongoing		

HIDOE - Cultivate, Reward, and Leverage Effective Teaching and Leading Project Charter

Project Schedule/Status Report						
Cultivate, Reward, and Leverage Effective Teaching and Leading		**Submitted by: Management Team**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Completion Date**
4.0	A rigorous and transparent performance-based process for awarding tenure and removing ineffective teachers and principals. (D)(2)(iv)(a)					
4.1	Identify workgroup to establish the process for ensuring a rigorous and transparent performance based evaluation system	Project Sponsor	3/2010	6/2010		
4.2	Identify desired criteria for tenure (teachers and principals)	Perf.Mgmt Administrator w/ team support	1/2010	6/2010		
4.3	Negotiate criteria for tenure (teachers and principals)	Negotiation Administrator	6/2010	12/2010		
4.4	Implement new tenure criteria (teachers and principals)	Perf.Mgmt Administrator w/ team support	as soon as agreements are made	7/2010		
4.5	Implement training on performance management training (as referenced in schedule 2.7) to include the existing process for removal of ineffective teachers and administrators.	Perf.Mgmt Administrator w/ team support	6/2010	On-going		
4.6	Communications plan to ensure that all stakeholders have access to information on the performance based process to ensure transparency and system-wide understanding of the process.	Communications Team	6/1/2010	2015		

HIDOE - Cultivate, Reward, and Leverage Effective Teaching and Leading Project Charter

Project Schedule/Status Report						
Cultivate, Reward, and Leverage Effective Teaching and Leading		**Submitted by: Management Team**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Completion Date**
5.0	The use of technology to equalize the ability of the state's rural and lowest performing schools to access highly qualified teachers by using communications and technology through distance learning, and foster collaboration and knowledge transfer between teachers using the same technology. (D)(3)					
5.1	Identify workgroup	Project Sponsor	6/1/2010	7/1/2010		
5.2	Finalize requirements for connectivity, technical capabilities, and pedagogy for effective use	Director Network Services, Teleschools Administrator	7/1/2010	9/1/2010		
5.3	Implement process to align bell schedules	Telechools Administrator, District and School Leadership, OHR project team	9/1/2010	6/1/2011		
5.4	Work through collective bargaining issues	OHR project team	9/1/2010	3/15/2011		
5.5	Survey local network infrastructure at targeted schools	Network Services	8/1/2010	10/15/2010		
5.6	Procurement of technical (equipment) solution	Network Services, Procurement Branch	10/1/2010	1/1/2011		
5.7	Procure WLAN additional bandwidth / connectivity where needed	Network Services, Procurement Branch	10/1/2010	12/15/2010		
5.8	Install pilot sites (interactive 2-way conferencing system between a teacher and remote receiving school	Network Services,, Facilities Branch, Instructional participants	1/1/2011	2/15/2011		

HIDOE - Cultivate, Reward, and Leverage Effective Teaching and Leading Project Charter

5.9	Resolve issues with pilot schools	Network Services, Facilities, School level instructors	2/1/2011	3/15/2011		
5.10	Implement training programs	Teleschools Administration, Office of Curriculum and Instructional Services	10/20//2010	4/15/2011		
5.11	Deploy and install video conferencing systems to all schools	Network Services, Facilities Branch, Instructional participants	3/15/2011	6/1/2011		
5.12	Transition systems into production	Network Services, Teleschools administration, Office of Curriculum and Instructional Services	4/15/2011	8/30/2011		

HIDOE - Cultivate, Reward, and Leverage Effective Teaching and Leading Project Charter

Project Schedule/Status Report						
Cultivate, Reward, and Leverage Effective Teaching and Leading		**Submitted by: Management Team**				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Completion Date**
6.0	A data-driven, needs-based comprehensive professional development system that includes induction, mentoring, coaching, school and complex-based data teams, and needs based interventions (i.e., to include student performance) (D)(5) that will be used to improve the effectiveness of its teachers and principals					
6.1	Create Performance Management/CPDMS workgroup to include UH CRDG (Prof Dev Guide), Data Team, Complex Area Personnel responsible for providing induction, mentoring, support) to assist in creating, implementing, coordinating, and continuous improvement of this system.	Project Sponsor	6/2010	2011		
6.2	Identify the organizational responsibility for implementing the PD framework (OHR to manage and coordinate with all other Offices for the various PD)	Perf.Mgmt Administrator w/ team support	6/2010	2011		
6.3	Complete HIDOE-CRDG work on Professional Development Guide Toolkit and process for implementation of this requirement to all providers of professional development (internal and external to HIDOE)	Perf.Mgmt Administrator w/ team support	6/2010	2015		
6.4	Implement a state-wide induction and mentoring and coaching program for teachers and principals, utilizing dedicated Data Coaches, Induction Program Trainers (as identified in the GTGL Budget)	Perf.Mgmt Administrator w/ team support	2011	2013		
6.5	Training for school and complex-based data teams and professional learning communities on use of the Performance Management/CPDMS	Perf.Mgmt Administrator w/ team support	2011	2015		

Project Dependencies and Assumptions:

Dependency/Assumption (brief description)	**Degree of Impact**
Most of these deliverables are highly dependent upon a valid and reliable high quality student assessment system	HIGH
Most of these deliverables are highly dependent upon a robust data collection and analysis capacity	HIGH
Funding and capacity of HIDOE to deliver systems of support to enable the reforms to occur.	HIGH
Necessary participation of Student Assessment Section and IT infrastructure (data warehouse)	HIGH
Necessary active participation and collaborative work with teachers and principals	HIGH
The model can only be developed using proxy data for student performance at the present time	MEDIUM
This is dependent upon valid reliable high quality student performance data not available until 2015	HIGH
Necessary organizational change must be made to facilitate the effective coordinated delivery of PD	HIGH

Hawaii DOE

Zones of School Innovation

(Turning Around the Lowest-Achieving Schools)

PROJECT CHARTER

Updated May 12, 2010

This project supports the following Department Strategic Plan Objectives:

- ✓ **Goal 1 – Improve Student Achievement Through Standards Based Education**
- ✓ **Goal 2 – Provide Comprehensive Support for All Students**
- ✓ **Goal 3 – Continuously Improve Performance and Quality**

Introduction:

The Hawaii Department of Education (HIDOE) is concerned that having even one low-achieving school means that some students are being left behind. Since the HIDOE Accountability Plan was implemented, 51 schools have moved out of ESEA status and are now in "good standing;" 18 of those schools moved out of "restructuring" or "planning for restructuring." However, with 100 Title I-eligible and non-Title I-eligible schools in "restructuring" or "planning for restructuring" (70 of those schools are secondary schools), it is clear that the HIDOE must greatly accelerate the pace of improvement, and provide focused and sustained support to address the challenges of Priority Schools, as well as support improvement at all schools to prevent them from falling into (or deeper into) status. After five years of working with low-performing schools with multiple needs, the HIDOE has found that these schools cannot be turned around by simply providing sporadic and unfocused technical assistance at the school level. Many of the structural and entrenched ways of educating our students must be overcome by focusing on systemic changes. What is needed is a strategy that builds and empowers leadership to orchestrate substantive change; provides the resources and operational flexibility to support change; and develops the collective capacity of the system to sustain improvement.

Project Description:

The goal of this project is to provide the lowest-achieving schools (hereafter referred to as "Priority Schools") with the structural and programmatic supports needed to place them on a trajectory to dramatically improve student achievement. Further, recognizing the need to support improvement across the K-12 continuum, the HIDOE will establish Zones of School Innovation (ZSIs) that encompass both the Priority Schools and the neighboring schools in their complexes (regional groupings of K-12 schools based on high schools and their feeder schools) or Complex Areas (regional groupings of complexes). The HIDOE plan to turn around the persistently-lowest achieving schools will focus on three core strategies:

1) The HIDOE will create conditions for success by developing operational, curricular, and technical support structures within Zones of School Innovation (ZSIs).
2) The HIDOE, under the guidance of the newly created Office of Strategic Reform (OSR) and an external lead partner, will facilitate turn around of the Priority Schools and schools in the ZSIs by implementing preparatory and planning processes, and then implementing personalized intervention plans that directly address the root causes for the lack of performance.
3) The HIDOE will monitor and evaluate intervention efforts to identify successful practices that may be replicated in other schools and complex areas.

Desired Results:

1	The HIDOE will expand its authority to intervene in the lowest-achieving schools.
2	The HIDOE will establish a transparent process to identify, intervene in, and support the lowest-achieving schools.

3	The HIDOE will develop and document frameworks and protocols for implementing Zones of School Innovation.
4	The HIDOE will create conditions for success by developing operational, curricular, and technical support structures within Zones of School Innovation (ZSIs).
5	Priority Schools will implement the targeted interventions that address the root causes for the lack of improvement.
6	The HIDOE will monitor and evaluate intervention efforts to identify successful practices that may be replicated in other schools and complex areas.

Deliverables:

1	New Hawaii Administrative Rules
2	Framework for School Turnaround through Zones of School Innovation
3	Complex Area Human Resources Unit
4	Complex Area Curriculum Unit
5	Focused School Strategic Plans and Academic and Financial Plans with Quarterly Progress Reports
6	Project Evaluation Report

Project Organization:

Role	Description	Staff Assigned
Sponsor (member of Executive Staff)	Has ultimate authority over and is responsible for a project and/or a program, its scope & deliverables.	Daniel S. Hamada, Assistant Superintendent, Office of Curriculum, Instruction & Student Support (OCISS)
DOE Champion	The Department leader identified to provide a vital project communications link between the project sponsors and Department staff.	Lisa DeLong and Mary Correa, Complex Area Superintendents
Project Manager	Develops and maintains Project Charter and project schedules, executes project reviews, tracks & disposes of issues & change requests, manages the budget, and is responsible for overall quality of the deliverables.	Geri Ann Hong, School Improvement Specialist, OCISS, and Title I School Improvement Grant Project Manager
Project Team	Is responsible for performing the activities necessary for implementation of the project.	OCISS Personnel: Sharon Nakagawa Katherine Sakuda

		Hilary Apana-McKee Dan Miyamoto Office of Human Resources Personnel: Diana Niles-Hansen Yvonne Lau Respective Personnel Regional Officers (PROs) Linda Kamiyama Federal Compliance and Project Management Office Personnel: Monica Mann Respective school administrators Contracted external evaluator
Key Stakeholders	Provides expert understanding of their organization and represents area for which the project is intended to support/serve.	Dr. Shawn Kanaiaupuni, Kamehameha Schools Elizabeth Chun, Hawaii P-3 Initiative Kanoelani Naone, INPEACE Tammi Chun, Hawaii P-20 Partnerships for Education

Project Scope and Schedule Summary:

					May 2010	
Project Schedule/Status Report						
Zones of School Innovation **Turning Around the Lowest-Achieving Schools**		**Submitted by: Daniel S. Hamada** **Acronyms used throughout project schedule:** ***BOE = Board of Education*** ***HAR = Hawaii Administrative Rules*** ***OSR = Office of Strategic Reform***				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Completion Date**
1.0	New Hawaii Administrative Rules to enable school reconstitution.					
1.1	Draft HAR for reconstitution	Cara Tanimura	9/2009	1/2010	100%	
1.2	Secure BOE approval to promulgate rules	Superintendent	5/2010	5/2010	25%	
1.3	Facilitate movement of rules through public hearing and approval processes	Geri Ann Hong	6/2010	1/2011		
1.4	Develop implementation plan for new HAR	Geri Ann Hong	7/2010	2/2011		
1.5	Facilitate implementation of new HAR	OSR/Geri Ann Hong	2/2011	Continuous		

Project Schedule/Status Report						
Zones of School Innovation **Turning Around the Lowest-Achieving Schools**		**Submitted by: Daniel S. Hamada** **Acronyms used throughout project schedule:** ***Framework = Framework for School Turnaround*** ***PLAS = Persistently Lowest-Achieving Schools*** ***SIG = School Improvement Grant***				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Completion Date**
2.0	Framework for School Turnaround (to include processes and protocols for identifying, intervening in, and supporting the lowest-achieving					

	schools).					
2.0.1	Develop outline for Framework	Geri Ann Hong/Project Team	7/2010	6/2011		
2.0.2	Establish work group to consider and provide feedback/advice on processes for PLAS definition, preparation, planning, and implementation processes, and systems of support.	Geri Ann Hong/Project Team	7/2010	6/2011		
2.0.3	Compile sections as completed/approved.	Geri Ann Hong/Project Team	7/2010	6/2011		
2.0.4	Submit Framework for publication review	Geri Ann Hong/Project Team	6/2011	7/2011		
2.0.5	Conduct overview session for Leadership	Geri Ann Hong/Project Team	6/2011	6/2011		
2.0.6	Publish and distribute Framework	Geri Ann Hong/Project Team	7/2011	7/2011		
2.0.7	Provide annual update session for Board	Geri Ann Hong/Project Team	7/2011 and annually	7/2011 and annually		
2.0.8	Revise and update Framework as appropriate	Geri Ann Hong/Project Team	7/2012	Continuous as appropriate		

Action Step #	**Issue(s)**	**Date Presented**	**Resolution**	***Date Resolved***
1	Will need OSR and lead partner advice and/or guidance on content of Framework, but lead partner will probably not be contracted until later in the first semester of SY2010-11.	April 2010	Utilize SIG guidelines and resources. Draft contents and begin compilation to document implementation. Framework outline can be updated/revised when lead partner is contracted.	May 2010

Project Schedule/Status Report						
Zones of School Innovation **Turning Around the Lowest-Achieving Schools**		**Submitted by: Daniel S. Hamada** **Acronyms used throughout project schedule:** ***USDE = United States Department of Education*** ***SAO = Systems Accountability Office*** ***FCPMO = Federal Compliance and Project Management Office*** ***CAS = Complex Area Superintendent*** ***ZSI = Zone of School Innovation*** ***HIDOE = Hawaii Department of Education*** ***Framework = Framework for School Turnaround*** ***USDE = United States Department of Education*** ***PLAS = Persistently Lowest-Achieving Schools***				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Completion Date**
2.1	Framework for School Turnaround – Identification of Lowest-Performing Schools					
2.1.1	Conduct annual review of list of "persistently lowest-achieving schools" using the USDE-approved definition and current data	SAO/FCPMO/ Geri Ann Hong	7/2011 and annually	7/2011 and annually		
2.1.2	Notify CAS/principals of status, process that will ensue, and expectations.	Superintendent/ SAO	7/2011 and annually	7/2011 and annually		
2.1.3	Establish new ZSIs, as appropriate.	Geri Ann Hong	7/2011 and annually	7/2011 and annually		
2.1.4	Convene work group to review approved definition, define "growth factor," and amend definition, as needed.	FCPMO/Geri Ann Hong	7/2010	9/2010		
2.1.5	Re-negotiate HIDOE definition with USDE, as appropriate.	FCPMO/Geri Ann Hong	9/2010	12/2010		
2.1.6	Disseminate revised definition, as appropriate	Geri Ann Hong	12/2010	12/2010		
2.1.7	Complete Identification Section in Framework	Geri Ann Hong	12/2010	12/2010		
Action Step #	**Issue(s)**	**Date Presented**	**Resolution**			***Date Resolved***
1	What indicators can fairly be considered in determining "growth factor?"	April 2010	Contact other states that have or are considering a "growth factor." Validate that			May 2010

			data on possible indicators can be gathered within data quality guidelines	
2	How will USDE view a "growth factor" in approving the PLAS definition?	April 2010	Research USDE guidance. Contact other states. Submit inquiry to USDE.	May 2010

Project Schedule/Status Report						
Zones of School Innovation **Turning Around the Lowest-Achieving Schools**		**Submitted by: Daniel S. Hamada** **Acronyms used throughout project schedule:** ***CNA = Comprehensive Needs Assessment*** ***AYP = Adequate Yearly Progress*** ***CAS = Complex Area Superintendent*** ***SIT = School Improvement Team***				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Completion Date**
2.2	Framework for School Turnaround – Preparation Phase					
2.2.1	Contract external consultant(s) to conduct CNA at Hawaii School for the Deaf and Blind and other schools, as needed	Geri Ann Hong	7/2010	8/2010		
2.2.2	Coordinate scheduling of AYP Response Teams and external consultants	Geri Ann Hong	8/2010	8/2010		
2.2.3	Engage school community in conversations about school progress, possibilities, and opportunities. Review school data and discuss implications for improvement	Principal/CAS	8/2010	12/2010		
2.2.4	Empower and involve school community in identifying strengths, growth areas, and possible routes to turning around the school	Principal/CAS	8/2010	12/2010		
2.2.5	Conduct internal readiness assessment and reflect on Readiness to Benefit self-assessment	Principal/CAS	8/2010	8/2010		
2.2.6	Conduct external comprehensive needs assessment, and submit report of findings	AYP Response Team/external consultants	8/2010	10/2010		
2.2.7	Convene recommendation group to review data and reports, identify root causes for the lack of	Geri Ann Hong/Project	10/2010	10/2010		

	improvement, align school needs to intervention models, and recommend intervention action	Team				
2.2.8	Review data and reports, and recommend appropriate action.	Deputy Superintendent/ CAS	10/2010	12/2010		
2.2.9	Final decision on action to be implemented and timeline	Superintendent	12/2010	12/2010		
2.2.10	Chronicle and document preparation process	Geri Ann Hong/Project Team/External Evaluator	7/2010	2/2011		
2.2.11	Complete Preparation Section in Framework	Geri Ann Hong/Project Team	2/2011	2/2011		

Action Step #	**Issue(s)**	**Date Presented**	**Resolution**	***Date Resolved***
1	Complex Area and school personnel may need additional support/information to address the many questions that will arise.	April 2010	State Leadership and SIT will personally commit time and energy to support Complex Area and school personnel	April 2010
2	The OSR/SEASR will not be established in time for initial implementation	April 2010	State Leadership and SIT will research best practices and build on collective experience to initiate implementation intelligently	April 2010

Project Schedule/Status Report						
Zones of School Innovation **Turning Around the Lowest-Achieving Schools**		**Submitted by: Daniel S. Hamada** **Acronyms used throughout project schedule:** ***AFP = Academic and Financial Plan*** ***CAS = Complex Area Superintendent*** ***Framework = Framework for School Turnaround*** ***HIDOE = Hawaii Department of Education*** ***SIG = School Improvement Grant*** ***RTTT = Race to the Top*** ***PLAS = Persistently Lowest-Achieving Schools***				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Completion Date**
2.3	Framework for School Turnaround – Planning Phase					
2.3.1	Based on the root causes for the lack of improvement, develop Strategic Plan and AFP with measurable growth indicators and enabling activities that target the root causes.	Principal/CAS	8/2010	11/2010		
2.3.2	Conduct community meetings/forums to engage community, share school data, share challenges and opportunities, share draft AFP and solicit feedback/input.	Principal	10/2010	12/2010		
2.3.3	Amend draft AFP as needed; secure School Community Council approval	Principal	12/2010	1/2011		
2.3.4	Review and approve/amend AFP as needed.	CAS	1/2011	2/2011		
2.3.5	Post Strategic Plan and AFP on School Documents Online website.	Principal	2/2011	2/2011		
2.3.6	Submit application for School Improvement Grant, as applicable	CAS	2/2011	2/2011		
2.3.7	Chronicle and document planning process	Geri Ann Hong/Project Team/External Evaluator	7/2010	2/2011		
2.3.8	Complete Planning Section in Framework	Geri Ann Hong/Project	2/2011	2/2011		

		Team				
Action Step #	**Issue(s)**	**Date Presented**	**Resolution**			***Date Resolved***
1	The HIDOE is committed to moving away from comprehensive providers. What if that strategy is working and is needed?	April 2010	Based on the comprehensive needs assessment, if a comprehensive provider is the best solution, the school will be able to contract the provider through the array of services.			April 2010
2.	The HIDOE is committed to intervening in the schools with the greatest need and the strongest commitment. What if there isn't enough funding in the SIG and we don't get the RTTT funding?	April 2010	The HIDOE will first leverage available federal and state funding to support schools. If funding is still insufficient, the HIDOE will prioritize based on the school's ranking on the PLAS list.			April 2010

Project Schedule/Status Report						
Zones of School Innovation **Turning Around the Lowest-Achieving Schools**		**Submitted by: Daniel S. Hamada** **Acronyms used throughout project schedule:** ***OSR – Office of Strategic Reform*** ***ZSI = Zone of School Innovation*** ***HSDB = Hawaii School for the Deaf and Blind*** ***RTTT = Race to the Top*** ***SIG = School Improvement Grant***				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Completion Date**
2.4	Framework for School Turnaround – Implementation, Monitoring and Evaluation Phase					
2.4.1	Contract lead partner to facilitate school turn around efforts	OSR				
2.4.2	Identify State and Complex Area personnel training needs	OSR/Lead Partner				
2.4.3	Provide job-embedded professional development (including training, coaching, mentoring, and modeling) for State and Complex Area personnel	Lead Partner				
2.4.4	Monitor and document implementation at Naalehu Elementary and Kau/Keaau/Pahala ZSI	Geri Ann Hong/Project Team/External	6/2010 and quarterly	6/2010 and quarterly		

		Evaluator				
2.4.5	Monitor and document process at Leeward Coast ZSI, HSDB, and Kamaile	Geri Ann Hong/Project Team/External Evaluator	6/2010 and quarterly	6/2010 and quarterly		
2.4.6	Work with RTTT/SIG external evaluator to structure and implement evaluation study	Geri Ann Hong/Project Team	10/2010	Continuous		
2.4.7	Chronicle and document implementation of processes and protocols	Geri Ann Hong/Project Team/External Evaluator	7/2010	5/2014		
2.4.8	Complete Implementation and Monitoring and Evaluation Sections in Framework	Geri Ann Hong/Project Team	5/2011	6/2011		

Action Step #	**Issue(s)**	**Date Presented**	**Resolution**	***Date Resolved***
1	The procurement process can be a lengthy process. What if we are unable to contract with a lead partner during the first year?	March 2010	Begin procurement process immediately upon approval of RTTT application. In the meantime, we have professional services providers who are willing and able to provide the capacity building services needed.	March 2010
2	The SIG and RTTT evaluations are very similar for Section E. Can the evaluations be merged into one entity?	March 2010	Possible to post a request for proposal for both SIG and RTTT. May be able to leverage funding from both sources.	March 2010

Project Schedule/Status Report						
Zones of School Innovation **Turning Around the Lowest-Achieving Schools**		**Submitted by: Daniel S. Hamada** **Acronyms used throughout project schedule:** ***ZSI = Zone of School Innovation*** ***CAS = Complex Area Superintendent*** ***PRO = Personnel Regional Officer*** ***HRU = Human Resources Unit***				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Completion Date**
3.0	Complex Area Human Resources Unit					
3.1	Develop initial plans for Human Resources Units in Kau/Keaau/Pahala and Leeward Coast ZSIs (including positions, functions, organization chart)	CAS/principals	5/2010	5/2010	50%	
3.2	Identify positions that will be deployed to Complex Area Units	Superintendent/ Diana Niles-Hansen	6/2010	6/2010		
3.3	Develop operational plans for Human Resources Units to address the critical issues pertinent to the ZSIs, including: — Recruiting highly-qualified and highly-effective teachers and leaders — Priority hiring for ZSIs — Incentives — Performance-based evaluation system — Induction and mentoring program — Labor relations issues — Leadership mentoring — Hiring of highly effective casual employees	Diana Niles-Hansen, CASs, PROs, principals	6/2010	6/2010		

	— Other areas					
3.4	Implement operational plans	HRU				
3.5	Monitor and evaluate effectiveness and impact of HRU and structural inputs	Principals, External Evaluator, Geri Ann Hong	6/2010	6/2012		
3.6	Chronicle and document implementation of processes and protocols	Geri Ann Hong/Project Team/External Evaluator	6/2010	6/2012		
3.7	Complete ZSI Section in Framework	Geri Ann Hong/Project Team	5/2011	6/2011		
3.8	Establish HRUs in every complex area	OHR	7/2013	7/2014		

Action Step #	**Issue(s)**	**Date Presented**	**Resolution**	***Date Resolved***
1	How do we get highly qualified teachers to apply at geographically remote locations?	April 2010	Provide appropriate incentives (in development).	
2	The Priority Schools need highly effective and highly qualified teachers.	April 2010	Link to performance-based system (in development)	
3	The lowest-achieving students need the best teachers.	April 2010	Provide appropriate incentives (in development)	
4	We have highly effective school administrators who would be wonderful mentors, but it isn't realistic to ask them to mentor and coach new principals while still running their schools.	April 2010	Need to develop options for leadership mentors/coaches.	

Project Schedule/Status Report						
Zones of School Innovation **Turning Around the Lowest-Achieving Schools**		**Submitted by: Daniel S. Hamada** **Acronyms used throughout project schedule:** ***ZSI = Zone of School Innovation*** ***CAS = Complex Area Superintendent*** ***AFP = Academic and Financial Plan*** ***OCISS = Office of Curriculum, Instruction and Student Support*** ***eCSSS = Electronic Comprehensive Student Support System*** ***PDU = Professional Development Units***				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Completion Date**
4.0	Complex Area Curriculum Unit					
4.1	Develop initial plans for Professional Development Units in Kau/Keaau/Pahala and Leeward Coast ZSIs (including positions, functions, organization chart)	CASs/principals	5/2010	5/2010	50%	
4.2	Identify positions that will be deployed and/or reprioritized to Complex Area Units	Superintendent/ Diana Niles-Hansen/Daniel Hamada/CASs	6/2010	9/2010		
4.3	Develop operational plans for Professional Development Units to address the critical issues pertinent to the ZSIs (as delineated in the school AFPs) , that may include: — Professional Development for literacy and numeracy coaches and classroom teachers (Literacy for Learning) — Professional Development in using data to inform instruction (Data for School Improvement) — Professional Learning Communities and/or Lesson Study — Response to Intervention	CASs, principals, OCISS	6/2010	6/2010		

	— Framework for Understanding Poverty — Leadership mentoring — Special populations (e.g., Migrant Education, English Language Learners, multi-cultural/multi-lingual education, Homeless Concerns) — Student engagement and engaging the disengaged — Multiple pathways to graduation (e.g., career pathways, alternative programs) — Online learning options — Extended school day/year — Early childhood education — Using eCSSS as the system to track transient student progress and interventions — Providing wraparound services to address the social/emotional barriers to learning — Other areas identified in AFP					
4.4	Implement operational plans and provide job-embedded professional development (including "just-in-time" training, mentoring, coaching) that directly addresses school/staff needs	PDU	7/2010	6/2014		
4.5	Monitor and evaluate effectiveness and impact of PDU and programmatic inputs	Principals, External Evaluator, Geri Ann Hong	6/2010	6/2014		
4.6	Chronicle and document implementation of processes and protocols	Geri Ann Hong/ Project Team/External Evaluator	6/2010	6/2014		
4.7	Complete ZSI Section in Framework	Geri Ann Hong/Project Team	6/2011	6/2011		

4.8	Create venue to share best practices and strategies that worked in struggling schools.	Geri Ann Hong/Project Team	6/2011 and annually	6/2011 and annually		
4.9	Recognize success and present the Academic Achievement Awards to restructuring schools that move out of status.	Geri Ann Hong/Project Team	6/2011 and annually	6/2011 and annually		
4.10	Establish Professional Development units in every Complex Area	OCISS	7/2013	7/2014		

Action Step #	**Issue(s)**	**Date Presented**	**Resolution**	***Date Resolved***
1	"One-shot" workshops and training of trainers have not proven to be highly effective training strategies.	March 2010	Need to develop true professional learning communities. Need to embed academic and data coaches on site.	
2	Will budget reductions jeopardize the reprioritization and reorganization of personnel resources?	April 2010	Leadership has reviewed SY2010-11 budget reductions and is committed to reprioritization and reorganization.	May 2010
3	We continue to support Title I schools, but how are we supporting non-Title I schools?	April 2010	Academic Achievement Awards are for all schools. Also, additional state funds will be made available for non-Title I schools.	May 2010
4	We will support the lowest-achieving schools, but how will we support all schools?	April 2010	Intent is to scale up systems of support to all complex areas. Also, OCISS resources will be reprioritized to focus on school improvement at all schools.	April 2010

Project Schedule/Status Report						
Zones of School Innovation **Turning Around the Lowest-Achieving Schools**		**Submitted by: Daniel S. Hamada** **Acronyms used throughout project schedule:** ***CAS = Complex Area Superintendent*** ***OSR = Office of Strategic Reform*** ***AFP = Academic and Financial Plan*** ***ZSI = Zone for School Improvement*** ***HRU = Human Resources Unit*** ***PDU = Professional Development Unit***				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Completion Date**
5.0	Focused School Strategic Plan and Academic & Financial Plan with Quarterly Reports					
2.2.3	Engage school community in conversations about school progress, possibilities, and opportunities. Review school data and discuss implications for improvement.	Principal/CAS with Complex Area, State and OSR assistance	8/2010	12/2010		
2.2.4	Empower and involve school community in identifying strengths, growth areas, and possible routes to turning around the school	Principal/CAS with Complex Area, State and OSR assistance	8/2010	12/2010		
2.2.5	Conduct internal needs assessment and reflect on Readiness to Benefit self-assessment	Principal/CAS	8/2010	8/2010		
2.3.1	Based on the root causes for the lack of improvement, develop Strategic Plan and AFP with measurable growth indicators and enabling activities that target the root causes for the lack of improvement	Principal/CAS with Complex Area, State and OSR assistance	8/2010	11/2010		
2.3.2	Conduct community meetings/forums to engage community, share school data, share challenges and opportunities, share draft AFP and solicit feedback/input.	Principal/CAS with Complex Area, State and OSR assistance	10/2010	12/2010		
2.3.3	Amend draft AFP as needed; secure School Community Council approval	Principal/CAS with Complex Area, State and OSR assistance	12/2010	1/2011		

2.3.4	Review and approve/amend AFP as needed.	CAS/OSR/OCISS	1/2011	2/2011		
2.3.5	Post Strategic Plan and AFP on School Documents Online website.	Principal	2/2011	2/2011		
2.3.6	Submit application for School Improvement Grant, as applicable	CAS	2/2011	2/2011		
5.1	Upon approval, work with Complex Area, State, and professional services providers (as applicable) to implement enabling activities to address AFP goal areas: ▪ Student Achievement ▪ Student Support ▪ Continuous Improvement	Principal/CAS with Complex Area, State and OSR assistance	7/2010	6/2014		
5.2	Implement school/Zone specific interventions that *change conditions*	Principal/CAS with Complex Area, State and OSR assistance	7/2010	6/2014		
5.3	Implement school/Zone specific interventions that *build capacity*	Principal/CAS with Complex Area, State and OSR assistance	7/2010	6/2014		
5.4	Implement school/Zone specific interventions that provide *comprehensive supports*	Principal/CAS with Complex Area, State and OSR assistance	7/2010	6/2014		
5.4	Monitor progress against identified performance measures and submit Quarterly Reports on progress.	Principal/CAS with Complex Area, State and OSR assistance	10/2010 and quarterly	Quarterly		
5.5	Provide on-going, relentless follow-up, follow-through, and technical assistance to ZSI schools	Complex Area and State support personnel	Ongoing	Ongoing		
5.6	Participate in monitoring and evaluation activities, including evaluation of HRU and PDU	CAS/Principal	10/2010 and quarterly	Ongoing		
5.7	Celebrate success!	All	Ongoing	Ongoing		

Action Step #	**Issue(s)**	**Date Presented**	**Resolution**	***Date Resolved***
1	What works in one school may not work in another school, even when schools are in the same Zone of School Innovation.	March 2010	Affirmed. Each school has its own DNA. The interventions and strategies employed must be personalized to the school and directly address	March 2010

			the root causes for the lack of improvement. Where possible, strategies may be replicated.	
2	State and Complex Area staff must be able to dedicate substantial time and energy to focus on the Priority Schools.	March 2010	Additional personnel will be dedicated to support Complex Area personnel who are on the first line of support to the Priority Schools.	March 2010
3	What if geographically remote schools do not have the bank of agencies and partnerships that can provide wraparound services and other supports?	April 2010	Enlist partners to provide services needed (in progress).	

Project Schedule/Status Report						
Zones of School Innovation **Turning Around the Lowest-Achieving Schools**		**Submitted by: Daniel S. Hamada** **Acronyms used throughout project schedule:** ***OSR = Office of Strategic Reform*** ***HRU = Human Resources Unit*** ***PDU = Professional Development Unit*** ***OCISS = Office of Curriculum, Instruction and Student Support***				
Item #	**Deliverable(s) and Action Steps**	**Responsible Person**	**Start Date**	**Projected End Date**	**Status (% complete)**	**Actual Completion Date**
6.0	Project Evaluation Report					
6.1	Contract External Evaluator	OSR	10/2010	11/2010		
2.43	Work with Project Manager and Project Team to structure and implement evaluation study	External Evaluator	11/2010	7/2014		
2.2.9	Chronicle and document preparation process	Geri Ann Hong/ Project Team/External Evaluator	7/2010	2/2011		
2.3.6	Chronicle and document planning process	Geri Ann Hong/ Project Team/External Evaluator	7/2010	2/2011		
2.4.4	Chronicle and document implementation, monitoring and evaluation processes and protocols	Geri Ann Hong/ Project Team/External Evaluator	7/2010	6/2014		

3.5	Monitor and evaluate effectiveness and impact of HRU and structural inputs	Principals/External Evaluator/Geri Ann Hong	6/2010	6/2012		
3.6	Chronicle and document HRU implementation processes and protocols	Geri Ann Hong/ Project Team/External Evaluator	6/2010	6/2012		
4.5	Monitor and evaluate effectiveness and impact of PDU and programmatic inputs	Principals/External Evaluator/Geri Ann Hong	6/2010	6/2014		
4.6	Chronicle and document implementation of PDU processes and protocols	Geri Ann Hong/Project Team/External Evaluator	6/2010	6/2014		
6.2	Conduct quarterly on-site visits	OCISS/OSR/ External Evaluator	11/2010 and quarterly	7/2014		
6.3	Conduct annual consolidated monitoring visits	OCISS/External Evaluator	1/2011 and annually	Continuous		
6.4	Conduct random on-site visits	State Leadership Team	1/2011 and annually	Continuous		
6.6	Compile annual evaluation report	External Evaluator	7/2011 and annually	7/2014		
6.7	Present annual report to State Leadership and Board of Education	External Evaluator	7/2011 and annually	7/2014		
6.8	Compile summative project report	External Evaluator	6/2014	6/2014		
6.9	Present summary of findings to State Leadership and Board of Education	External Evaluator	7/2014	7/2014		

Action Step #	**Issue(s)**	**Date Presented**	**Resolution**	***Date Resolved***
1	If we structure a solid evaluation component and with strong evidence of substantial gains, we may be able to apply for an I3 scale up grant. This could even lead to a rural schools model.	April 2010	Develop quasi-experimental or other evaluation design with contracted external evaluator (pending)	

Project Dependencies and Assumptions:

Dependency/Assumption (brief description)	**Degree of Impact**
Dependency: Adoption of Hawaii Administrative Rules regarding reconstitution of schools	LOW
Dependency: Establishment of the Office of Strategic Reform lead by the Special Executive Assistant for Strategic Reform	MEDIUM
Dependency: Approval of the HIDOE School Improvement Grant	HIGH
Dependency: Ability to leverage other State and Federal funds	HIGH
Dependency: Reprioritization of work of current staff to focus on implementing the Zones of School Innovation (ZSIs), including the establishment of Human Resources Units and Professional Development Units in the ZSIs.	HIGH
Assumption: Data for School Improvement System will be fully functional effective July 2010, and professional development provided will enable staff to use data to inform instruction.	HIGH
Assumption: Staff at State Offices and Complex Areas will be able to fulfill responsibilities in providing tri-level support to ZSI schools.	HIGH

RACE TO THE TOP

Native Hawaiian Council
Monday, May 10, 2010
7:30am – 8:30 am
Castle Foundation Office

Agenda

HAWAIIAN COUNCIL PARTICIPANTS

- Ben Henderson, QLCC
- Clyde Namu'o/Stanton Enomoto, OHA
- Kaulana Park, DHHL
- Micah Kane, KS
- Alapaki Nahale'a, Native Hawaiian Charters
- Gene Awakuni/Ryan Milke, UH West Oahu
- Hardy Spoehr, Papa Ola Lokahi

DEPT. OF EDUCATION

- Kathryn Matayoshi, Dept. of Education
- Terry George, Castle Foundation

I. WELCOME INTRODUCTIONS: Micah (5 min.)

II. RACE TO THE TOP STATUS AND UPDATE: Kathy (15 min.)

III. NATIVE HAWAIIAN COUNCIL PURPOSE: Kathy (15 min.)

IV. NATIVE HAWAIIAN ACHIEVEMENT GAP: Terry (15 min.)

V. NEXT STEPS/OPEN DISCUSSION: Micah/Terry (10 min.)

STATE OF HAWAII
RACE TO THE TOP
NATIVE HAWAIIAN EDUCATIONAL OUTCOMES COUNCIL

Like many States in our Union, an indigenous people thrived in Hawaii for more than 2,000 years prior to western contact. Like our native counterparts on the continental United States, the Hawaiian people experienced many challenges attempting to adapt to western ways. Unfortunately, today, more than 200 years after Hawaii's first western contact, its indigenous people continue to lead in most negative societal indicators.

While Hawaii has made structural and measureable progress in our educational system over the past 10 years, the Hawaiian people continue to lag in nearly every educational metric. Key Hawaiian organizations have come together in support of the United States Race to the Top initiative in hopes of closing the education achievement gap that currently exists for Native Hawaiian children.

Five Native Hawaiian organizations, along with the University of the Hawaii West Oahu, have come together in support of the Hawaii's application of the Race to the Top initiative. We anticipate that more such organizations will join the Council in the near future. With more than $500M being spent annually by these respective public and private Native Hawaiian organizations, the Race to the Top initiative provides a unique opportunity for these organizations to come together to advise the Superintendent of Hawaii's State Department of Education and to strategically realign our own financial and non-financial resources in support of this education initiative, particularly as it relates to the closing of the achievement gap for Native Hawaiian students.

A description of the respective organizations is listed below:

- State of Hawaii – Office of Hawaiian Affairs (OHA) was established in 1978 by a Constitutional Convention. Their mission is to better the life and future of all Hawaiians. OHA provides many community based programs, with a strategic focus on economic self-sufficiency, land stewardship, culture, health, governance and education.

- Department of Hawaiian Home Lands (DHHL) was established in 1921 by an act of Congress called the Hawaiian Homes Commission Act. Through this act Congress set aside more than 200,000 acres of land for the purpose of bettering the lives of native Hawaiians. The primary purpose of DHHL is to provide homesteading opportunities throughout the State of Hawaii for native Hawaiians. Today, DHHL is the largest residential developer in the State of Hawaii, with 18 master plan communities.

- The Kamehameha Schools is the largest independent pre-kindergarten through grade 12 school in the United States. It operates three private campuses, invests more than $40M annually to improve public education in Hawaii, and provides more than $20M annually in post high scholarships.

- Queen Liliuokalani Children's Center is a social service agency created to fulfill the mission of Hawaii's last reigning queen. Their commitment is to the orphaned and destitute children in the State of Hawai'i, with preference given to those of Hawaiian ancestry.

- Papa Ola Lokahi is a Native Hawaiian non-profit organization that serves as a clearing house for data and timely information associated with the health status of Native Hawaiians. Their mission is to improve the health status and wellbeing of Native Hawaiians and others by advocating for, initiating and maintaining culturally appropriate strategic actions aimed at improving the physical, mental and spiritual health of Native Hawaiians and their 'ohana (families) and empowering them to determine their own destinies.

- University of Hawaii – West Oahu (UHWO) Campus is a four year liberal arts institution uniquely positioned to provide higher education opportunities to one of Hawaii's most challenged geographic areas. In August 2010 UHWO will break ground on a new campus located on the Leeward Coast of Oahu. The strategic geographic position of UHWO and timing of its build out provides a unique opportunity for those involved in education in one of Hawaii's two Zones of School Innovation—areas with high numbers of struggling schools and students that will be provided with an array of new resources under Hawaii's Race to the Top initiative.

Kamehameha Schools Community Education

OCTOBER 2009

KS Expansion of Public School Support

SY 08-09 HIGHLIGHTS:

- Approximately 3,790 Gr. K–3 students received literacy services at 21 different public school sites. Schools reported high levels of satisfaction among DOE principals and Complex Area Superintendents.
- 'Ike Pono Hawai'i 7th grade curriculum on Pacific Island Studies has been developed and aligned to HCPS III. A total of 777 students from five Grade 7 schools received instruction.
- Starting with the Class of 2013, DOE students and eligible private school students may also earn the Kamehameha Scholars Recognition Diploma Incentive for completing a rigorous college preparatory curriculum.

Supporting Early Childhood Years

Kamehameha Schools' services children prenatal to 5 years of age and their families to facilitate school readiness and the well-being of young children through preschools and small parent/child group sessions in Hawaiian communities. KS is also active in the community, sharing ideas and resources with other early childhood programs.

Supporting Literacy for Learning, Grades K–3

The In-School Literacy Program supports students in grades K—3 by building a strong literacy and thinking foundation (reading/writing/oral language) through content integration, such as social studies and science. The After-School Literacy program focuses on building leaders through the inquiry process, literacy and culture. Student learning is further supported by literacy workshops that build upon the existing assets of parents and caregivers.

Supporting Student Enrichment, Grades 4–8

A spectrum of programs focus on enriching student understanding and appreciation of Hawaiian culture for students in grades 4–8. Students participate in service learning projects and cultural learning experiences using the land and place as their living classroom. Students who have completed grades 7 or 8 are encouraged to participate in a one-week residential program to develop self-confidence and leadership skills.

Supporting High School Success, Grades 9–12

Kamehameha Scholars prepare students for success in adulthood by strengthening their service to the community and post-secondary aspirations. Students will complete a post-high plan, which include the college application process, financial aid assistance and more. This program will provide assistance to students in fulfilling the requirements of the DOE Personal Transition Plan Students who have successfully completed the program may earn a one-time merit scholarship for their post-secondary education.

Supporting Innovation

KS has worked to engage in collaborative change with public school leaders on the Leeward Coast with the express purpose of transforming educational outcomes for children of Nānākuli, Wai'anae, Mā'ili, Mākaha and Kapolei. Many states and communities have recognized that tomorrow's students will need to think critically and creatively, be technologically savvy and work well with others to reach their full potential in the modern world. New Tech High is one of the handfull of education reform models at the heart of this 21st century school redesign movement. The model focuses on systemic reform and complements Kamehameha's early literacy and other initiatives on the Wai'anae Coast.

Fullfilling Pauahi's desire to create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry.

Kamehameha Schools Community Education

SY 08-09 HIGHLIGHTS:

- Approximately 3,459 public charter school students benefited from KS' programs and services and all 14 Hawaiian-focused start-up charter school administrators participated in the monthly Professional Learning Community meetings focused on building a community of practice for school leaders.
- Each of the estimated 181 teachers that KS Teacher Education Professional and Development Department supports will in turn impact 11,000 children annually.

Contact Information

Shawn Kana'iaupuni
Division Director
Public Education Support
808.541.5365

Terry Kelly
Division Director
Program Dissemination
808.534.8371

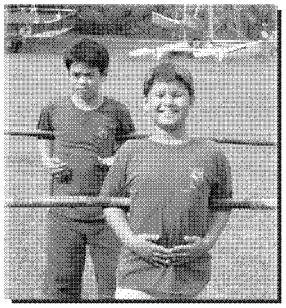
Tony LeBron
Division Director
Extension Education Services
808.534.8358

Terry Lock
Division Director
Community-Based
Early Childhood Education
808.534.8313

Phyllis Unebasami
Division Director
Literacy Instruction
and Support
808.534.8363

Supporting Public Charter Schools

Kamehameha Schools brings resources and technical support to 17 Hawaiian Focused Start-up and Conversion Charter schools to:



- Strengthen and build leadership capacity
- Support instructional improvement
- Support and stabilize basic physical learning environmentsfor current and expanded enrollment
- Provide technical assistance and development through advocacy and research

Kamehameha Schools' Ho'olako Like Department also provides $1,500 per student to support value-added supplemental programming.

Supporting Educators in Public Schools

Several programs work to increase the capability of Hawai'i's public school educators to deliver effective, quality educational services to Hawaiian students from pre-kindergarten through graduate school. KS collaborates with DOE and educational institutions and organizations, and other community partners to support instructional practice and to create greater gains for learners. The three main focus areas of effort:

- Recruit Hawaiian and other community members to be teachers
- Train/Educate culturally competent, qualified teachers
- Retain qualified teachers and administrators in community schools and leadership positions

KS also supports educators in public schools by producing and disseminating curriculum and instructional materials to many public and charter schools. More than 6,600 pieces of materials, including maps, posters, booklets, DVDs and graphics were distributed. For example, KS supported curriculum development using culture-based teaching resources with all 4th grade teachers in the Ka'ū/Kea'au/Pāhoa DOE Complex Area, including stipends and substitute leave for teachers. 21 teachers at all 5 public schools in the area participated in the program, which will eventually reach all 4th and 7th grade teachers Hawai'i island-wide.

Supporting Distance Learning

KS offers interactive distance learning courses on Hawaiian culture to public, charter, private and Continental U.S. high school students and their parents/caregivers who are interested in learning more about topics related to Hawaiian culture, history and literature. Customized online professional development courses are offered to educators to acquire 21st Century teaching skills with a focus on accessing, integrating and developing Hawaiian culture-based learning resources. 'Ike Hawai'i Distance Learning was honored by the U.S. Distance Learning Association for Best Practices in the programming category and Blackboard Greenhouse as an Exemplary course Program.

Hawaii State Assessment Baseline Data: 2003-2009 by NCLB Subgroups (Percent Proficient)

Reading	*2003*	*2004*	*2005*	*2006*	*2007*	*2008*	*2009*
All Students	39	45	47	47	60	62	65
Economically Disadvantaged	27	32	35	35	47	50	54
Disabled	6	7	7	9	14	19	21
Limited English	6	7	21	25	24	35	39
Asian/Pacific Islander	37	43	45	45	58	61	64
Black	38	43	46	47	61	63	65
Hispanic	33	38	44	44	55	57	60
Native American	37	43	52	45	62	63	62
White	51	57	60	59	72	74	77
Hawaiian/Part-Hawaiian	26	32	33	35	48	51	55

Mathematics	*2003*	*2004*	*2005*	*2006*	*2007*	*2008*	*2009*
All Students	19		24	27	39	43	45
Economically Disadvantaged	10	13	15	18	28	32	34
Disabled	3	2	3	5	7	11	10
Limited English	4	10	11	15	16	26	27
Asian/Pacific Islander	18	22	23	27	38	42	44
Black	11	15	16	19	31	40	40
Hispanic	11	13	17	20	30	34	37
Native American	12	16	20	21	31	41	40
White	25	30	30	34	47	52	54
Hawaiian/Part-Hawaiian	9	12	13	16	26	31	32

National Assessment of Educational Progress (NAEP) Scores

NAEP Reading Scores by Year and Subgroup

4th Grade ELA	2003	2005	2007
Hawaii Scores			
***Hawaii* All Students**	208	210	213
Disadvantaged	197	197	203
Asian/Pacific Islander	205	205	210
Black	211	205	212
Hispanic	204	211	205
White	221	224	227
National Scores			
***National* All Students**	216	217	220
Disadvantaged	201	203	205
Asian/Pacific Islander	225	227	231
Black	197	199	203
Hispanic	199	201	204
White	227	228	230

Range of scores (0, 500)

Average Scaled Scores

8th Grade ELA	2003	2005	2007
Hawaii Average			
***Hawaii* All Students**	251	249	251
Disadvantaged	240	239	243
Asian/Pacific Islander	249	246	249
Black	‡	‡	255
Hispanic	249	242	249
White	259	261	262
National Average			
***National* All Students**	261	260	261
Disadvantaged	246	247	247
Asian/Pacific Islander	268	270	269
Black	244	242	244
Hispanic	244	245	246
White	270	269	270

National Assessment of Educational Progress (NAEP) Scores

NAEP Math Scores by Year and Subgroup

Hawaii Scores

4th Grade Mathematics	2003	2005	2007	2009
Hawaii **All Students**	227	230	234	236
Disadvantaged	216	220	224	224
Asian/Pacific Islander	225	229	233	235
Black	221	221	230	232
Hispanic	219	219	244	230
White	238	241	244	247

National Scores

National **All Students**	234	237	239	239
Disadvantaged	222	225	227	228
Asian/Pacific Islander	246	251	254	255
Black	216	220	222	222
Hispanic	221	225	227	227
White	243	246	248	248

Range of scores (0, 500)

Average Scaled Scores

Hawaii Average Scores

8th Grade Mathematics	2003	2005	2007	2009
Hawaii **All Students**	266	266	269	274
Disadvantaged	254	251	258	261
Asian/Pacific Islander	265	264	268	274
Black	‡	‡	‡	271
Hispanic	263	257	264	276
White	273	277	278	282

National Average Scores

National **All Students**	276	278	280	282
Disadvantaged	258	261	265	266
Asian/Pacific Islander	289	294	296	300
Black	252	254	259	260
Hispanic	258	261	264	266
White	287	288	290	292

Board of Education
State of Hawai'i, Department of Education

P.O. Box 2360
Honolulu, HI 96804
(808) 586-3332
Fax: (808) 586-3433

Email the BOE

Title: Comprehensive Student Support System
Series 2200: 2200 SERIES-INSTRUCTION
Policy #: 2203

2203

COMPREHENSIVE STUDENT SUPPORT SYSTEM

POLICY

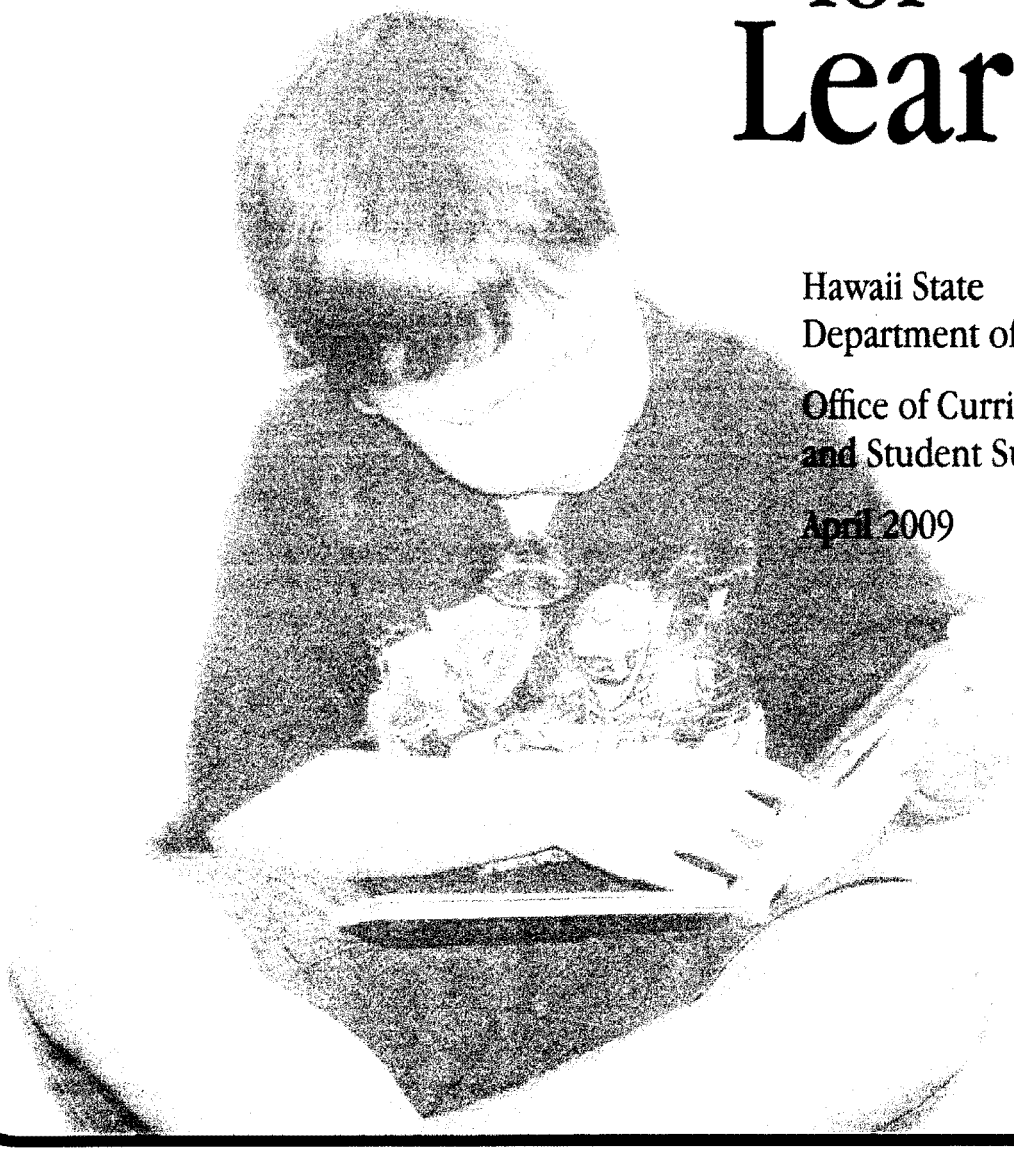
The Board of Education (BOE) recognizes the importance of providing effective instruction in a caring and supportive learning environment. A comprehensive student support system will ensure that all students attain the Hawaii Content and Performance Standards (HCPS) and the General Learner Outcomes (GLOs), in order to become Public School Graduates prepared for post secondary education and/or careers.

Therefore, the Department shall provide a comprehensive student support system framework to support the implementation, with fidelity, of:

(1) Effective standards-based instruction for all students;
(2) Appropriate student support through an array of services;
(3) Involvement of families and community stakeholders as partners in the education process,;
(4) Management of decision-making driven by ongoing assessment of student progress; and
(5) An effective single all-student database.

Approved: 05/14/09

Literacy for Learning



Hawaii State
Department of Education

Office of Curriculum, Instruction and Student Support

April 2009

Table of Contents

SUPERINTENDENT'S MESSAGE	**3**
LITERACY DEFINED	**4**
GUIDING PRINCIPLES	**8**
GUIDING PRINCIPLE ONE: ASSESSMENT OF AND FOR LEARNING	**9**
GUIDING PRINCIPLE TWO: EVIDENCE-BASED INSTRUCTIONAL STRATEGIES	**10**
GUIDING PRINCIPLE THREE: ALIGNED POLICIES AND RESOURCES ACROSS SCHOOLS, COMPLEX AREAS AND STATE LEVELS	**12**
GUIDING PRINCIPLE FOUR: INSTRUCTIONAL LEADERSHIP AND PROFESSIONAL LEARNING	**13**
GUIDING PRINCIPLE FIVE: ACCOUNTABILITY	**17**
GUIDING PRINCIPLE SIX: SCHOOL, HOME AND COMMUNITY PARTNERSHIPS	**19**
CONCLUSION	**20**
BIBLIOGRAPHY	**21**

Superintendent's Message

The Hawaii State Department of Education's "Vision of the High School Graduate" clearly describes a literate individual, a graduate who is college and career ready.

The "Literacy for Learning" framework is a systemic approach that fosters unity and purpose for all schools, complex, and state offices through consistent direction and common expectations.

Although the systemic approach is new, the groundwork for literacy in Hawaii's public schools has been established.

Our focused effort on literacy will greatly assist our graduates in furthering their education and pursuing careers in today's global society.

As stakeholders, it is our shared responsibility to ensure that we continue to work together to create the best school system possible for the children of Hawaii.

Very truly yours,

Patricia Hamamoto

Patricia Hamamoto
Superintendent

Profile of a Literate Learner

Literate learners will be able to apply the core concepts in all content areas and contexts:

- *Read*
- *Write*
- *Speak*
- *Listen*
- *Solve Problems*
- *Think Critically*
- *Use Technology and Media*
- *Utilize Skills to participate in a Global Society and*
- *Apply Skills to the Real World*

Literacy Defined

Literacy is the ability to understand and use language and images to acquire knowledge, communicate and think critically in all content and contexts.

The definition builds upon:

- Hawaii State Board of Education Policy 2010
- Hawaii Content and Performance Standards
- General Learner Outcomes
  - Self-directed learner
  - Community contributor
  - Comple x thinker
  - Quality producer
  - Effective communicator
  - Effective and ethical user of technology
- Vision of the Hawaii Public High School Graduate:
  - Realize their individual goals and aspirations;
  - Possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society;
  - Exercise the rights and responsibilities of citizenship; and
  - Pursue post-secondary education and/or careers without need for remediation.
- Learning Criteria to Support 21st Century Learners
  - Foundation Learning
  - Stretch Learning
  - Learner Engagement
  - Personal Skill Development

A Focus on Literacy

Literate students is our goal

The globalization of society through advances in technology, trade and world travel has created an environment that requires critical, creative and rapid responses to multiple forms of texts and media. Students shall be provided with opportunities to develop knowledge, skills and attitudes to prepare them to be contributing citizens.

Setting content and performance expectations and objectives in the form of Standards

National and Hawaii data reveals that 40% of students today lack the literacy skills required by employers (Achieve, Inc. 2007) and approximately 40% of recent Hawaii high school graduates were placed in remedial English programs in post-secondary institutions.

In *Snapshot! The Hawaii Public Education Poll* (October 2008) respondents felt that communication and reading skills were the two most important skills and abilities for Hawaii high school graduates to possess.

Effective instructional practices in every classroom

Current workplace standards also demand that employees be literate life-longer learners.

In a study of 75 communities in the United States, the reading requirements for entry level jobs was higher than that of those entering university/college programs. In addition, the requirements were also higher for those with blue collar jobs than those in white collar roles. Literacy skills are critical to job performance in each circumstance.

Addressing each student's needs, aspirations and talents

The new literacies require a move from only remembering information to understanding and applying it in the world beyond the classroom.

All students shall be ready to compete in a 21st century global society. Students who are literate know how to read, write, listen and speak as

Did you know?

Students already use multiple forms of text and technology everyday for gaming, downloading music, social networking, and communications. In school, students in grades 6-12 reported that they used technology for:

- *writing assignments (74%)*
- *online research (72%)*
- *checking assignments or grades online (58%)*
- *creating slideshows, videos, web pages (57%)*
- *and e-mail or instant messaging with classmates about assignments (44%)*

(Project Tomorrow, 2007)

Hawaii State Department of Education Strategic Plan 2008-2011

Goal 1. Improve student achievement through standards based education.

Goal 2. Provide comprehensive support for all students.

Goal 3. Continuously improve performance and quality

Hawaii State Board of Education Policy 2010 calls for the *"development of student literacy in all content areas and in all grade levels as an educational and cultural imperative."*

well as effectively manage, evaluate and use information. The Hawaii State Department of Education's State Goals (2007) and the Hawaii State Board of Education Policy 2010 (K-12 Literacy) support this direction.

A Systems Approach

In order to develop the literate learner in every classroom, a systems approach will be implemented. This direction is intended to be a partnership between schools, complex areas, state offices, and the community. The focus on literacy will build upon the knowledge and content area skills established by the Hawaii Content and Performance Standards and the General Learner Outcomes through implementation of current evidence-based practices and innovative instructional approaches to the teaching of literacy.

This document provides the context and overview for a ***consistent statewide*** plan to deepen the understanding and teaching of literacy across the grades and curriculum and to ensure that all students possess the necessary literacy skills to realize the standards in every classroom.

Developing each student's literacy skills is the responsibility of **every** teacher. In the early years, teachers develop fundamentals and appreciation for reading and writing. As students progress through grades and content areas, they are introduced to a variety of forms of text, technology and media. This requires teachers to develop and refine literacy skills through purposeful engagement.

Literacy skills development

Grades K-3	Develop fundamentals and appreciation of reading and writing
Grades K-12	Variety of forms of text, technology and media is introduced throughout the grades

Consideration should be given to the diversity of cultures and languages in the homes and localities of Hawaii. In every culture, children learn the language of the home as they observe, listen, speak, and interact with adults and children in their environment. All students bring valuable cultural knowledge and experiences to the classroom. In order to bring meaning to their efforts, students need to be able to understand and appreciate their culture and integrate it with the acquisition of literacy skills.

"Literacy is not just for the fortunate few. It is the right of EVERY child. Teaching children to read is not the responsibility of a chosen few. It is the responsibility of every teacher, every administrator, and every parent."

Bouchard, D. 2001

Every child should have life choices not chances.

Guiding Principles

The Hawaii State Department of Education will embrace and promote the following guiding principles:

1. Assessment of and for learning drives instruction
2. Evidence-based instructional practices
3. Aligned policies and resources at school, complex area and state levels
4. Instructional leadership and professional learning
5. Accountability
6. School, home and community partnerships

The guiding principles will focus the work of the Office of Curriculum, Instruction and Student Support and in particular, the School Literacy Improvement and Innovation Section on:

- Literate learners in every classroom
- Students reading at grade level by the end of the third grade
- 21 st century high school graduates

Guiding Principle One: Assessment of and for Learning

Assessment drives instruction. Knowing the learner is a key to successful student achievement. To paint a comprehensive picture of student learning, teachers need to incorporate both the large-scale state assessments as well as classroom-based assessments. When teachers collaboratively assess their students' work, instruction becomes precise and reliable records of progress are created.

"Common formative assessments are designed collaboratively by grade level or department teams to assess student understanding of a standard. Teachers together score the assessments, analyze the results, and discuss ways to achieve improvements in student learning. Thus the assessment informs instruction."

Adapted from Ainsworth and Viegut 2006

Summative Assessments of learning are used to measure and evaluate student performance and progress toward proficiency on the Hawaii Content and Performance Standards, and for reporting to parents and stakeholders. From this data, patterns and trends related to literacy can be identified by schools and goals for the school can then be determined.

Formative Assessments for learning are on-going classroom based assessments that provide evidence of student learning for instructional differentiation. Classroom assessments provide evidence about what the student understands and can do.

Formative Assessments are an integral part of effective teaching and learning and should be authentic and engaging. They should focus on how students learn and provide appropriate student feedback and guidance for improvement. The feedback should help the learner set goals and self-assess.

Working Collaboratively on Assessments

Principals and teachers require tools for using data to plan instruction and improve student learning. A process that has proven to help teachers to identify student strengths and needs is the Examining Student Work Protocol. Grade-level teams or departments collaboratively review

student work and analyze the strengths and needs of students then develop an appropriate instructional plan.

Professional learning opportunities are required to deepen knowledge of a variety of assessment tools such as the Examining Student Work Protocol.

Guiding Principle Two: Evidence-based Instructional Strategies

To be precise is to get something right: to prescribe is to lay down rigid rules. Precision is in the service of personalization because it means to be uniquely accurate, that is, precise to the learning needs of the individual."
"Personalization requires precision and precision demands ongoing learning."

Fullan, M. 2006

Every student has the right to improved achievement through effective instruction focusing on literacy. Every teacher is a teacher of literacy. Literacy skills should be deliberately included and explicitly taught to deepen the understanding of content (rigor) and use beyond the classroom (relevance).

Evidence-based instructional strategies have been tested through research and in the classroom and proven to improve student learning.

Instructional Strategies that Impact Literacy

Researchers have examined ways to improve the teaching of literacy skills. A set of powerful generic instructional practices was researched by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock. Each strategy has significant impact on student learning.

Through on-going professional learning opportunities, teachers will understand, apply and refine these nine powerful strategies in all content areas:

1. Identifying similarities and differences using metaphors and analogies
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Providing homework and practice
5. Utilizing graphic organizers (non-linguistic representations)

6. Developing cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Utilizing questions, cues and advance organizers

"The teaching/learning process is a complex phenomenon. Everything counts-every word, thought, action and association and the degree to which you the teacher orchestrate the environment, the presentation, and the design is the degree to which learning occurs."

Lozanov 1999

"Instruction is powerful only when it is sufficiently precise and focused to build directly on what students already know and to take them to the next level."

Hill, P., Crevola, C, & Fullan, M.

Characteristics of Literacy Focused Instruction

Instructional strategies help students strengthen specific literacy skills across grades and content areas have the following characteristics.

- Integration of learning through literacy:
  - Connects reading, writing, talking, listening and thinking
  - Connects to all content areas and everyday life
- Student develops higher order thinking skills
  - Formulating ideas
  - Solving problems
  - Making meaning
  - Deeper and more discerning understanding of text
- Teacher provides differentiated instruction
  - Use of different texts
  - Different supports depending on the learning needs
- Teacher creates a community of learners
  - Collaborative learning experience
  - Multicultural values development
  - Social responsibility and leadership skills development
- Principal plans careful use of instructional time
  - Instructional time is protected
  - Large blocks of time to implement the components of literacy focused instruction
  - Time for targeted instruction for students not making adequate progress

Guiding Principle Three: Aligned Policies and Resources across Schools, Complex Areas and State levels

"Literacy is about learning to learn, about becoming independent thinkers and learners. It is about problem solving, teamwork, knowledge of the world, adaptability, and comfort in a global system of technologies, conflict and complexity. It is about the joy of learning and the pleasure and productivity of using one's learning in all facets of work and life pursuits."

Hill, P., Crevola, C, & Fullan, M.

The Hawaii State Department of Education has established literacy as a priority and is committed to engaging the entire system in a consistent approach to improving achievement.

To increase achievement, the statewide plan will:

- Articulate clear and explicit expectations for student success.
- Clearly identify and support a common knowledge base and set of skills for improving literacy achievement across all elementary and secondary schools.
- Strategically allocate human and financial resources
- Embed literacy goals and actions in the Hawaii State Department of Education Strategic Plan and school Academic and Financial Plans, and align initiatives and resources at the state, complex area and schools
- Provide professional learning opportunities and establish learning networks for all teachers, principals and leaders over the next three years
- Establish and support School Literacy Leadership Teams to develop, implement and monitor a literacy component as part of the school's Academic and Financial Plan
- Establish the School Literacy Improvement and Innovation Section in the Office of Curriculum, Instruction and Student Support to support literacy

- Establish School Literacy Coaches and Literacy Leaders at the complex area and state levels
- Establish a process for monitoring literacy achievement

Guiding Principle Four: Instructional Leadership and Professional Learning

Instructional Leadership and Professional Learning are keys to the successful implementation of the Statewide Plan.

"Effective leaders combine a strong sense of moral purpose, an understanding of the dynamics of change, great emotional intelligence as they build relationships, a commitment to new knowledge development and sharing, and a capacity for coherence making."

Michael Fullan 2003

"Great Leaders move us. They ignite our passion and inspire the best in us….

Great leadership works through the emotions."

Goleman, D., Boyatzis,R. , McKee, A. 2003

The Principal as the Instructional Leader

The principal as the instructional leader:

- Fosters literacy as a priority
- Through professional learning communities, promotes on-going learning related to effective literacy assessment and instruction
- Uses school and student data to develop the school literacy component of the school's Academic and Financial Plan in collaboration with staff and allocates necessary financial and human resources to implement the plan
- Monitors the literacy plan through classroom visits, formative assessments, surveys and summative evaluations
- Communicates with the parent community and encourages the development of literacy skills at home
- Provides key support for the school literacy coach – collaborates with coach on work plans, timelines, strategies, communication plans, and processes to ensure confidentiality

School Literacy Leadership Team

The School Literacy Leadership Team fosters commitment and serves as the "engine of change"

Keating, J. 2006

The goal of the School Literacy Leadership Team is to provide support through the development and monitoring of the school literacy component of the Academic and Financial Plan. They identify the priorities for professional learning related to literacy and build school capacity by facilitating those experiences. This shared leadership leads to more effective planning, decision-making and implementation.

The School Literacy Leadership Team is comprised of the principal, literacy coach, and staff. To support the work of this team and to build lateral capacity across complex areas, professional learning opportunities will be provided by the state and complex area literacy leaders.

State and Complex Area Literacy Leaders

Research tells us:

- *Literacy coaches have positive effects on student achievement*
- *Coaches work most effectively using a variety of approaches*
- *Teachers benefit most when they view the coach as a collaborator and not as an valuator*
- *Principals play an important role in nurturing collaborative relationships and monitoring achievement targets.*

Lynch, J. & Aslop, S, York University, Faculty of Education

Serving at both the state and complex area levels, literacy leaders provide support for the implementation of the statewide plan. Working collaboratively with coaches, school-based staff and the School Literacy, Improvement and Innovation Section, they will build upon existing resources to develop literacy strategies, instructional strategies, and various resource documents. Literacy leaders will be the lead trainers for the literacy coaches and may also assist with the school literacy component of the school's Academic and Financial Plan.

Role of the School Literacy Coach

"...a study in Dallas, Texas found that five years after the literacy coaches' work in low performing schools, every school involved had been removed from the state's low-performing list and their student's reading performance had improved dramatically."

Russo, A., 2004

Literacy coaches:

- Support the implementation of statewide literacy and instructional strategies
- Provide job-embedded learning that incorporates practice and reflection
- Differentiate professional learning to meet the needs of teachers
- Introduce and/or review a variety of assessment strategies

- Use student work to plan the teaching and learning cycle including differentiation for a variety of learners
- Observe students and teachers, provide feedback and model lessons that incorporate evidence-based assessment and instructional strategies
- Suggest appropriate resources
- Assist with the development of the school literacy component as part of the school's Academic and Financial Plan

Effective coaches have:

- Successful teaching experience at the appropriate grade levels
- Excellent communication skills
- In-depth knowledge of literacy skills and strategies
- Ability to build relationships and work collaboratively with adults
- Demonstrated leadership within the school, complex area and or state
- Knowledge of powerful professional learning practices and designs
- Experience presenting to colleagues

"When one teaches, two learn."

Robert Half

Student learning begins with staff learning. The best way to influence the quality of teaching and thus student learning is through effective professional development.

"The results of this study confirm that teacher knowledge, skill and collaboration contribute to improved instruction and student achievement. Staff members within these schools who learn together create a spirit on which improvement efforts thrive."

Killion, J.

Professional Learning

Professional learning based on effective instructional practices focused on literacy will be implemented statewide. The Hawaii State Department of Education will develop a common language, literacy terminology, and strategies across all grades and content areas. Professional learning will promote cohesive staff development at the grade, department, school, complex area, and state levels. All educators will grow professionally and gain the knowledge and skills necessary to raise student achievement.

To ensure consistency and quality of implementation, two powerful types of professional learning opportunities will be used, Institutes and Learning Networks.

1. Institutes are:

- Intensive sustained learning experiences focused on building common knowledge, language and skills across all roles tailored to meet the needs of the participants
- Organized as series with opportunities between sessions for application and reflection
- Cyclical and on-going allowing for new staff to participate

2. Learning Networks are:

- Learning teams facilitated at the work site level to build lateral capacity
- Professional learning communities with purpose and direction
- Opportunities for deeper understanding and application
- Structures with a variety of forms: study groups, book clubs, sharing of best practices, examining student work, planning for instruction, and web-based dialogues

Guiding Principle Five: Accountability

Effective accountability accomplishes two things simultaneously. It functions as a strategy for classroom and school improvement, and serves to extend the expectations for accountability by the broader public.

Targets

Literacy strategies, goals and actions will be embedded in the Hawaii State Department of Education Strategic Plan and school Academic and Financial Plans. Initiatives and resources will be aligned at the state offices, complex areas and schools.

The Department of Education's Strategic Plan will include Literacy as a strategy for each objective under "Goal 1: Improve Student Achievement Through Standards-Based Education."

Objective 1.1 Provide standards-based curriculum, instruction, and assessment in all classrooms that reflect rigor, relevance, and relationships (Three Rs).

Objective 1.2 Increase proficiency in reading, mathematics, and science for all students.

Objective 1.3. Ensure that all students demonstrate the six General Learner Outcomes (GLOs).

The school's Academic and Financial Plans shall include specific goals for developing literacy in all content areas.

Supporting Students

The Comprehensive Student Support System begins with the classroom teacher assessing, addressing and monitoring the learning needs of students in grades K-12. Each teacher will be part of a team that prioritizes literacy and incorporates literacy strategies in its interventions and supports for student achievement.

Supporting Schools

A system for giving special assistance to low performing or stagnant schools will be established. Any intervention for low performing schools will be based on helping to develop capacity and should minimize stigmas or negative labeling.

Guiding Principle Six: School, Home and Community Partnerships

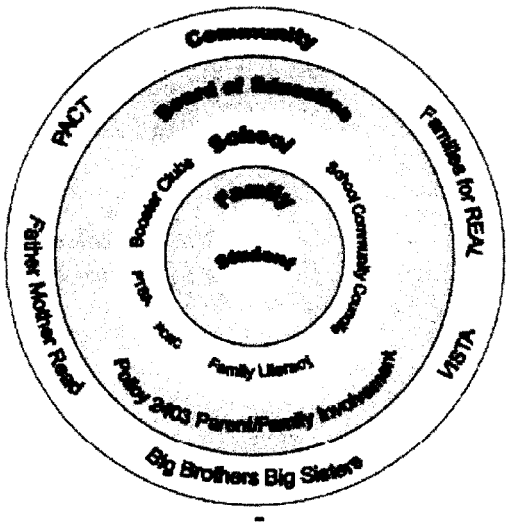
"Effectively engaging parents and families in the education of their children has the potential to be far more transformational than any other type of educational reform."

National Standards for Parent/Family Involvement Programs, 2004

The community plays an integral part in the effectiveness of schools. Effective schools do not exist in isolation; families and communities share the responsibility for school success. While schools have the primary responsibility for formal literacy education, children are more likely to succeed when their parents are actively engaged in their child's learning.

Evidence based practices for engaging schools, families, and communities in the literacy focus will be identified and promoted.

School, Home and Community Shared Responsibility for Literacy



Conclusion

This document provides the context and overview for a consistent statewide plan to deepen the understanding and teaching of literacy across the grades and curriculum and to ensure that all students will become literate learners.

Hawaii's public schools will collaboratively implement its statewide literacy plan through a dynamic partnership involving all state offices, complex areas, schools, and the community.

The literacy focus will build upon the content area and skills of the Hawaii Content and Performance Standards and the overarching skills of the General Learner Outcomes.

The teaching of literacy is not new. Schools and complex areas have been engaged in this work for a long time. What is different about this statewide "Literacy for Learning" framework is its systemic approach. This approach will foster unity and purpose through consistent direction and common expectations.

The Hawaii State Department of Education is committed to increasing student achievement through a systems approach that focuses on literacy.

Bibliography

Allington, R.L. (2001). *What really matters for struggling readers: Designing research-based programs.* New York: Allyn & Bacon.

Allington, R.L. (2002). What I've learned about effective reading instruction from a decade of studying exemplary elementary classroom teachers. *Phi Delta Kappan*, 83(10), 740-747.

Allington, R.L. (2004). *The six Ts of effective elementary literacy instruction.* Arlington, VA: Reading Rockets. Available at: http://www.readingrockets.org/article.php?ID=413

Allington, R.L., & Cunningham. P.M. (2002). *Schools that work: Where all children read and write* (2nd ed.). Boston: Allyn & Bacon.

Allington, R.L. & Johnson, P.H. (2000). What do we know about effective fourth-grade teachers and their classrooms? In C.A. Roller (Ed.), *Learning to teach reading: Setting the research agendas* (pp. 150-165). Newark, DE: International Reading Association.

Allington, R.L. & Johnson, P.H. (2002). *Reading to learn: Lessons from exemplary fourth-grade classrooms.* New York: Guilford Press.

Anderson, L.W., & Krathwohl, D.R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.* New York: Longman.

Beers, K. (2003). *When kids can't read, what teachers can do: A guide for teachers 6 to 12.* Portsmouth, NH: Heinemann.

Bennett, B., & Rolheiser, C. (2001). *Beyond Monet: The artful science of instructional integration.* Ajax, ON: Bookation.

Booth, D. (1998). *Guiding the reading process: techniques and strategies for successful instruction in K-8 classrooms.* York, ME: Stenhouse.

Booth, D. (2201). *Reading and writing in the middle years.* Markham, ON: Pembroke.

Booth, D., & Rosewell, J. (2002). *The literacy principal: Leading, supporting and assessing reading and writing initiatives.* Markham, ON: Pembroke.

Biancarosa, C., & Snow, C. E. (2004). Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

Calkins, L.M. (2001). *The art of teaching reading.* New York: Longman.

Cole, A.D. (2003). *Knee to knee, eye to eye: Circling in on comprehension.* Portsmouth, NH: Heinemann.

Crevola, C., & Hill, P. (2001). *Class: Children's literacy success strategy, an overview.* Melbourne, Australia: Catholic Education Office.

Culham, R. (2003). *6+ 1 Traits of writing: The complete guide.* New York: Scholastic.

Cummins, J. (2003). Reading and the ESL student. *Orbit,33*(1), 19-22.

Epstein, J. (2001). Building bridges of home, school and community: The importance of design. *Journal of Education for Students Placed at Risk, 6*(1,2), 161-168.

Fountas, I.C., & Pinnell, G.S. (2001). *Guiding readers and writers, Grades 3-6.* Portsmouth, NH: Heinemann.

Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). Toronto: Irwin Publishing.

Fullan, M., & Crevola, C. (2006). *Breakthrough.* Thousand Oaks, CA: Gage.

Gregory, G., & Kuzmich, L. (2005). *Differentiated literacy strategies.* Thousand Oaks, CA: Corwin.

Lambert, L. (2003): *Leadership capacity for lasting school improvement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Langer, J.A. (2000). *Guidelines for teaching middle and high school students to read and write well: Six features of effective instruction.* Albany, NY: National Research Center on English Learning & Achievement. Available at: http://cela.albany.edu/publication/broschure/guidelines.pdf

Lankshear, C., & Knobel, M. (2003). *New literacies: Changing knowledge and classroom learning.* Buckingham, UK: Open University Press.

Lipson, M.Y., Mosenthal, J.H., Mekkelsen, J., & Russ, B. (2004) Building knowledge and fashioning success one school at a time. *The Reading Teacher, 57*(6), 534-542.

Luke, A. (2003). Literacy education for a new ethics of global community. *Language Arts, 81*(1), 20-22.

Lyons, C., & Pinnell, G.S. (2001). *Systems for change in literacy education: A guide to professional development.* Portsmouth, NH: Heinemannn.

McCarrier, A., Pinnell, G.S., & Fountas, I.C. (2000). *Interactive writing: How language and literacy come together, K-12.* Portsmouth, NH: Heinemann.

McEwan, E. (2002). *Teach them all to read: Catching the kids who fall through the cracks.* Thousand Oaks, CAQ: Corwin Press.

McLaughlin, M., & Allen, M. (2002). *Guided comprehension: a teaching model for Grades 3-8.* Newark, DE: International; Reading Association.

McTighe, J., & Wiggins, G. (1999). *The understanding by design handbook.* Alexandria, VA: Association for Supervision and Curriculum Development.

Ontario Ministry of Education. (2003). Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario. Ontario, Canada: Ministry of Education.

Ontario Ministry of Education. (2004). Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario. Ontario, Canada: Ministry of Education.

Pressley, M. (2000). What should comprehension instruction be the instruction of? In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Handbook of reading research, Vol. III*(pp. 545-561). Mahwah, NJ: Laurence Erlbaum.

Pressley, M. (2002). *Reading instruction that works: The case for balanced teaching* (2nd ed.). New York: Guilford Publications.

Raths, L., Wassermann, S., Jonas, A., & Rothstein, A. (1986). *Teaching for thinking: Theory, strategies and activities for the classroom.* New York: teachers College Press.

Reeves, D. (2006). *The learning leader.* Washington, DC: ASCD.

Robb, L. (2000). *Teaching reading in middle school: A strategic approach to teaching reading that improves comprehension and thinking.* New York: scholastic.

Sousa, David A. (2001). *How the special needs brain learns.* Thousand Oaks, CA: Sage Publications.

State Literacy Plan 2006-08, New South Wales Department of Education, p. 9, Guidelines for Literacy (York Region District School Board) Curriculum Series Vol. 5.

Stiggins, R.J. (1998). *Classroom assessment for student success.* Annapolis Junction, MD: National Education Association.

Szymusiak, K., & Sibberson, F. (2001). Beyond leveled books: Supporting transitional readers in Grades 2-5. Portland, ME: Stenhouse.

Taylor, R., & Collins, V. (2003). *Literacy leadership for Grades 5-12.* Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C.A. (1999a). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C.A. (1999b, October). Leadership for differentiated classrooms. *The School Administrator Web Edition.* Available at: http://www.aasa.org/publication/sa/1999_10/tomlinson.htm

Tomlinson, C.A. (2004). La classe differenciee (B. Theoret, trans.). Montreal: Cheneliere/McGraw-Hill.

Tompkins, G. (2004). 50 literacy strategies, step by step. Upper Saddle River, NJ: Pearson Prentice Hall.

Tovani, C., & Keene, E. (2000). I read it, but I don't get it: comprehension strategies for adolescent readers. Portland, ME: Stenhouse.

Tovani, C. (2004). Do I really have to teach reading? Content comprehension, Grades 6-12. Portland, ME: Stenhouse.

Vacca, R.T. (2002). From efficient decoders to strategic readers. Educational Leadership, 60(3), 7-11.

Vygotsky, L. (1980). Mind in society: The development of higher psychological processes. Canbridge, MA: Harvard University Press.

Webber, C.F. (2003). New technologies and educative leadership. Journal of Educational Administration 41(2), 119-124.

Wiggins, G. (19998a). Assessing student performance: Exploring the purpose and limits of testing. San Francisco, CA: Jossey-Bass.

Wiggins, G. (1998b). Educative assessment: Designing assessments to inform and improve student performance. San Francisco, CA: Jossey-Bass.

Wiggins, G., and McTighe, J. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

Wilhelm, J.D. (2001). Improving comprehension with think-aloud strategies: Modeling what good readers do. New York: Scholastic.

Wilhelm, J.D., Baker, T.N., & Dube, J. (2001). Strategic reading: Guiding students to lifelong literacy, 6-12. Portsmouth, NH: Boynton/Cook.

Wray, D., & Medwell, J. (2001). Teaching literacy effectively. London: Routledge Falmer.

Acknowledgments

Special thanks to Diane Cho, Audra Daligcon, Lisa DeLong, Mike Fahey, Joanne Fujio, Daniel Hamada (Co-Chair), Vicki Kajioka, Eric Kam, Miki Kamimura, Linda Kamiyama, Bernice Kihara, Gloria Kishi, Hilary Apana-McKee, Dan Miyamoto (Co-Chair), Deborah Miyao, Amy Ng, Patricia Nichols, Kathleen Nishimura, Katherine Sakuda, Kaui Sang, Petra Schatz, Carol Shikada, Donna Shiroma, Teri Ushijima, Diane Young, and Wes Yuu.

Eleanor Adam and Joanne Quinn served as facilitators for the Literacy Work Team.

College and Career Indicators Report Class of 2008

President Barack Obama challenged the country to return to its position as first in the world in higher education: 60% of working age adults with a two or four year college degree by 2025.

The Hawai'i P-20 Council set a goal of 55% of Hawai'i's working age adults having a two-or four-year degree by 2025, an increase from 40% in 2000.

Vision of a High School Graduate for Hawai'i Department of Education

All public school graduates will:

- Realize their individual goals and aspirations;
- Possess the attitudes, knowledge, and skills necessary to contribute positively and compete in a global society;
- Exercise the rights and responsibilities of citizenship; and
- Pursue post-secondary education and/or careers without need for remediation.

For Hawai'i and its residents to be competitive globally, we must increase the education of our residents. Meeting the goals for economic competitiveness requires improvement of educational outcomes at all levels:

- More children in quality early education programs and entering kindergarten ready to learn;
- More children reading at grade level by third grade;
- More youth graduating high school ready for success in careers and college;
- More high school graduates entering college and earning their degrees in a timely manner; and
- More college graduates meeting the state's workforce needs.

This report presents information on how well Hawai'i's graduates are prepared for career and college success and to achieve the State of Hawai'i Depatment of Education's Vision of a High School Graduate. The indicators are selected from data currently available and based on recommendations from the report, *Measures that Matter: Making College and Career Readiness the Mission of High Schools* (http://www.achieve.org/node/79).

The report on the Class of 2008 marks the first time that the State of Hawai'i Depatment of Education and the University of Hawai'i have produced this report in cooperation with Hawai'i P-20 Partnerships for Education and Kamehameha Schools. In the future, DOE and UH expect to issue this report each spring for the previous year's graduating class. Additional report measures are expected to be added in the future as data become available.

We appreciate your suggestions and comments about the data reported, explanations of the data and other indicators to include in this report.

Please contact Jean Osumi at josumi@hawaii.edu
Hawai'i P-20 Partnerships for Education

HAWAI'I P-20
Partnerships for Education
Spark. Transform. Excel.

A College and Career Indicators report is available for each public high school at:
http://www.p20hawaii.org/indicators_report.html

College and Career Indicators Report Class of 2008

Governor Wallace Rider Farrington High School

Complex Area: Farrington-Kaiser-Kalani

June Graduates Statistics, 2008

	School	Statewide
High School Completers	479	11,303
Non-completers	35	488
Total	514	11,791

Exceeding College and Career Readiness

College Enrollment Nationwide (percent of completers), Fall 2008‡	225 (47%)	5,796 (51%)
2-year college	174 (36%)	3,499 (31%)
4-year college	51 (11%)	2,297 (20%)
Advanced Placement (AP), 2007–2008		
Number of students taking AP exams	2	2,932
Number of exams taken	4	4,498
Exams scored 3 of 5 or better	2	1,931
Running Start Participants, Summer 2007–Spring 2008	13 (3%)	487 (4%)
University of Hawai'i College credits attempted	54	2,152
University of Hawai'i College credits earned	48	1,976

Meeting College and Career Readiness

College Board SAT, Graduating Seniors 2008		
Number of students taking the SAT	136	4,961
Critical Reading (average score)	413	456
Mathematics (average score)	452	473
Writing (average score)	417	441
BOE Recognition Diploma Awarded, 2008	163 (32%)	3,637 (31%)

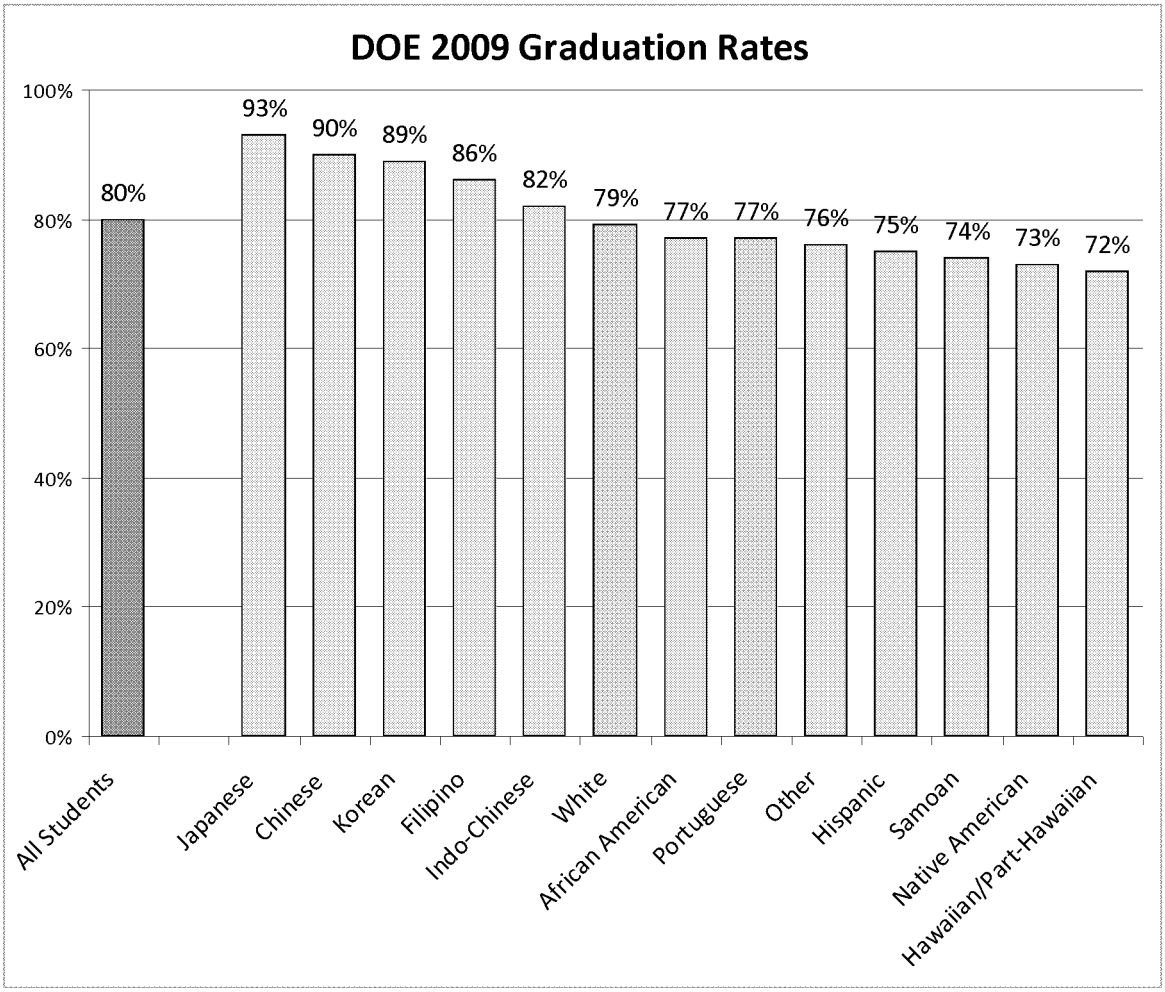
Approaching College and Career Readiness

Hawai'i State Assessment		
Reading, Spring 2006 – percent proficient	33%	47%
Mathematics, Spring 2006 – percent proficient	15%	27%
Science, Fall 2007 – percent proficient	14%	27%
High School Diplomas Awarded, 2008	464	11,087
On-time graduation rate (2008 graduates)	76%	80%
June 2008 graduates enrolled at the University of Hawai'i Community Colleges (UHCC), Fall 2008	172	3,379
Number of students enrolled in remedial or developmental mathematics (of those enrolled at the UHCCs)	97 (56%)	1,680 (50%)
Number of students enrolled in remedial or developmental English (of those enrolled at the UHCCs)	78 (45%)	1,645 (49%)

‡ These data represent graduates' confirmed college enrollment following high school graduation and are based on reports provided by the National Student Clearinghouse. Hawai'i P-20 recommends that schools may estimate their actual college going rates to be approximately six percentage points higher than confirmed Clearinghouse enrollments. For further explanation, see technical report at http://www.p20hawaii.org/indicators_report.html

Graduation Rates Overall and by Subgroup

HIDOE Graduation Rates by Year and NCLB Subgroup							
	2002	2003	2004	2005	2006	2007	2008
All Students	79	80	80	80	79	79	80
Disadvantaged	69	75	75	74	77	74	78
Disabled (SPED)	60	71	73	72	74	73	72
Limited English (ELL)	58	62	71	72	82	75	81
Asian/Pacific Islander	80	80	81	80	80	80	81
Black	71	77	70	74	78	69	75
Hispanic	68	67	74	72	76	71	72
Native American	69	65	69	79	64	69	70
White	77	80	79	78	78	78	79



LINDA LINGLE
GOVERNOR

KATHRYN S. MATAYOSHI
INTERIM
SUPERINTENDENT

STATE OF HAWAI'I
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAI'I 96804

OFFICE OF THE SUPERINTENDENT

May 12, 2010

The Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4260

Dear Secretary Duncan:

We are writing to express our strong support of Hawaii's ***Race To The Top*** application for funding to accelerate major educational reform in Hawaii and to change the organizational culture of our state's public school system. We believe that these changes will result in dramatic improvements in teacher and principal effectiveness and ultimately, student achievement.

One of Hawaii's distinct advantages is that our entire state is one school district (the tenth largest in the nation). This single statewide district is divided into K-12 "Complexes," each of which is comprised of a high school and its feeder elementary and middle schools serving a defined geographical attendance area. These Complexes are grouped geographically into a total of 15 Complex Areas, each overseen by a Complex Area Superintendent.

We, the Complex Area Superintendents, report directly to the State Superintendent and are directly accountable for supervision and evaluation of Principals as well as the overall educational and business operations of our Complex Areas. We join the Superintendent, the Deputy Superintendent, and the Assistant Superintendents of the Hawaii Department of Education to form the Leadership Team.

As former school Principals and educational officers actively committed to improving educational outcomes for all children, we understand that bold and visionary policies, strategies, and practices are necessary to enact the level of reform that will ensure that all of our students will graduate college and career ready.

Without a doubt, the necessary and needed changes to "business as usual" will present challenges for us. We stand ready to make significant changes to our overall fiscal, human resource, and information technology operations in order to effectively deliver the resources, personnel, and tools needed to actualize the four core reforms as outlined in the Race to the Top.

To this end, we realize that bold and exciting plans are of little worth unless accompanied by hard work, focus, and tenacity of effort in implementation. We support the educational reform as outlined in our

Race to the Top application, and are committed to "locking in" the reforms in our new State Strategic Plan, a five-year formal plan for education that is currently in development. Our individual and shared commitment is evidenced by our:

1. Active participation in implementing reform plans.
2. Timely and accurate sharing of feedback as reform plans are refined and implemented.
3. Leadership to ensure that all Complex staff are aware of reform policies, plans, practices, and opportunities to provide input.
4. Leadership to ensure that parents, businesses, and other community partners have opportunities to contribute ideas and comments germane to the reform.
5. Work to maintain and improve positive and open relationships with collective bargaining units as reform plans are refined, implemented, and reviewed.
6. Collaborative work to share best practices and speak with a singular focus and message.
7. Active efforts to leverage resources and supports to our priority schools while at the same time increasing the quality and level of supports available to all schools.

In closing, we believe that our reform plans provide the blueprint for increased student achievement and growth in Hawaii. Through our leadership of focused and sustained efforts to implement the reforms as outlined in our Race to the Top application and State Strategic Plan, we will be able to meet our goal of every student graduating college and career ready by 2018.

Thank you for the opportunity to apply for the ***Race to the Top*** grant.

Respectfully yours,

Lea Albert
Complex Area Superintendent
Windward District

Bruce Anderson
Complex Area Superintendent
Maui District

William Arakaki
Complex Area Superintendent
Kauai District

Secretary Duncan
May 12, 2010
Page 3

Gail Awakuni, PhD
Complex Area Superintendent
Leeward District

Lindsay Ball
Complex Area Superintendent
Maui District

Joyce Bellino
Complex Area Superintendent
Windward District

Mary Correa
Complex Area Superintendent
Hawaii District

Lisa DeLong
Complex Area Superintendent
Leeward District

Calvin Nomiyama
Complex Area Superintendent
Honolulu District

Sheldon Oshio
Complex Area Superintendent
Leeward District

Patricia Park
Complex Area Superintendent
Central District

Stephen Schatz
Complex Area Superintendent
Honolulu District

Arthur Souza
Complex Area Superintendent
Hawaii District

Valerie Takata
Complex Area Superintendent
Hawaii District

Teri Ushijima, PhD
Complex Area Superintendent
Central District

HSTA
HAWAII STATE TEACHERS ASSOCIATION
Teaching Today for Hawaii's Tomorrow

1200 Ala Kapuna Street • Honolulu, Hawaii 96819
Tel: (808) 833-2711 • Fax: (808) 839-7106 • Web: www.hsta.org

Wil Okabe
President
Karolyn Mossman
Vice President
Joan Kamila Lewis
Secretary-Treasurer
Alvin Nagasako
Executive Director

May 10, 2010

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

On behalf of the Hawaii State Teacher's Association (HSTA), I am writing to convey strong support for the Hawaii Department of Education's (HIDOE) grant application to the United States Department of Education for funding of the ***Race To The Top*** program (CFDA: 84.395A).

The Hawaii State Teachers Association, formed in 1971, represents all 14,000 public school teachers in the State of Hawaii. Our sole mission is serving the needs of Hawaii's public school teachers in all facets of their professional lives. We are committed to creating an environment where teachers have every opportunity to do their best for the students.

The proposed ***Race To The Top*** application will address educational reform in the following areas: Standards and Assessments, Data Systems to Support Instruction, Great Teachers and Leaders and Struggling Schools. It will require teachers, administrators, and the community to approach student learning in an innovative and highly effective manner that differs in several significant ways from our current system.

HIDOE emphasizes the importance of graduating career and college-ready students. With that background, the application supports the adoption of the Common Core Standards and related assessment tools, envisions technological infrastructure to provide longitudinal data, redefines effectiveness of and compensation for teachers and principals, and calls for action to turn around identified lowest performing schools.

HSTA recognizes that the changes proposed in Hawaii's Race to the Top Application will significantly impact Hawaii's public school teachers, especially in regard to linking student achievement with teacher evaluation and compensation. We agree that professional development and other supports for teachers to improve student growth are an intrinsic part of the success of the overall reform plan.

The Honorable Arne Duncan
May 10, 2010
Page 2

We have been working collaboratively with HIDOE since the Race to the Top guidelines were issued on identifying issues, concerns, and most importantly, solutions that will move all of us forward focusing on our mutual goal of improving student performance. Specifically, we have a signed Agreement of Concepts in which we agree to further discuss facilitating reforms needed in the targeted schools on a small-scale. These reforms would guide and inform statewide implementation efforts, many scheduled to begin in the next year.

HSTA and its members have a long and deep commitment to our students, the true beneficiaries of reform. The more students gain from education, the more we as a community gain.

Sincerely,

Wil Okabe
President

WO:cr

HAWAII GOVERNMENT EMPLOYEES ASSOCIATION
AFSCME Local 152, AFL-CIO

AFSCME
LOCAL 152, AFL-CIO

RANDY PERREIRA
Executive Director
Tel: 808.543.0011
Fax: 808.528.0922

NORA A. NOMURA
Deputy Executive Director
Tel: 808.543.0003
Fax: 808.528.0922

DEREK M. MIZUNO
Deputy Executive Director
Tel: 808.543.0055
Fax: 808.523.6879

May 21, 2010

The Honorable Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-4260

Dear Secretary Duncan:

On behalf of the Hawaii Government Employees Association (HGEA), I am writing to convey strong support for the Hawaii Department of Education's (DOE) grant application to the United States Department of Education for funding of the ***Race To The Top*** program (CFDA: 84.395A).

HGEA-AFSCME Local 152, AFL-CIO, is Hawaii's largest union with more than 44,000 members statewide. HGEA represents a diverse group of state and county government employees in seven bargaining units, including the school system's principals and vice principals in Bargaining Unit 6 (educational officers).

The proposed ***Race To The Top*** application will address educational reform in the following areas: Standards and Assessments, Data Systems to Support Instruction, Great Teachers and Leaders and Struggling Schools. It will require teachers, administrators, and the community to approach student learning in an innovative and highly effective manner that differs in several significant ways from our current system.

The Hawaii DOE emphasizes the importance of graduating career and college-ready students. With that background, the application supports the adoption of the Common Core Standards and related assessment tools, envisions technological infrastructure to provide longitudinal data, redefines effectiveness of and compensation for teachers and principals, and calls for action to turn around identified lowest performing schools.

HGEA recognizes that the changes proposed in Hawaii's Race to the Top application will significantly impact Hawaii's 816 educational officers, as well as educational support staff in other bargaining units, particularly in regard to linking student achievement, teacher evaluation, and school leadership performance.

Our organization has had meetings with the DOE to discuss reforms in the area of principal evaluations, incentives, and a system of support to be implemented in schools within the Zones of Innovation. These Zones will include the priority schools, defined as the lowest 5% of the Title 1 in-status schools, plus all other schools within the complex of

the in-status schools, in SY 2011-2012. In addition, the Employer may invite up to approximately 40 additional schools during SY 2012-13 to participate. The evaluation system is expected to be implemented state-wide by SY 2013-14. During SY 2011-12 and 2012-13, the new evaluation system will be reviewed, analyzed, and perfected in order to assure that it is adequately addressing the needs and purposes for an effective principal evaluation system.

Conceptually the parties agree that the evaluation system will reflect student growth and other supplemental measures including high school graduation rates, college enrollment rates, evidence of supportive teaching and learning, instructional leadership, positive family and community engagement. This new evaluation system is expected to include various methods of measuring student growth across the system.

While the parties are committed to work towards system change within the DOE, the commitment of the Employer to develop and implement systemic change is critical for success in implementing the changes necessary to improve the future of K-12 public education in the State of Hawaii.

HGEA remains committed to preserving and advancing employee rights and benefits through collective bargaining, legislative advocacy and political action to improve the lives of our children and people of Hawaii.

Sincerely,

Randy Perreira
Executive Director

RP:sf

HAWAI'I STATE STUDENT COUNCIL
475 22ND AVENUE, RM.211
HONOLULU, HAWAII 96816

04 January 2010

To: Race to the Top Fund Selection Committee
United States Department of Education

From: Hawai'i State Student Council

Subject: Student Support for Hawai'i's Race to the Top Fund Application

The Hawai'i State Student Council (HSSC) is comprised of representatives spanning the eight islands of this unique state and speaks on behalf of the 178,000 students in the tenth largest school district in the nation. Students hold education to be a core foundation of the future wellbeing of not only our home, but also the nation. It commends the efforts of the U.S. Department of Education in its promotion of school reform and fully supports the state of Hawai'i's application for Race to the Top.

The aspects deemed of importance by Race to the Top are mirrored by the concerns of Hawai'i students—teacher effectiveness, quality data systems, rigorous college and career ready standards, and priority in education funding.

The Hawai'i State Student Council expresses its support to:

- Placing highly effective and qualified teachers in the classroom.
- A systemic overhaul to the current model of teacher evaluations which must incorporate:
    - Student input.
    - Student achievement.
- The use of evaluations in removing poor performing teachers.
- The increase of the probationary period for new teachers from one year to two.
- The development of a longitudinal data system capable of tracking student progression in his/her K-12 career.
- Hawai'i's continued participation in the National Governors Association Common Core standards.

HSSC recognizes, just as Education Secretary Arne Duncan, that the furlough solution to Hawai'i's education budget shortfall was "inconceivable." The public's outcry against furloughs has renewed emphasis on education in Hawai'i. The state has genuine motivation to bring forth reform. Furthermore the unique structure of Hawai'i's education system as a single district allows for streamlined implementation of new policies.

As the collective voice of Hawai'i students, the Hawai'i State Student Council reiterates its strong support for Hawai'i's application to the Race to the Top Fund.

Members of the Hawai'i State Student Council,

Jessica Minick, Chair

Marissa Catalano, Vice Chair

Nadia Khaddar, Secretary

Kelly Maeshiro, Board of Education Student Member

Mark Aoki, Honolulu District

Evan Takemoto, Central District

Nicole Manzano, Central District

Jasmine Healy, Leeward District

Elizabeth Kettner, Leeward District

Mark Dannog, Leeward District

Kacey Kim, Hawai'i District

Benjamin Lockyer, Maui District

Kristi Caberto, Maui District

Bronsen Hiraoka, Kauai District

STATE OF HAWAII
BOARD OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

May 6, 2010

Mr. Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

On behalf of the Hawaii State Board of Education (Board), please accept our strong support for the Hawaii State Department of Education's application for Round 2 of the U.S. Department of Education's (USDOE) Race to the Top Fund grant program.

The Board has worked with Hawaii's Superintendent to strengthen our second round Race to the Top application to support ongoing and developing initiatives aimed at increasing K-12 student achievement and graduation rates, ensuring students are college and career ready, and closing the achievement gap. We have collaborated on the creation of a new strategic plan that will focus on performance, effective use of resources, collection and analysis of data to support students with great leaders and teachers. The next strategic plan will be completely aligned with Hawaii's Race to the Top application and will be presented to the Board in September 2010.

To highlight our commitment to the goals of Race to the Top, the Board unanimously voted on December, 3, 2009, to pass a resolution expressing our strong support for Hawaii's application and urging all educational stakeholders to remove any barriers that may hinder implementation of programs outlined in our Race to the Top application.

The Board is grateful for the resources the USDOE is proving to states through Race to the Top, and we look forward to securing Round 2 funding to move education forward in Hawaii.

Sincerely,

Garrett Toguchi
Hawaii State Board of Education Chair

STATE OF HAWAII
BOARD OF EDUCATION

RESOLUTION

URGING STRONG SUPPORT FOR A STATE OF HAWAII APPLICATION TO THE THE U.S. DEPARTMENT OF EDUCATION RACE TO THE TOP GRANT COMPETITION

WHEREAS, on February 17, 2009, President Barack Obama signed into law the American Recovery and Reinvestment Act of 2009, landmark legislation designed to stimulate the economy, support job creation, and invest in critical sectors, such as education; and

WHEREAS, central to this federal education reform initiative is $4.35 billion for the Race to the Top Fund, a competitive grant program available to all states that advance and demonstrate significant education reforms across four assurance areas: implementing standards and assessments, improving teacher effectiveness and achieving equity in teacher distribution, improving collection and use of data, and supporting struggling schools; and

WHEREAS, the Race to the Top application process is rigorous and competitive: grants will be awarded to states that are creating conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas; and

WHEREAS, besides its fundamental challenge to better schools, accelerate student achievement, and improve education, the Race to the Top Fund grant competition provides a strong incentive for states to apply and qualify for a share of the $4.35 billion Race to the Top grant moneys; and

WHEREAS, a State of Hawaii application to the U.S. Department of Education Race to the Top grant competition requires the submittal of an application by the Governor, with the signatures of the Governor, Board of Education Chairperson, and Superintendent of Education, and certification by the Attorney General; and

WHEREAS, in applying for Race to the Top grant moneys, states vie for as high a score as possible on criterion specified in the rubric developed by the U.S. Department of Education; and

WHEREAS, in attaining maximum points, as a Race to the Top applicant, the State of Hawaii will need to draw upon the support from a broad group of stakeholders, through statements or actions of support, from teachers and principals, which include the State's teachers' unions or statewide teacher associations, as well as other critical stakeholders, such as the State's legislative leadership; charter school authorizers and state charter school membership associations; other state and local leaders, including business, community, civil rights, and education association leaders; parent, student, and community organizations, such as parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations; and institutions of higher education; and

WHEREAS, the highly-competitive nature of the Race to the Top grant calls upon *all* stakeholders to support and submit a strong State of Hawaii application to the U.S. Department of Education; and

WHEREAS, in this time of severe budgetary shortfalls to education, a strong application for Race to the Top funds holds immense potential, much promise, and great reward for the State of Hawaii: Race to the Top Fund grant moneys would infuse additional federal dollars for public education in the State of Hawaii and support student learning and student achievement in our public schools; now, therefore,

BE IT RESOLVED that the Hawaii State Board of Education hereby urges strong support for a State of Hawaii application for the U.S. Department of Education Race to the Top grant competition; and

BE IT FURTHER RESOLVED that the Hawaii State Board of Education declares building a strong State of Hawaii application for Race to the Top funds to be its top priority; and

BE IT FURTHER RESOLVED that the Hawaii State Board of Education strongly urges each stakeholder to commit to remove barriers or detriments that may cause Hawaii's application from receiving high scores for the highly competitive Race to the Top funds; and

BE IT FURTHER RESOLVED that the Hawaii State Board of Education urges all stakeholders to work collaboratively to develop the best application possible; and

BE IT FURTHER RESOLVED that copies of this Resolution be submitted to the Members of Hawaii's Congressional Delegation, the Governor, the Attorney General, the Senate President, the Speaker of the House, the President of the University of Hawaii, the Superintendent of Education, the Chairperson of the Charter School Review Panel, the Executive Director of the Charter School Administrative Office, the Charter School Network, the Hawaii State Teachers Association, the Hawaii Government Employees Association, the United Public Workers, the Hawaii Business Roundtable, Hawaii P-20 Partnerships for Education, Public Schools of Hawaii Foundation, Hawaii State PTSA, the Hawaii State Student Council, and the Hawaii Secondary Student Conference.

State of Hawaii
Charter School Review Panel
73-4460 Queen Ka'ahumanu Hwy. #128
Kailua-Kona, Hawaii 96740
Tel: 808-721-8615 Email: csrp.hi@gmail.com

May 13, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

On behalf of Hawaii's Charter School Review Panel (the Panel) I am writing to convey strong support for the Hawaii State Department of Education's (HIDOE) grant application for Round 2 of the U.S. Department of Education's *Race To The Top* Fund grant program (CFDA: 84.395A).

The Panel was created by statute effective 2007. Among many duties, the Panel reviews and makes decisions on applications for new charter schools, evaluates school performance and compliance and oversees Hawaii's Charter School Administrative Office. We are accountable to the charter schools and the Board of Education.

The 31 public charter schools in Hawaii provide a public alternative to those schools run by the Department of Education. The direction of each of these publicly funded schools is determined by its own board. These schools are varied in focus, but all have a vision of providing their students with a good education. Many share an interest in Hawaiian language studies.

The educational reform proposed in Hawaii's *Race to the Top* application will require teachers, administrators and the community to approach student learning in an innovative and highly effective manner that differs in several significant ways from our current system. We agree that a substantial investment in these tight economic times will accelerate Hawaii's educational efforts dramatically.

As part of the network of public schools in Hawaii, charter schools have an undeniable interest and role in collaborating with HIDOE and other strategic partners to improve the results of all public schools. With the help of the *Race to the Top* funds, Hawaii can make a huge difference not only in the overall quality of our public education, but specifically in the lives of our economically disadvantaged and at-risk students.

I request the U.S. Department of Education give Hawaii's *Race to the Top* grant submission its highest consideration for funding and implementation.

Sincerely,

Alvin N. Parker
Chairman

Hawaii Charter Schools Network
Office of the Executive Director
PO Box 1689
Hilo, Hawaii 96720
808-640-4642
paki@charterschoolshawaii.org

HCSN
Hawaii Charter Schools Network

May 12, 2010

The Honorable Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

The Hawaii Charter Schools Network (HCSN) submits this letter of support for the Hawaii State Department of Education's (HIDOE) application for the U.S. Department of Education's (USDOE) *Race To The Top* Fund grant program Round II (CFDA: 84.395A). We are encouraged by Hawaii's application and believe it signals hope for an improved education future for our state.

The guidance for RTTT wisely states that the program "is designed to provide incentives to States to implement large-scale, system-changing reforms…" HCSN was invited to contribute significantly to the conversations that made this application possible. These were not always easy conversations, but we found them to be genuine, thoughtful, and at times inspiring. Underlying all the conversations was the desire to put student achievement first and commit to real change at a systemic level.

For Hawaii public charter schools, our number one issue has been equitable funding for the public school students we serve. We believe that with equitable funding, we will deliver excellent student achievement. HCSN recognizes the significant strides that the State has made to assure public charter school students get their fair share of support. The State legislature approved a funding task force with representation from key state and community organizations with the purpose of determining equity. Furthermore, public statements from the legislature and HIDOE document their commitment to equitable funding of public charter school students. We have work yet to do, but we are definitely on the right track.

In closing, we'd like to thank all of the people that worked so hard on putting Hawaii's application together. It has been a monumental effort that deserves recognition. We'd also like to thank you for your leadership at the federal level and for holding a high standard of excellence for public education.

Hawaii's public charter schools are excited to be a part of an improved educational future for all. If you have any questions, or if I can be of any assistance, please do not hesitate to contact me.

ʻO wau nō me ka ʻoiaʻiʻo,

Alapaki Nahale-a
Executive Director

Community. Choice. Quality.

LINDA LINGLE
GOVERNOR

LYNN HAMMONDS
INTERIM EXECUTIVE DIRECTOR

STATE OF HAWAI'I
HAWAI'I TEACHER STANDARDS BOARD
650 Iwilei Road, Suite 201
Honolulu, Hawai'i 96817

April 29, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4260

Dear Secretary Duncan:

I am writing to offer the support of the Hawaii Teacher Standards Board (HTSB) for Hawaii's Race to the Top Grant Application.

In alignment with the direction of the national accrediting bodies in teacher education, the Hawaii Teacher Standards Board (HTSB) has embraced the move to "standards based" approaches to teacher preparation. Specific courses are no longer required, rather teacher preparation programs, whether traditional or alternative, must demonstrate how candidates meet national standards through assessments. Programs are required to demonstrate the impact their candidates have on K-12 student learning through one of their assessments. Demonstrating that candidates can meet standards in knowledge and practice is the focus rather than on how programs achieve these results.

The HTSB is very open to alternative approaches to preparing teachers and does not favor traditional programs in the approval process. There is a level playing field. HTSB has already approved programs not provided through institutions of higher education (IHEs) and programs that are field based and residency oriented. The question that concerns the HTSB is not which courses were taken or how many credit hours were included, but rather, how has the program measured/assessed the proficiencies of the candidates. At its April 22, 2010 meeting, the Board included alternative preparation as one of its priorities for the 2010-2011 school year. A copy of the New Business Item is attached.

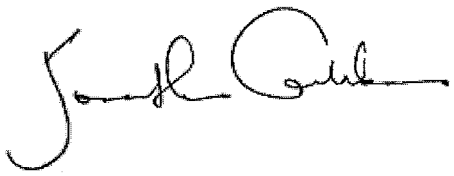
HTSB has committed to working with the DOE to identify teacher shortage areas and in fact requests information routinely from the DOE on its needs. HTSB has proactively sought ways to meet unique needs of the DOE through considering alternative approaches to preparation. For example, the HTSB convened a task force to consider licensure requirements for career and technical education (CTE) teachers and passed policies that allow for the substitution of work experience for course work. In its business item, the HTSB solicited providers to develop innovative approaches to preparing CTE teachers. A copy of the New Business Item relating to CTE is attached.

As reflected in its program approval process, HTSB believes the effectiveness of preparation programs should be measured in part by how well graduates are successful at improving student learning. HTSB has been following closely work conducted by national partners to consider better ways of incorporating student learning impacts into program approval. For instance, the Board hopes to join as soon as possible, the American Association of Colleges for Teacher Education (AACTE) study of a valid and reliable teacher performance assessment to "test out" of clinical teaching during the teacher preparation program. The HTSB is also a partner with the HIDOE, University of Hawaii and Department of Labor and Industrial Relations, and the Hawaii's Teacher Education Coordinating Committee (TECC) to utilize the planned P20 Longitudinal Data System (P20 LDS) that will lead the effort to link data between preparation programs and teacher/principal effectiveness. In addition, with regard to renewal of a teaching license, the HTSB is open to incorporate any new teacher and principal evaluation systems that Hawaii develops for statewide roll-out in its decision-making into the HTSB license renewal process. Overall, participation in state of Hawaii and national efforts to develop valid assessments of teaching effectiveness to be used for advanced licensing or relicensing and for program review are things the Board is committed to pursue.

The HTSB has charged its Teacher Education committee with monitoring and incorporating national trends and alternative approaches to teacher preparation, particularly those that could meet specific or unique needs in Hawaii, and bringing recommendations to the full board.

The Board and I look forward to working with you and the Department of Education to ensure Hawaii's students receive the best possible instruction from highly qualified, licensed teachers.

Sincerely,



Jonathan Gillentine
Chairperson

JG:lh

Enclosures:

NBI 09-41 Rev.: HTSB Career and Technical Education Work Group Report and Recommendations
NBI 09-72 Rev.: Board Priorities 2010-2011

New Business Item 09-41 Rev.
Def. 12/17/09
Passed 1/28/10

TITLE: HTSB Career and Technical Education Work Group Report and Recommendations

The Hawaii Teacher Standards Board accepts the report of its Career and Technical (CTE) Work Group and, based on the recommendations of the Work Group, approves the following revisions to CTE teacher licensing fields, testing requirements, teacher education programs and recommendations for in-service teacher professional development:

1. Licensure fields should be aligned with current CTE nomenclature and existing Department of Education Career Pathways. The Board approves the following new license fields:

Old License Field	**New License Field**
Agricultural Arts 7-12	CTE- Natural Resources 7-12
Agricultural Arts-Vocational 7-12	CTE-Natural Resources Vocational 7-12
Business Education 7-12	CTE-Business 7-12
Marketing Education 7-12	CTE-Business Vocational 7-12
Office Education 7-12	
Office Education-Vocational 7-12	
Family and Consumer Science 7-12	CTE-Public and Human Services 7-12
Family and Consumer Science-Vocational 7-12	CTE-Public and Human Services Vocational 7-12
Industrial Arts 7-12	CTE-Industrial and Engineering Technology 7-12
Industrial Technical 7-12	CTE-Industrial and Engineering Technology Vocational 7-12
Computer Education 7-12	CTE-Arts and Communication 7-12
	CTE-Arts and Communication Vocational 7-12

2. The Board approves the following as ways to document content expertise in the area of the license:

Praxis testing in content area:

Existing License Field	**New License Field**	**Praxis Examination**	**Passing Score**
Agricultural Arts 7-	CTE Natural	None validated	NA

12	Resources 7-12		
Agricultural Arts - Vocational 7-12	CTE Natural Resources 7-12-Vocational	None validated	NA
Business 7-12	CTE Business 7-12	Business Education #0100	570
Marketing Education	CTE Business 7-12	Business Education #0100	NA
Office Education	CTE Business 7-12	Business Education #0100	NA
Office Education-Vocational	CTE Business 7-12 Vocational	Business Education #0100	NA
Industrial Arts	CTE-Industrial and Engineering Technology 7-12	Technology Education #0050	560
Industrial Technical	CTE-Industrial and Engineering Technology-Vocational 7-12	Technology Education #0050	560
Family and Consumer Science	CTE-Public and Human Services: Service and Hospitality 7-12	Family and Consumer Sciences #0120	560
Family and Consumer Science-Vocational	CTE-Public and Human Services: Service and Hospitality Vocational 7-12	Family and Consumer Sciences #0120	560
Computer Education 7-12	CTE Arts and Communication 7-12	None validated	NA
	CTE Arts and Communication Vocational 7-12	None validated	NA

OR

- National Industry Certification in the teaching license field, verified by original or notarized copy of a current, valid national certificate;

OR

- Valid industry license in the teaching license field, verified by original or notarized copy of a current, valid license.

OR

- of 5 years of successful industry experience related to content area.

OR

- If none of the above options exist (test, certification, license, or experience), the candidate must have a major in the specific content area or 30 hours of university credit coursework in the specific content area, at least 12 of which are upper division.

The Board recognizes the following activities as possible professional growth activities for license renewal and encourages the Department of Education and institutions of higher education in Hawaii to develop appropriate coursework for current in-service CTE teachers:

- Sponsored workshops in each CTE area;
- Post secondary coursework acceptable for license renewal in CTE related areas offered by community colleges, colleges and universities;
- Professional certification from a national organization or association in the CTE content area.

The Board also encourages interested Hawaii institutions with teacher education programs to initiate articulation agreements with the university system's community colleges to prepare teacher candidates for the CTE content areas.

Submitted by: Jonathan Gillentine

Referred to: Teacher Education and Teacher Standards Committees

New Business Item 09-72
Def. 3/25/10
Rev. 4/22/10
App. 4.22.10

TITLE: Board Priorities 2010-2011

The Hawaii Teacher Standards Board approves the following priorities for the 2010-2011 year and directs the Interim Executive Director to incorporate them into a Board Orientation scheduled for July 22, 2010:

Review fees schedule and adjust as necessary

Implement and continue to streamline License Renewal

Eliminate non-essential functions

Clarify the respective powers, duties, responsibilities and relationship between the DOE and HTSB~~,~~ including data sharing.

Establish better communication with private schools

Study national trends: i.e. principal standards and assessment of effective teaching used for advanced licensure

Commitment to efficiency and responsiveness to customers

Review of reciprocity

Collaboration with and support of the IHE's

Study alternative routes to certification that ~~is best~~ are appropriate for Hawaii

Submitted by: Jonathan Gillentine

Referred to: Strategic Planning Committee

MAZIE K. HIRONO
2ND DISTRICT, HAWAI'I

1524 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225-4906
FAX: (202) 225-4987

HAWAII OFFICE
5104 PRINCE KUHIO FEDERAL BUILDING
HONOLULU, HI 96850
PHONE: (808) 541-1986
FAX: (808) 538-0233

NEIGHBOR ISLAND TOLL FREE NUMBERS
BIG ISLAND (808) 935-3756
KAUA'I/NI'IHAU (808) 245-1951
MAUI (808) 242-1818
LANA'I (808) 565-7199
MOLOKA'I (808) 552-0160
Website: www.house.gov/Hirono

COMMITTEE ON TRANSPORTATION AND INFRASTRUCTURE
SUBCOMMITTEE ON AVIATION
SUBCOMMITTEE ON HIGHWAYS AND TRANSIT
SUBCOMMITTEE ON WATER RESOURCES AND ENVIRONMENT

COMMITTEE ON EDUCATION AND LABOR
SUBCOMMITTEE ON EARLY CHILDHOOD, ELEMENTARY AND SECONDARY EDUCATION
SUBCOMMITTEE ON HIGHER EDUCATION, LIFELONG LEARNING, AND COMPETITIVENESS

HOUSE DEMOCRACY ASSISTANCE COMMISSION

WHIP AT LARGE

Congress of the United States
House of Representatives
Washington, DC 20515

May 12, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202-0001

Dear Secretary Duncan,

I write in strong support of the State of Hawaii's grant application to the United States Department of Education for funding in the second round of the Race to the Top program.

With the help of the Race to the Top funds, Hawaii can make a tremendous difference not only in the overall quality of our public education, but specifically in the lives of our economically disadvantaged and at-risk students. This is particularly true in the district I represent, the Second Congressional District, which comprises most of rural Oahu and all of the Neighbor Islands.

Like you, I have been deeply troubled by the Hawaii State government's decision to furlough teachers to address its budget deficit. I believe that the State should have set priorities that protected K-12 instruction days rather than institute across-the-board budget cuts. That said, I have a great deal of faith in Hawaii's Interim Superintendent of Education Kathryn Matayoshi, and I am confident she has the leadership skills to bring positive change to education in Hawaii. And I am hopeful that efforts in the State Legislature to end the teacher furloughs will be successful.

Although Hawaii has made significant strides in several measurable areas of public education, we do not yet have statewide systems that support student achievement and growth as the primary focus in kindergarten through 12th grade. Plainly, it is in the best interest of Hawaii's children to adopt and align new organizing principles and allocate our resources to enact the reform areas outlined in the Race to the Top competition.

Therefore, the State is prepared to make significant changes in the way it approaches education by concentrating on the five component areas: (1) integrated plans, actions and goals based on common core standards and assessments; (2) longitudinal data systems; (3) identification and encouragement of highly effective teachers and leaders; (4) emphasis on turning around the lowest achieving schools; and (5) alignment and

performance monitoring of organizational functions to support reform outcomes. A substantial investment in these tight economic times will accelerate Hawaii's efforts dramatically.

I do think it is important to recognize that Hawaii has some of the most rigorous achievement standards for students in the country. Reading proficiency in Hawaii's State Assessment rose to 65 percent from 41 percent since 2003. Math proficiency jumped to 44 percent from 20 percent over the same period. The 2009 National Assessment of Educational Progress placed Hawai'i among the country's leaders in gains in fourth-grade math from 2000 to 2009, and in eighth-grade math from 2007 to 2009. Statewide, the percentage of highly qualified teachers reached 72.9 percent in the 2008-09 school year, up from 68.8 percent the year before. The number of Hawai'i teachers obtaining National Board Certification grew by 75 percent between 2006 and 2008, significantly exceeding the 54 percent national increase.

I realize that this funding must be used thoughtfully and efficiently to improve Hawaii's ability to reduce the achievement gap between the higher achieving students and the educationally at-risk students. The State of Hawaii will be working collaboratively with other states to utilize their expertise and share ours with them.

Thank you for the opportunity for Hawaii to apply for the Race to the Top funding. I appreciate your consideration.

Sincerely,

Mazie K. Hirono
Member of Congress

HAWAII STATE LEGISLATURE
STATE CAPITOL
HONOLULU, HAWAII 96813

January 4, 2010

The Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4260

Dear Secretary Duncan,

This letter is written in strong support of Hawaii's ***Race To The Top*** application for funding of major school reform in our state.

As the presiding officers of Hawaii's State Senate and House of Representatives, we have been integrally involved for many years with debate and legislation designed to both reform and fund educational initiatives. Although Hawaii has made significant progress in some measurable areas, we do not yet have statewide systems that support student achievement and growth as the primary focus in kindergarten through 12th grade.

It is in the best interest of Hawaii's children to adopt and align new organizing principles with our resources to enact the reform areas outlined in the ***Race To The Top*** competition. Therefore, we are prepared to examine significant changes in the way we approach education by concentrating on the four component areas: integrated plans, actions and goals based on common core standards and assessments, longitudinal data systems, identification and encouragement of highly effective teachers and leaders, and an emphasis on turning around the lowest achieving schools.

One of Hawaii's advantages is that the entire state is one school district (the tenth largest in the nation). This factor supports economies of scale in rolling out reforms, measuring results, and making course corrections as appropriate that apply statewide. The substantial investment of grant funds in these tight economic times will accelerate the state's efforts dramatically and efficiently.

Thank you for the opportunity to apply for the ***Race ToThe Top*** funding. We appreciate your consideration.

Sincerely,

COLLEEN HANABUSA
President of the Senate
State of Hawaii

CALVIN K.Y. SAY
Speaker of the House
State of Hawaii

HAWAII STATE LEGISLATURE
STATE CAPITOL
HONOLULU, HAWAII 96813

May 10, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

As chairs of the House and Senate Education Committees of the Hawaii State Legislature, we would like to express strong support for the Hawaii State Department of Education's (HIDOE) application for Round 2 of the U.S. Department of Education's *Race To The Top* Fund grant program (CFDA: 84.395A).

Between the submission of our Round 1 application and today, our committees have led the effort to pass several bills to ensure that the quality of our educational workforce continues to improve and will strengthen Hawaii's ability to implement the reforms that are laid out in our application. The Legislature passed the following bills (for more information, visit www.capitol.hawaii.gov and click on bill status):

- Relating to Section A, States Success Factors, the Legislature passed HB2377, which, if approved by voters in the November 2010 elections, will amend the State constitution to change the Hawaii State Board of Education to a board appointed by the Governor, with the advise and consent of the Senate. In part, approval of this amendment would increase the level of accountability of our public schools systems.

- Relating to Section C, Data Systems to Support Instruction, the Legislature passed SB2122, which requires the HIDOE, the University of Hawaii, the Department of Labor and Industrial Relations, and other state agencies to share data to support research that will improve educational and workforce outcomes and meet the longitudinal data requirements of the federal American Recovery and Reinvestment Act of 2009. SB2122 has been signed into law by Governor Lingle as **Act 41**.

- Relating to Section D, Great Teachers and Leaders, the Legislature passed SB2346, which reforms the processes of the Hawaii Teacher Standards Board, clarifies the roles and responsibilities of the Board and HIDOE, and improves teacher license issuing and re-licensing processes

- Relating to Section D, Great Teachers and Leaders, the Legislature also passed SB2120, which requires the HIDOE to establish alternative routes to certification (as defined in the RTTP guidelines) for principals and vice-principals. This too has already been signed into law by Governor Lingle as **Act 34**.

- Relating to Section D, since great teachers need enough instructional time to help all their students perform well, particularly those who are behind in their learning, the Legislature passed HB 2486. This requires a school year of 180 days and 915 (elementary) to 990 (secondary) student instructional hours per year for the 2011-2013 school years, a requirement of 180 days and 1,080 student instructional hours for the 2013-2015 school years, and a requirement of 190 and 1,140 student instructional hours for the 2015-2016 school year.

- Relating to Section E, Turning Around Lowest Achieving Schools, the Legislature passed SB2589, which increases funding equity for charter schools, increases the limit on the number of new start-up schools, makes it easier for charters to use vacant regular public school facilities, and increases the rigor of criteria to be used to reauthorize schools. The bill authorizes up to three new start-up charter schools for each existing start-up charter that receives a three-year accreditation and one new start-up charter school for each start-up charter whose charter is revoked or that voluntarily closes. This measure will ensure successful conditions for high-performing charter schools.

In addition, we successfully led the effort to approve the use of $67 million from the Hawaii Hurricane Relief Fund to restore all instructional days in all public schools for the 2010-2011 school year. If released by Governor Lingle, this will end Furlough Fridays in Hawaii.

The HIDOE has demonstrated its commitment to education reform in order to significantly boost student achievement and growth as well as assist struggling schools in our state. We are on public record as strong supporters of Hawaii's *Race To The Top* application, and we stand ready to introduce other legislation in future years that will ensure the success of the sweeping reforms contained in Hawaii's application. We urge the U.S. Department of Education to give Hawaii's *Race To The Top* grant submission its highest consideration for funding and implementation.

Sincerely,

Senator Norman Sakamoto, Chair
Senate Committee on Education
Hawaii State Legislature

Representative Roy Takumi, Chair
House Committee on Education
Hawaii State Legislature

HAWAII COUNCIL OF MAYORS

May 10, 2010

The Honorable Arne Duncan
Secretary of Education
400 Maryland Avenue, S.W., Room 3E108
Washington, D.C. 20202-6400

Dear Mr. Secretary:

As mayors of the four counties of the state of Hawaii, we wish to declare our strong support for the Hawaii State Department of Education's (HIDOE) application for the U.S. Department of Education's (USDOE) ***Race To The Top*** fund grant program, Round II (CFDA:84.395A).

We believe that the reforms in this proposal are both feasible and necessary for good teaching and learning to take place in every classroom, every day. Hawaii's core strategies are: (1) high-quality standards and assessments tied to a rigorous, statewide curriculum; (2) longitudinal data collection and reporting; (3) cultivating and rewarding effective teaching and school leadership; (4) targeted support to struggling schools; and (5) alignment and performance monitoring of every part of the school system to support our reform outcomes.

Hawaii's single school district, its diverse student population, and its funding equity make our state an excellent showcase for the large-scale progress that can be made when everyone is united around the same goals of a college- and work-ready education system that serves all our children well.

Hawaii's Race to the Top strategy is game-changing, and it comes to us not a minute too soon. Quite literally, the futures of our counties' economies and our society are at stake. With the slow demise of plantation agriculture, the volatility of the tourism industry, and the high cost of land, housing, and labor in our isolated islands, we can thrive only if we build a knowledge-economy that is true to our values and that generates a living wage for our young people. Our schools need to provide our youth with the critical and creative thinking and problem-solving skills they will need to build new companies, solve new civic challenges, and out-compete their peers in the rest of the Pacific Rim and Basin if we are to grow a vibrant economy and retain high-wage jobs.

Mayor Billy Kenoi
County of Hawaii
25 Aupuni Street
Hilo, Hawaii 96720

Mayor Mufi Hannemann
City and County of Honolulu
530 South King Street
Honolulu, Hawaii 96813

Mayor Bernard Carvalho, Jr.
County of Kauai
4444 Rice Street, Suite 235
Lihue, Hawaii 96766

Mayor Charmaine Tavares
County of Maui
200 South High Street, 9th Floor
Wailuku, Hawaii 96793

If Hawaii wins Race to the Top funding, we pledge to do everything in our power to support the DOE in carrying out the reforms outlined in the RTTP proposal. We harbor no illusion that these reforms will be easy to achieve. We stand united in our desire to have a public school system that is the envy of the nation, where excellence is expected of and embraced by all. Hawaii's children deserve nothing less.

Sincerely,

Bernard P. Carvalho, Jr.
Mayor of Kauai County

Mufi Hannemann
Mayor of City and County of Honolulu

William P. Kenoi
Mayor of Hawaii County

Charmaine Tavares
Mayor of Maui County

abercrombie for governor

May 3, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-0008

Dear Secretary Duncan, Dear Sec. Duncan

I write in strong support of the State of Hawaii's grant application to the United States Department of Education's Race to the Top program.

As evidenced by this grant application, Hawaii is prepared to make significant changes in the way we approach education. Hawaii's political leadership, educators, and union officials have all signed off on an application that focuses on the four component areas: integrated plans, actions and goals based on common core standards and assessments, longitudinal data systems, identification and encouragement of highly effective teachers and leaders, and an emphasis on turning around the lowest achieving schools.

Hawaii simply must turn its education system around by making its goal the delivery of global citizens who are college- and career-ready. It is in the best interest of Hawaii's children that we adopt and align new organizing principles with our resources to enact the reforms outlined in the Race to the Top competition.

On behalf of Hawaii's students and the future of this State, Acting State Superintendent Kathryn Matayoshi and her community partners have worked diligently to craft an application that addresses all aspects of the Race to the Top competition. As a candidate for Governor, I want to assure you that the future implementation of this plan has my full support.

When the school furlough situation arose in Hawaii last fall, we were both disappointed that Hawaii chose to meet its budget shortfall by furloughing teachers and taking away instructional days. If I am elected Governor and the problem still exists, I will immediately restore instructional days. Under an Abercrombie Administration, Hawaii's children will come first.

Recently, I introduced an education plan to reorganize Hawaii's public schools and transform the State of Hawaii's Department of Education. I am making educational improvement the centerpiece of my campaign and I am pledging that I will take

Paid for by Abercrombie for Governor
Ward Warehouse • 1050 Ala Moana Boulevard • Suite 2150 • Honolulu • Hawaii 96814
Phone: 808-589-2237 • Fax: 808-591-0468 • Email: info@neilabercrombie.com

personal responsibility for public education in Hawaii. My plan is based on successful school reform efforts across the country and centers on decentralizing authority to empowered principals and teachers. My plan also explicitly aligns state efforts with President Obama's Race to the Top initiative and priorities.

As a Congressman, you and I have worked well together in our common goal of providing the best education for America's children. I hope that we can continue working together in the future.

This Race to the Top application demonstrates the good faith and commitment to reforming Hawaii's education system that prevails here. I appreciate your serious consideration of the State of Hawaii application.

Sincerely,

Aloha

Neil Abercrombie

NEIL ABERCROMBIE

Paid for by Abercrombie for Governor
Ward Warehouse • 1050 Ala Moana Boulevard • Suite 2150 • Honolulu • Hawaii 96814
Phone: 808-589-2237 • Fax: 808-591-0468 • Email: info@neilabercrombie.com

M.R.C. Greenwood, Ph.D.
President

UNIVERSITY of HAWAI'I® SYSTEM

April 28, 2010

The Honorable Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Mr. Duncan:

The University of Hawai'i (UH) would like to express its strong support for the State of Hawai'i's application for the U.S. Department of Education's (USDOE) ***Race to the Top*** Fund grant program (CFDA: 84.395A). UH offers teacher preparation, professional development, research, STEM education and leadership in Hawai'i P-20, and will partner with the Hawai'i Department of Education (HIDOE) to provide support and assistance to achieve the Race to the Top goals.

The University of Hawai'i (UH). Founded in 1907, the University of Hawai'i (UH) is the sole public university system in the state and governed by a single Board of Regents. We are a land-grant, sea-grant, and space grant institution of 10 campuses that include one research university, two baccalaureate campuses, and seven community colleges. In addition, the University operates three University Centers, multiple learning centers, and extension, research, and service programs at more than 70 sites throughout Hawai'i. More than 80% of our system enrollment of approximately 58,000 students in fall 2009 were Hawai'i residents by tuition status. UH bears a special responsibility for preparing a highly educated citizenry for Hawai'i, while it is also committed to meeting the state's needs for a well-developed workforce and fostering excellence in its research and innovation.

UH System Strategic Outcomes. The 2008-2015 Strategic Outcomes and Performance Measures tied to UH System's Strategic Plan illustrate our commitment to achieving the type of outcomes vital for students to compete in the workplace and global economy, and are in line with ***Race to the Top*** objectives. UH's Strategic Outcomes and Performance Indicators are aligned with Hawai'i P-20's goal of 55 percent of working age adults having a 2- or 4-year college degree by 2025 and Hawai'i's Race to the Top goals: Increasing the college-going rates of Hawai'i's high school graduates, the degree attainment of the Native Hawaiian population, the participation and completion rates of postsecondary students especially underrepresented populations, the number of degrees in STEM fields, and the state's ability to address workforce shortage areas, including teaching. As part of these efforts, UH offers Hawai'i public school graduates "State of Hawai'i B Plus Scholarships;" eligibility for these scholarships is aligned with Hawai'i Department of Education's high school career and college ready diploma requirements.

2444 Dole Street, Bachman Hall
Honolulu, Hawai'i 96822
Telephone: (808) 956-8207
Fax: (808) 956-5286
An Equal Opportunity/Affirmative Action Institution

UH Teacher Preparation Programs. All three of our four-year institutions at Mānoa, Hilo, and West O'ahu offer teacher preparation programs leading to state licensure and provide statewide access to a variety of routes to initial licensure, including baccalaureate, post-baccalaureate, and master's degree levels. The campuses work with their communities to develop programs and delivery options to meet community needs, such as UH-Hilo's Kahuawaiola Indigenous Teacher Education post-baccalaureate program delivered primarily through the medium of the Hawaiian language and UH-Mānoa's partnership with Ka Lama o ke Kaiaulu which partners with the Native Hawaiian community to recruit and train residents and others to work as teachers and be effective in Wai'anae Coast schools. The University of Hawai'i Community Colleges also prepare students for entry into a licensure program at a four-year campus. Community colleges have certificate and associates degree programs articulated with the UH four-year campuses as well as Chaminade University, a private institution in Honolulu. The UH system will use data about effectiveness of teacher preparation programs, described in the state's Race to the Top application, to target its internal performance incentives and develop scholarship programs for aspiring teachers to the effective programs.

In addition, the UH-Mānoa College of Education has planned a professional practice doctorate designed to meet the need to provide professional development and leadership training to K-12 principals. The College will submit an academic program proposal to UH System academic affairs in Fall 2010.

Longitudinal Data Systems. The Hawai'i State Department of Education, University of Hawai'i System, Department of Labor and Industrial Relations (DLIR), and other partners committed to a quality, robust inter-agency longitudinal data system (P20 LDS) coordinated by the Hawai'i P-20 Partnerships for Education (Hawai'i P-20), located at UH. The state agencies partnered to develop a P20 LDS plan, submitted by the Hawai'i Department of Education for a U.S. Department of Education Statewide Longitudinal Data System Grant Program in December 2009. The P20 SLDS will track individuals' participation, progress, and performance from early childhood education to the workforce. The project will enable use of longitudinal, inter-agency data to improve education and workforce development programs, resource allocation and outcomes.

UH plays a central role in the P20 LDS, as it is the lead agency for the planned inter-agency P20 LDS. UH information technology and institutional research staff have been involved in P-20's prior proof of concept projects to link K-12 and higher education data and in defining technological and human capacity needed to implement the P-20 SLDS. UH is committed to its role in the P-20 SLDS that will meet ARRA assurances for use of student data, develop or significantly advance data system capabilities, and complete the requirements of the America COMPETES Act.

Act 41, which became law in Hawai'i on April 20, 2010, strengthens this partnership and commitment among state agencies. Act 41 requires the UH, HIDOE, DLIR, and other appropriate state agencies to share data to support research to improve educational and workforce outcomes and to meet the longitudinal data requirements of the ARRA.

STEM Education. UH is a key partner in STEM education for the state. In addition to its higher education academic programs and research agenda, UH has been the lead in four areas of the Governor's Innovation agenda for STEM: high school STEM academies coordinated by the UH Community Colleges, hosting the STEM Intercommunity Portal developed through a National Governors Association STEM grant, robotics programs coordinated by the UH Mānoa College of Engineering, and the Research Experience for Teachers at the UH Mānoa College of Engineering providing professional development for teachers. UH coordinates a number of other STEM initiatives including a STEM Center at UH Kapi'olani Community College, programs to recruit and support Native Hawaiian students in attaining STEM degrees, and Math Summits to align mathematics curriculum from K-12 to community college to four-year campuses to improve student success.

Hawai'i P-20 Partnerships for Education. UH has been a key partner with Hawai'i P-20 since its inception. As UH President, I serve in leadership of Hawai'i P-20. Our Board of Regents Chair is a member of the P-20 Council. Through Hawai'i P-20, UH faculty and administrators participate in multiple collaborations with HIDOE and early childhood organizations to implement the American Diploma Project policy agenda for career and college success, strengthen teacher preparation for K-12 and early childhood education, articulate academic expectations between the K-12 and higher education systems, and support students for success in higher education. UH houses Hawaii P-20 and its programs – P-3 Initiative, GEAR UP, P20 Longitudinal Data System, and American Diploma Project.

UH Research Centers. UH has capacity for research and evaluation including the Curriculum Research and Development Group, Hawai'i Educational Policy Center, Center on the Family, and the John A. Burns School of Medicine. These research centers/units committed to participating in the Hawai'i Partnership for Educational Research Consortium coordinated by HIDOE and Hawai'i P-20. The research units are prepared to provide expert assistance in design/development and evaluation of RTTT initiatives.

This letter recaps the University of Hawai'i's support and participation in the HIDOE ***Race to the Top*** partnership. As the single system of public higher education in this state, we are poised to offer concerted and coordinated support to our public K-12 system in this effort. I urge the U.S. Department of Education to give Hawai'i's ***Race to the Top*** grant submission its highest consideration for funding and implementation.

Sincerely,

M.R.C. Greenwood
President

UNIVERSITY OF HAWAI'I AT MĀNOA
Center on Disability Studies
University Center on Excellence in Education, Research and Service

April 30, 2010

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4260

Aloha Secretary Duncan:

The Center on Disability Studies (CDS) at the University of Hawai'i strongly supports the *Race to the Top* application submitted by our state's Department of Education.

The CDS is a University Center of Excellence whose mission is *to promote diverse abilities across the lifespan through interdisciplinary training, research, and service.* We have the opportunity to work collaboratively with the Department of Education and schools throughout the state on many of our projects. Those projects include encouraging students with disabilities to prepare for STEM careers, promoting the use of Hawaiian cultural values in the curriculum and classroom, and training teachers to successfully include children with disabilities in the general education curriculum and classroom.

We are especially pleased that This *Race to the Top* application will provide resources to improve student outcomes in our lowest performing schools. Many of these schools have large populations of students with disabilities. We look forward to working with the Department of Education to utilize our expertise to train and support teachers and principals to be more effective in reaching all learners.

We are hopeful that you will announce Hawaii as a winner in Round 2 of the *Race to the Top* competition to help us achieve President Obama's goal of increasing our nation's educational levels.

Sincerely,

Robert A. Stodden, PhD
PROFESSOR AND DIRECTOR

1776 University Avenue, UA 4-6, Honolulu, Hawai'i 96822
Telephone: (808) 956-5009, Facsimile: (808) 956-7878, E-mail: huap@hawaii.edu, Web site: http://www.cds.hawaii.edu

An Equal Opportunity/Affirmative Action Institution

UNIVERSITY of HAWAI'I SYSTEM

Office of the State Director
for Career and Technical Education

May 3, 2010
Mr. Arne Duncan, Secretary
Unites States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, D.C. 20202-6400

Dear Secretary Duncan:

The Center for Career and Technical Education strongly supports the Hawai'i State Department of Education's (HSDOE) application for the Race to the Top Fund grant. We are excited by the innovative planning that has come out of discussions pertinent to the development of the proposal.

The Office of the State Director for Career and Technical Education (OSDCTE) is the administrative office for the State Board of Career and Technical Education. The State Director's office assists the State Board in carrying out the purposes and provisions of the Perkin's legislation. The State Office develops and revises the State Plan for Career and Technical Education, recommends establishment of policies for career and technical education, and prepares reports to Washington. It also assists the Department of Education, the University of Hawai'i Community Colleges System, and the Hawai'i Department of Public Safety, the three eligible recipient agencies, in planning, coordinating and evaluating career and technical education programs, activities and services.

Our office has a direct interest in the development and advancement of HSDOE programs. We share the same motivation to improve student achievement and success. We have been included in planning activities as the grant proposal has been developed. We believe that the process has been one that will bring needed positive change to Hawai'i's schools.

As you are aware, Hawai'i's schools have had serious resource deficits in recent years. With the assistance of this grant, we believe that the Hawai'i State Department of Education can make positive change in spite of other financial challenges. Please give them that opportunity. Our children deserve to succeed.

Sincerely,

Angela Meixell

Angela Meixell
Interim State Director for Career and Technical Education

Lunalilo I, Lower Campus Road
Honolulu, Hawai'i 96822
Telephone: (808) 956-7461
Fax: (808) 956-9096

An Equal Opportunity/Affirmative Action Institution

Office of the Chancellor

UNIVERSITY of HAWAI'I®
WEST O'AHU

May 12, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

The University of Hawaii – West Oahu expresses its strong support for the Hawaii State Department of Education' s (HIDOE) application for the U.S. Department of Education's (USDOE) ***Race To The Top*** Fund grant program (CFDA: 84.395A).

UH West Oahu is a four-year, regional comprehensive university. We offer quality education, small classes and personalized attention for students from throughout central and leeward Oahu. We are dedicated to meeting the workforce needs of our State for many generations to come. Our early education programs are growing, with the intent of satisfying the demand for qualified elementary school teachers from within our communities. We work closely with community organizations and foundations committed to improving achievement levels in our schools, which is critical to our long-term success.

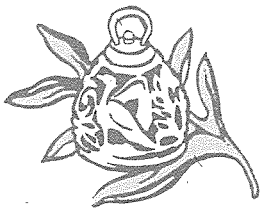
Less than 10 percent of the adults in leeward Oahu communities have attained a college degree. This is half the statewide average. *Race To The Top* grant funding will go far toward improving the chances of today's elementary students one day attending college -- while improving our State, our families and our communities.

Without reservation, we strongly urge the U.S. Department of Education to give Hawaii's *Race To The Top* grant submission its highest consideration for approval.

Sincerely,

Ryan Mielke
Executive Director for Public Affairs

96-129 Ala 'Ike
Pearl City, HI 96782
Telephone: (808) 454.4750
Fax: (808) 453.6076
An Equal Opportunity/Affirmative Action Institution



HANAHAU'OLI SCHOOL

May 12, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

As Chair of Hawaii's Early Learning Council (ELC), I would like to express strong support for the Hawaii State Department of Education's (HIDOE) application for Round 2 of the U.S. Department of Education's *Race To The Top* Fund grant program (CFDA: 84.395A).

The Early Learning Council was created through Act 14 of the Hawaii State Legislature in 2008. It is comprised of 13 public and private agencies/organizations involved in early childhood in the State of Hawaii (e.g, DOE, DOH, Kamehameha Schools, Head Start, etc.) and charged with designing and Implementing a comprehensive state wide early learning system that builds on the current foundation of services offered. Since its beginning in September, 2008, the ELC has worked to bring members and the public together to create a vision, design a system, collect/analyze data, explore quality rating systems and how to expand access and affordability through pilot programs.

The ELC has been invited to be a participant at the table when Common Core Standards are identified to support their developmental nature and to ensure alignment with early childhood programs. Such alignment will improve the transition between preschool and kindergarten and help support the gains sought for children in the critical K- 3 years. P - 20 has invited the ELC to engage in discussion surrounding the institution of a user-driven statewide longitudinal data system that will be available to all P-20 members' to help define and measure student growth and inform instruction.

Of critical importance will be innovations for improving early learning outcomes. The ELC is committed to working with the HIDOE to enhance the quality and accessibility of preschool programs for high need students targeted at school readiness especially on the Big Island, Molokai and the Leeward Coast of Oahu.

As Chair of the Early Learning Council, I urge the U.S. Department of Education to give Hawaii's *Race to the Top* grant submission its highest consideration for funding and implementation.

Sincerely,

Robert G. Peters

Robert G. Peters, Chair
Early Learning Council
Hawaii Association of Independent Schools Representative

HAWAI'I P-20 COUNCIL
RESOLUTION IN SUPPORT OF HAWAI'I'S RACE TO THE TOP APPLICATION

HAWAI'I P-20 COUNCIL

Jordann Ares
Policy Analyst
State of Hawai'i Office of the Governor
Rod Chamberlain
Vice President for Campus Strategies
Kamehameha Schools
Jerry Chang
House Higher Education Committee Chair
State of Hawai'i House of Representatives
Kyle Chock
Executive Director
Pacific Resource Partnership
Elisabeth Chun
Executive Director
Good Beginnings Alliance
Mitch D'Olier
President and CEO
Kaneohe Ranch Co., Ltd.
M.R.C. Greenwood
President
University of Hawai'i System
Daniel Hamada
Assistant Superintendent
State of Hawai'i Department of Education
Lynn Hammonds
Interim Executive Director
Hawai'i Teacher Standards Board
Jean Johnson
President
Good Beginnings Alliance Board
Linda Johnsrud
Vice President for Academic Planning and Policy
University of Hawai'i System
Gary Kai
Executive Director
Hawai'i Business Roundtable
Howard Karr
Chair
University of Hawai'i Board of Regents
Kathryn Matayoshi
Interim Superintendent
State of Hawai'i Department of Education
John Morton
Vice President for Community Colleges
University of Hawai'i System
Gail Mukaihata-Hannemann
Chair-Elect
Hawai'i Arts Alliance
Kathy Murphy
Executive Director
Hawai'i Association for the Education of Young Children
JN Musto
Executive Director
University of Hawai'i Professional Assembly
Wil Okabe
President
Hawai'i State Teachers Association
Tammi Oyadomari-Chun
Executive Director
Hawai'i P-20 Partnerships for Education
Chris Pating
Vice President, Strategic Planning & Implementation
Kamehameha Schools
Randy Perreira
Executive Director
Hawai'i Government Employees Association
Robert Peters
Chair
Early Learning Council
Brother Bernie Ploeger
President
Chaminade University
Jennifer Sabas
Chief of Staff
Office of U.S. Senator Daniel Inouye
Norman Sakamoto
Senate Education and Housing Committee Chair
State of Hawai'i Senate
Jean Silvernail
Director
U.S. Pacific Command Education Division
Christine Sorensen
Dean
University of Hawai'i at Manoa College of Education
Roy Takumi
House Education Committee Chair
State of Hawai'i House of Representatives
Garrett Toguchi
Chairperson
State of Hawai'i Board of Education
Jill Tokuda
Senate Higher Education Committee Chair
State of Hawai'i Senate
Jim Tollefson
President
Chamber of Commerce of Hawai'i
Robert Witt
Executive Director
Hawai'i Association of Independent Schools
Louise Wong
Associate Superintendent
Hawai'i Catholic Schools

WHEREAS, Hawai'i P-20 Partnerships for Education is a statewide collaboration led by the Good Beginnings Alliance, Department of Education and University of Hawai'i System to strengthen the education pipeline from early childhood through higher education so that all students achieve career and college success; and

WHEREAS, Hawai'i P-20's mission is to provide students of all ages with a high quality education that will enable them to support a family, participate in the global economy and exercise the rights and responsibilities of citizenship; and

WHEREAS, the Hawai'i P-20 Council set a goal of 55% of Hawai'i's working age adults to have a 2- or 4-year college degree by the year 2025, and this goal is shared by the Governor, Superintendent of Education, and University of Hawai'i System President, as documented in a 2009 Memorandum of Agreement between the parties to "significantly improve student achievement in Hawai'i using American Recovery and Reinvestment Act resources to advance education reform"; and

WHEREAS, the Hawai'i P-20 Council represents a committed, long-standing group of leaders from education, business, labor and government who share the vision and mission of Hawai'i P-20; and

WHEREAS, Hawai'i's education reform goals incorporated in its Race to the Top application are shared by Hawai'i P-20 and represent the alignment of state plans in early childhood education, public K-12 education and public higher education; and

WHEREAS, the Hawai'i P-20 Council has advocated for reforms incorporated in the state's Race to the Top application, including a career and college ready diploma, aligned standards and learning expectations from early childhood through higher education, and data-based decision making including development of a statewide P-20 longitudinal data system; therefore,

BE IT RESOLVED, that the Hawai'i P-20 Council commits its strong and full support of Hawai'i's educational goals and reform strategies included in our state's Race to the Top application; and

BE IT FURTHER RESOLVED, that the Hawai'i P-20 Council embraces the role of monitoring the state's progress on implementation of its Race to the Top plans, as described in Hawai'i's Race to the Top application; and

BE IT FURTHER RESOLVED, that the Hawai'i P-20 Council asks the U.S. Department of Education to give Hawai'i's Race to the Top application its highest consideration; and

BE IT FURTHER RESOLVED, that copies of this resolution be forwarded to U.S. Secretary of Education Arne Duncan.

I hereby certify that the foregoing resolution was duly adopted by the P-20 Council by unanimous consent on May 4, 2010.

Tammi Oyadomari-Chun, Executive Director

HAWAI'I P-20
Partnerships for Education
Spark. Transform. Excel.

LINDA LINGLE
GOVERNOR

GREGG YAMANAKA
CHAIRPERSON

JAMES P. HARDWAY
EXECUTIVE DIRECTOR

STATE OF HAWAII
WORKFORCE DEVELOPMENT COUNCIL
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

830 PUNCHBOWL STREET, ROOM 417
HONOLULU, HAWAII 96813
www.hawaii.gov/labor/wdc
Phone: (808) 586-8672 / Fax: (808) 586-8674
Email: dlir.workforce.council@hawaii.gov

May 4, 2010

The Honorable Arne Duncan
The Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

The State of Hawaii Workforce Development Council ("WDC") is in strong support of the application by the Hawaii State Department of Education ("HIDOE") for Round II of the "Race to the Top" grant sponsored by the U.S. Department of Education ("USDOE"). The WDC strongly encourages the USDOE to consider the Hawaii application not only to improve the educational system in Hawaii, but to also further the workforce development goals of the State of Hawaii.

The WDC is a private-sector led body, of which the Superintendent of Education is a contributing member, responsible for advising the Governor and Legislature on preparing Hawaii's workforce development infrastructure to support economic development and employment opportunities for all. The WDC is also the Statewide Workforce Investment Board for purposes of the federal Workforce Investment Act ("WIA") of 1998. The WDC assists the Governor and Legislature in developing and updating comprehensive five-year strategic workforce investment plans and oversees workforce investment activities in the state.

The WDC is a strong advocate and partner in the HIDOE's efforts to design and adopt a *mandatory career and college ready diploma* for all public school students. Additionally, the WDC supports HIDOEs efforts to provide high quality data reporting to improve instruction through a state longitudinal data system. The education of our future workforce is of paramount interest to the members of the WDC and to all stakeholders in the workforce development system.

I would be glad to discuss Hawaii's application for Race to the Top and how the WDC and other stakeholders will be supporting the HIDOE in its application and utilization of this opportunity. Having seen improvement in the HIDOE and student outcomes in the past decade, I am confident that Hawaii would make excellent use of the funds for transformation improvement in the public education system in the State. This is the time and Hawaii is poised to make the commitment and do the work to create that transformation.

Sincerely yours,

GREGG YAMANAKA, Chair
Workforce Development Council

HAROLD K.L. CASTLE
FOUNDATION

May 12, 2010

Closing the achievement and preparation gaps in public education

Restoring nearshore marine ecosystems

Strengthening Windward Oahu communities

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

On behalf of the Harold K.L. Castle Foundation, we would like to express our strong support for the Hawaii State Department of Education's (HIDOE) application for the U.S. Department of Education's (USDOE) ***Race To The Top*** Fund grant program Round II (CFDA: 84.395A).

Campbell High School in Ewa Beach, Oahu, has raised its college-going rate from 10% in 1996 to 87% in 2009. Palolo Elementary School in the high-poverty Palolo neighborhood more than tripled its percentage of third grade students who achieved reading proficiency from 2003 through 2006. Change is happening in Hawaii, but in a piecemeal fashion. We must create a school system where such turnarounds happen in every school that needs them. Hawaii's Race to the Top application, if funded fully and implemented effectively, contains the bold reforms necessary to create just such a system.

For the past decade, our foundation has invested heavily in the creation of a critical mass of effective instructional and transformational leaders in Hawaii's schools. Our ultimate goals are the elimination of the achievement and preparation gaps by ensuring that our principals can create school environments where there is good teaching and learning going on in every classroom, every day, for every child. In 2009, we paid out $2.06 million in grants to achieve these goals. In 2010, we will make a minimum of $1.6 million in grants for public education. We have committed up to $200,000 specifically to support research and policy dialogue that will help secure the reforms outlined in Hawaii's Race to the Top plan. We work very closely with the state's education policy leaders to maximize the impact of our investments and to play a useful outside role in championing change, celebrating success, and scaling up innovation. Please visit www.castlefoundation.org for details.

Next week the Foundation will release its new report on Hawaii's principal pipeline entitled ***Strengthening Hawaii's Principal Pipeline: Voices from the Field.*** This study, based on surveys of 87% of the state's Complex Area Superintendents and interviews with 18% of its principals, revealed a set of powerful ideas to improve the recruitment, training, hiring, and coaching of the next generation of principals. Many of those ideas are being generated into specific plans that are contained in Section D of Hawaii's Round II Race to the Top Proposal. To propel those ideas forward, the Harold K.L. Castle Foundation's Directors in February 2010 approved the commitment of $2.1 million in new grant dollars, to be spent over a three-year period, to strengthen Hawaii's leadership pipeline by ensuring that it is cohesive, recruits the best candidates, trains them using best practices, certifies them using the best standards,

1197 Auloa Road
Kailua, Hawai'i
96734

tel 808-263-7073
fax 808-261-6918
www.castlefoundation.org

and sustains them in the best ways possible. These goals align tightly with the State of Hawaii's Race to the Top application. We will formally announce this new grantmaking initiative next week, concurrent with the release of our new report on the principal pipeline.

Hawaii's DOE has the commitment and skills at the top to make the RTTP agenda succeed. What it lacks is the money to do so. We urge the U.S. Department of Education to give Hawaii's ***Race To The Top*** grant submission its highest consideration for funding and implementation.

Sincerely,

H. Mitchell D'Olier
President & Chief Executive Officer

Terrence R. George
Vice President & Executive Director

733 BISHOP STREET, SUITE 1275
HONOLULU, HI 96813
(808) 522-1101
(808) 522-1103 (FAX)
EMAIL: snandmarycastle@hawaii.rr.com

ALFRED L. CASTLE
Executive Director and Treasurer

EDUCATION
'S OFFICE
APR 26 A 9:46

April 23, 2010

THE SAMUEL N. AND MARY CASTLE FOUNDATION
and the
HENRY & DOROTHY CASTLE MEMORIAL FUND

The Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4260

Dear Secretary Duncan:

The Samuel N. & Mary Castle Foundation, America's oldest family foundation serving children 0-5, pioneered in progressive kindergartens in the 19th century. In recent decades we have worked hard to provide a solid health and educational base for children 3 and 4 years old. Hawaii is in the early phases to establish a state-wide universal pre-K which will link to a strong pre-K-3 system. The Race to the Top grant would secure the basic reforms we seek to ensure stronger teacher preparation, data tracking and analysis and teacher accountability.

The children, families and neighborhoods served by our Foundation are in large part those served by the public schools that most need the help that the Race to the Top reforms provide. Our clients' household incomes are low, and many of our families' children start school behind their higher-income peers and stay that way through high school (though many drop out before graduating).

The Samuel N. & Mary Castle Foundation has committed to addressing the problem on the front end of the K-12 spectrum by investing heavily in providing all children from birth through age 5 with the early literacy and other supports they need to be fully ready to thrive once they enter school. But if schools are not similarly ready for our children, with great teachers in every classroom and with data that help teachers intervene early with kids who are struggling, then all our philanthropic efforts are for naught.

It is for this reason that we are such strong supporters of Hawaii's Race to the Top application. We will work closely with the Hawaii Department of Education to ensure that these reforms take place and that they stick. For the sake of our children and our communities, we are a major stakeholder in Race to the Top's success. Please give Hawaii the resources that it needs to succeed.

With best wishes,

Al Castle

Alfred L. Castle
Executive Director

May 13, 2010

The Honorable Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Mr. Duncan:

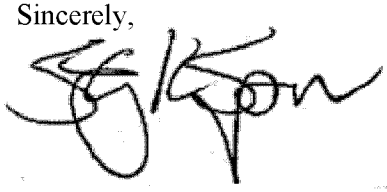
I would like to express the W.K. Kellogg Foundation's support for the State of Hawaii's application for the U.S. Department of Education's (USDOE) ***Race to the Top*** Fund grant program. Hawaii's common reform agenda, described in their *Race to the Top* application, aligns with the Foundation's new framework for increasing kindergarten readiness; success by third grade; high school graduation; and career, college, and citizenship readiness.

The W.K. Kellogg Foundation supports children, families, and communities as they strengthen and create conditions that propel vulnerable children to achieve success as individuals and as contributors to the larger community and society. The Foundation has partnered with Hawaii-based organizations including Hawaii P-20, Hawaii Community Foundation, and Good Beginnings Alliance to improve outcomes for children in vulnerable communities. The Foundation's current investment in education and learning for Hawaii is approximately $15 million.

Hawaii is a partner in the Foundation's Learning Lab, a partnership of four innovative, diverse organizations across the country focused on radically improving early learning (birth to age 5) for all children in the United States. In 2007, the Foundation awarded Hawaii P-20, a partnership of the Good Beginnings Alliance, State of Hawaii Department of Education, the University of Hawaii, and other community partners, $10 million for an eight-year "P-3 Initiative" to improve the early education pipeline so that every child will read at grade level by third grade. Hawaii's P-3 Initiative has been innovative and bold in identifying and addressing systemic barriers that hold some children back from education success.

We are pleased that our investments in Hawaii have been able to impact the state's *Race to the Top* plans to provide statewide impact and sustainable solutions. We look forward to continuing to work with Hawaii partners to advance these important efforts.

Sincerely,



Sterling K. Speirn
President & CEO

W.K. KELLOGG FOUNDATION

One Michigan
Avenue East
Battle Creek, MI
49017-4012
USA
269-968-1611
TDD on site
Facsimile: 269-968-0413
www.wkkf.org

The W.K. Kellogg Foundation supports children, families, and communities as they strengthen and create conditions that propel vulnerable children to achieve success as individuals and as contributors to the larger community and society.

4224 Waialae Ave., Suite 322, Honolulu, Hawaii 96816 THE LEARNING COALITION Telephone: 808 926-1530, Facsimile: 808 926-1533, Info@TheLearningCoalition.org

May 5, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

The Learning Coalition would like to express its strong support for the Hawaii State Department of Education's (HIDOE) application for the U.S. Department of Education's (USDOE) ***Race To The Top*** Fund grant program Round II (CFDA: 84.395A).

The Learning Coalition is a non-profit (501-c3), non-partisan organization focused exclusively on improving the quality of Hawaii's public educational system. TLC is supporting Hawaii's Race to the Top application by:

- actively supporting improved governance at the Board of Education level to encourage alignment of vision between the Governor, the Superintendent of Education and the Board of Education. Although not permitted to engage in direct lobbying, TLC has been called before the legislature to testify about the benefits of amending Hawaii's state constitution to opt for a school board nominated by a committee of stakeholders and appointed by the Governor with the advice and consent of the state senate.

- directly supporting the development of several grass roots organizations that now advocate on behalf of public school parents and children. These organizations have been directly involved in ongoing negotiations to end Hawaii's "Furlough Fridays," have successfully supported a bill to increase instructional time and are working in conjunction with TLC to educate parents at the school level about the implications of the reforms surrounding Race to the Top and the Department of Education's next 5yr strategic plan.

- participating in the Department of Education's "Jedi Council" to work with our community leaders and stakeholders to generate broad public buy in for the necessary reforms and assist in the "messaging" necessary to support the DOE.

Since its inception in 2006, The Learning Coalition has engaged with Hawaii's public school system in a variety of different ways. TLC has sponsored numerous workshops and lectures for the Board of Education to help expose its members to the latest thinking on topics such as the importance of high-quality longitudinal data and the latest approaches to performance related pay for teachers. TLC was also extremely active during the 2008 election cycle using paid advertizing to highlight the role and importance of the elected Board of Education. During that election cycle TLC managed to reduce the number of "blank ballots" for the BOE candidates by more than 30%.

TLC has been a key supporter of several grass roots movements and for the last two years TLC staff members have mapped and convened virtually all of the State's parent groups.

TLC's affiliated 501-c4 organization, Voice for Learning, has been extremely active in attempting to shift public opinion against further state-wide budget cuts and has recently been instrumental in facilitating ongoing negotiations between the Governor, Legislature, DOE, BOE and organized labor in an attempt to eliminate the school furloughs implemented by the Governor last fall.

TLC has also funded a range of Hawaii Department of Education initiatives such as the hiring of a search firm to identify a new departmental head of IT. Most recently TLC has joined forces with two other local non-profits to co-fund Hawaii's RTTT application effort, providing funding for outside consultants, grant-writing capacity and public relations efforts.

This letter is to solidify TLC's partnership with the Hawaii Department of Education in supporting continuous improvement in student achievement, the alignment in practice for hiring and retaining effective teachers and principals and the ongoing development of a teacher evaluation and compensation system based on Student Growth indicators.

As co- founders of The Learning Coalition, we urge the U.S. Department of Education to give Hawaii's ***Race To The Top*** grant submission its highest consideration for funding and implementation.

Sincerely,

(b)(6)

Bill Reeves and Debbie Berger

HAWAI'I EDUCATIONAL POLICY CENTER

Informing the Education Community

April 30, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW Room 3E108
Washington, DC 20202-6400

Subject: Letter of Support for Hawaii Application for U.S. Department of Education's Race to the Top grant program (CFDA: 84.395A)

Dear Secretary Duncan:

As Director of the Hawaii Educational Policy Center (HEPC), I am pleased to provide this letter of support for the Hawaii application for the U.S. Department of Education's Race to the Top grant program.

HEPC is an independent policy research organization that provides timely, concise, relevant, and objective policy briefs, reports, articles, studies, forums, and workshops that reflect the needs and requests of Hawaii policy makers. HEPC strives to become a trusted partner with policy makers in efforts to understand, nurture, improve, and adopt the best and most appropriate policies for our life-long learners in Hawaii.

Over the years HEPC staff have conducted studies including early childhood education and readiness for Kindergarten, longitudinal studies of student performance in elementary programs, teacher professional preparation, induction, mentoring and retention, higher education workforce development, and so on.

We have participated in drafting the current RTTT application and know firsthand the major policy issues the application addresses. The policy change recommendations stated and implied within the application are sound and represent needed changes in Hawaii. Most, if not all, are supported from data available to HEPC. We confirm the long-standing need for these change efforts and commit HEPC resources to supporting the application.

Specifically, we have the opportunity to contribute to the reform process by documenting the change process, the implementation of policy decisions, and the impact of those decisions at the school level. HEPC stands ready to conduct such policy studies as the Hawaii Department of Education and State policy makers move forward in improving education in Hawaii.

Sincerely,

Donald B. Young, Director

1776 University Avenue, Castle Memorial Hall 133 • Honolulu, Hawaii 96822
Phone (808) 956-7961 • Fax (808) 956-9486

JAN - 4 2010

MICHAEL FULLAN ENTERPRISES INC.

■ 498 St. Clair Ave. E.
■ Toronto, Ontario, Canada, M4T 1P7
■ 416-903-5080

■ Email mfullan@oise.utoronto.ca

December 23, 2009

Daniel Hamada
Office of Curriculum Instruction
Queen Lili'Uokalani Building
1390 Miller Street, Room 316
Honolulu, Hawaii 96813

Dear Sir/madam,

I am writing in support of the Race to the Top submission from the State of Hawaii. Myself and two team members from Michael Fullan Enterprises have been working with the state department, the complex areas and the schools over the past four years in developing the school and state capacity to improve literacy instruction and in turn literacy achievement for all students in the public school system. This has involved a tri-level coordination: 1) to focus on the classroom, the school and school leadership in order to develop the school's capacity to work collaboratively to produce better results, 2) to strengthen the ability of the complex areas and their leadership to support schools, and 3) to develop the capacity of the state education department so that it could lead the reform both in terms of developing its own capacity as well as those at the other two levels.

The overall purpose has been to raise the bar and close the gap in literacy achievement for all students. The main strategy, called, **Literacy for Learning,** involves combining a strong leadership focus on improving instruction at the classroom level, and closely links diagnostic assessment of student progress and corrections that address the learning needs of students. The goal is to increase local responsibility and external accountability to parents, the public and the state board and legislature.

In terms of Race to the Top improved literacy is one of the critical keys to better achievement in all subjects and to high school graduation. Our work in Ontario employing essentially the same focus has in fact improved literacy by 13 percentage point since 2003 across 4000 elementary schools. In turn high school graduation has been climbing going from 68% to 77% across 900 schools.

In Hawaii, led by the State Superintendent, a very strong capacity within the department to lead the initiative has been established over the past two years, more focused leadership has been developed at the complex areas, and school leadership teams including principals and literacy coaches have been trained. A cadre of **Literacy Leaders** has been established

and trained across the islands who are supporting principals through the complex areas. Teaching and learning have improved, and achievement on state tests has recently risen. More importantly the foundation for moving steadily upward is now in place, so that with a more intensified strategy enabled by the Race to the Top funding will provide a high yield on the investment up to this point.

In short, the Race to the Top proposal comes at a high yield timely moment in the reform strategy, and should have considerable payoff for students in Hawaii.

I am very supportive of the proposal.

Yours sincerely

(b)(6)

Michael Fullan, Ph.D
President of Michael Fullan Enterprises,
Professor Emeritus, University of Toronto, and Special Adviser in Education to the Premier of Ontario, Canada.

Good Beginnings Alliance
Voices For Hawai'i's Children

The Honorable Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

May 4, 2010

Dear Mr. Duncan:

As the Executive Director of Good Beginnings Alliance (GBA), Hawai`i's leading independent voice dedicated to ensuring young children are safe, healthy and ready to succeed, I would like to express our strong support for the State of Hawai`i's application for the U.S. Department of Education's ***Race to the Top.***

GBA is the early learning partner in the Hawaii P-20 with the Hawai`i Department of Education and the University of Hawai`i. We facilitated the implementation of the *Hawai`i State School Readiness Assessment* which provides an annual measurement of schools ready to receive students and students ready to succeed in school. In alignment with Hawai`i's early childhood strategic plan, this Race to the Top proposal for persistently low achieving schools includes a partnership with early childhood programs and subsidies for children to achieve universal early childhood education. In Hawaii, these early learning programs will include licensed center-based programs, licensed family child care homes and group homes, and family-child interaction learning (FCIL) programs showing our strong commitment to a range of high quality programs meeting the varying needs and values of the state's many cultural groups and communities.

Currently, with funding from the W.K. Kellogg Foundation, Hawaii is building in our most vulnerable communities strong and viable P-3 efforts to ensure K-3 programs are aligned with their early education partners. The goals are to 1) increase the participation of children in quality/effective early learning experiences through improved coordination and recruitment for early learning programs in the community; 2) support Department of Education elementary schools to be community-based hubs for resource and referral to comprehensive services that support children's well-being through enhanced outreach efforts to 0-5 year old children; 3) create partnerships with families and education to support children's learning and literacy development; and 4) support improved literacy instruction, seamless transitions, professional development of P-3 teachers, curriculum alignment, and assessments and implications for instruction. This best practice model is replicable statewide and aligns with this application.

Race to the Top funding will offer Hawaii the much-needed investment in early education as a connection to the K-12 public school system leading to both children who are ready for school and schools who are ready for the children. Strong partnerships between many organizations will be needed to ensure success for Hawaii. Good Beginnings is delighted to be such a partner.

Sincerely,

Elisabeth Chun
Executive Director

Hawai`i State PTSA
every child. one voice.

May 12, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

As President of the Hawaii State PTSA (HSPTSA), I would like to express strong support for the Hawaii State Department of Education's (HIDOE) application for Round 2 of the U.S. Department of Education's *Race To The Top* Fund grant program (CFDA: 84.395A).

The Hawaii State PTSA created in 1926 is Hawaii's oldest and largest volunteer child advocacy organization. It is comprised of over 80 local units statewide with nearly 10,000 members comprised of volunteer Parents, Teachers and Students to support and speak on behalf of children on issues related to education, health, safety, and welfare. Our mission is to make every child's potential a reality through a comprehensive state wide parent involvement system that builds on the current foundation of services offered. Since its beginning in September 1926, the HSPTSA has worked to bring its members and the community together, to create a vision, design a parent involvement system, and advocate for family and community partnerships.

As devoted parents and individuals to the educational success of children we pride ourselves on being a powerful voice for children, a relevant resource for parents, and a strong advocate for public education. HSPTSA looks forward to receiving an invitation from HIDOE to be a participant at the table when Common Core Standards are identified to support the development and implementation to ensure alignment with K-12 student programs. Such alignment will improve the transition between all levels, from preschool to grade 12.

Of critical importance will be innovations for improving parent involvement and child nutrition programs in Hawaii's public schools. The HSPTSA is committed to working with the HIDOE to improve the quality of school lunches in all Hawaii public schools and accessibility of physical education programs to address the issue of childhood obesity and diabetes. We are committed to working with HIDOE to improve low performing schools through comprehensive statewide parental involvement programs to educate parents in targeted geographic areas, especially on the Big Island, Molokai and the Leeward Coast of Oahu on the impact that parents have and importance of student achievement.

I look forward to seeing you in Tennessee on June 11th and hearing your perspectives on education at our National PTA Convention. I encourage the U.S. Department of Education to give Hawaii's *Race to the Top* grant submission its highest consideration for funding and implementation of strategy plan to improve our education system.

Sincerely,

Valerie Sonoda

Valerie Sonoda, President
Hawaii State PTSA
Affiliate of the National PTA

Hawai'i's Children First
Transforming Public Education

May 4, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

As Chair of Hawai'i's Children First, I would like to express our strong support for the Hawaii State Department of Education's (HIDOE) application for Round 2 of the U.S. Department of Education's *Race To The Top* Fund grant program (CFDA: 84.395A).

Hawai'i's Children First is a ballot issue committee. Our supporters include the three former Democratic governors of the State of Hawai'i and a diverse cross-section of the community, including business and non-profit leaders, teachers, parents, students and other public education stakeholders.

We support a constitutional amendment that would change how Board of Education members are selected – from a system that elects members to a system that allows the governor to appoint members with the advice and consent of the Senate. We expect this change to promote more accountability, an improved structural alignment, and a thorough process for selecting our Board of Education. Recently, the Hawai'i State Legislature passed legislation placing the amendment on the November ballot.

In seeking a governance change, one of our primary objectives is to foster an environment that is more conducive to implementing reforms, including those contemplated by the *Race to the Top* grant program. Thus, we strongly support Hawai'i's application and respectfully request that it be provided with additional financial support to be utilized as stated in the application.

Thank you for your time and consideration.

Sincerely,

(b)(6)

Randy Baldemor
Chair

900 Fort Street Mall, Suite 600, Honolulu, Hawai'i 96813
(808) 441-2034
www.hawaiischildrenfirst.org

May 5, 2010

The Honorable Arne Duncan
Secretary, United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

The Joint Education Initiative (JEDI) Council is a broad-based coalition of leaders from Hawaii's business, nonprofit, cultural, educational and faith-based communities. Collectively, we represent thousands of Hawaii residents from all walks of life who have bold and brave expectations – of the Hawai'i Department of Education, our keiki (children), our parents and the community at large.

Our diverse group came together to champion the state Department of Education's new leadership team's vision of, plans for and commitment to dramatic, student-focused, transformational change in Hawaii's education system. We strongly support the policies, practices and detailed implementation plans described in Hawaii's Race to the Top application.

Specifically, the JEDI Council understands and supports the Department's goals of improving student achievement, graduating all of our students prepared for success in college and career, increasing the rate at which our graduates go to college, and closing the gap in achievement and college enrollment especially among low-income, Native Hawaiian and Pacific Island students. In addition, we understand and support the Department's plans to realign its structures and resources to achieve these goals.

The transformative measures planned to achieve these goals will be the foundation for the Hawaii State Department of Education's new strategic plan for the next five years. It will be difficult, but we are convinced that the future of our state, including its ability to nourish our distinctive values and way of life, depend on a much more effective public education system.

As members of the JEDI Council, we have pledged to tell the story of the transformational changes planned to our constituents and enlist them as supporters of the process. We are taking concrete steps to help the Department reach its goals. As individuals, we have supported policy changes. Some of our member companies and organizations have provided experts to help design and develop outcomes-based programs and practices. Some of our members have pledged millions of dollars to help design curriculum to turn around failing schools. And others in the group have pledged their assistance in implementing innovative education reforms in their communities. As a group, we are committed to moving forward in support of transformational change.

The JEDI Council is united in its strong support for the Hawaii Department of Education's Round 2 Race to the Top application. We are excited about the leadership of Interim Superintendent Kathy Matayoshi and the emerging groundswell of community support sparked by the sharing of Hawai'i's Race to the Top plans. We believe a Race to the Top investment in our public schools will accelerate our efforts to improve educational outcomes for our keiki (children), which, in turn, will lead to a brighter future for our state.

The Honorable Arne Duncan
May 5, 2010
Page 2

We urge the U.S. Department of Education to give Hawaii's application its strongest consideration.

Sincerely,

Elwin Ahu, Executive Pastor
New Hope Christian Fellowship

Debbie Berger, Co-Founder
The Learning Coalition

Sam Callejo, Vice President for Administration
University of Hawaii (retired)

Nalani Choy, Group Member
Na Leo

Dan Chun, Senior Pastor
First Presbyterian Church of Honolulu
Co-Founder, Hawaiian Island Ministries

Mark Dunkerley, President and CEO
Hawaiian Airlines

Kim Gennaula, Director of Philanthropy
Kapi'olani Health Foundation

Micah Kane, Trustee
Kamehameha Schools

Pualani Kanahele, Director
Research and Development for Hawaiian
and Related Programs
Hawai'i Community College

James Koshiba, Executive Director
Kanu Hawaii

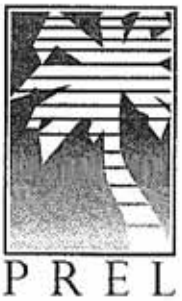
Dee Jay Mailer, Chief Executive Officer
Kamehameha Schools

Russell Okata, Executive Director
Hawai'i Government Employees Association (retired)

Bill Reeves, Co-Founder
The Learning Coalition

Clyde Sakamoto, Chancellor
Maui College

Candy Suiso, Program Director
Searider Productions, Waianae High School



April 23, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington DC 20202-6400

Dear Secretary Duncan:

As Acting President & CEO of Pacific Resources for Education and Learning (PREL), I would like to express strong support for the Hawai'i State Department of Education (HIDOE) application for Round 2 of the U.S. Department of Education's *Race To The Top* Fund grant program (CFDA:84.395A).

Pacific Resources for Education and Learning (PREL) is an independent, nonprofit 501(c)(3) corporation that serves the educational community in the U.S.-affiliated Pacific, the continental United States, and countries throughout the world. PREL bridges the gap between research, theory, and practice in education and works collaboratively with schools and school systems to provide services that range from curriculum development to assessment and evaluation. PREL currently works with the Hawaii Department of Education through the Regional Educational Laboratory-Pacific and Pacific Comprehensive Center. We also provide school improvement services in the State

PREL will work closely with the Hawaii Department of Education to ensure that the proposed reforms take place. We urge the U.S. Department of Education to give Hawaii's *Race To The Top* grant submission its highest consideration for funding and implementation.

Sincerely,

(b)(6)

Mr. Paul Dumas
Acting President & CEO
Pacific Resources for Education and Learning

PUNAHOU SCHOOL

1601 Punahou Street, Honolulu, HI 96822-3336
Tel: 808.944.5700 Fax: 808.944.5762 jscott@punahou.edu

James K. Scott
President

April 30, 2010

Mr. Arnie Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-640

Dear Secretary Duncan:

As President of Punahou School in Honolulu, Hawaii, I would like to express my enthusiastic support for the Hawaii State Department of Education's (HIDOE) application for Round 2 of the U. S. Department of Education's Race To the Top Fund grant program (CFDA: 84.395A).

Punahou School is committed to being a private school serving a public purpose. Six years ago we began the Partnerships in Unlimited Educational Program (PUEO) in partnership with the Department of Education. The goal of this program is to spark a love of learning that will encourage public school students, (who are from low-income backgrounds and who have great academic potential) to go to college. Entering after their fifth grade year, students in PUEO receive seven years of free summer school classes (in their high school years students receive DOE credit for these classes) and at least 3 college readiness events during the school year. Currently PUEO has 240 students representing over 50 schools in Hawaii. We encourage all PUEO scholars to return to their public schools as leaders; in this leadership capacity we ask our scholars to help others get on the college path.

Now called the Clarence T. C. Ching PUEO Program, and with extended resources, Punahou School has formed strong partnerships with the YMCA, YWCA and a local community center called the KEY Project. All three non-profits have helped us in our endeavor to make many more students in Hawaii college-bound.

In addition, Punahou School is launching a Center for Teaching & Learning in collaboration with Hawaii Public Schools and other independent schools. With the strong support of Interim Superintendent Matayoshi, Punahou School is eager to work with public school teachers and leaders to share best practices, to apply current research on teaching and learning, and to improve learning environments for students.

We are thrilled by the partnerships being formed in Hawaii to support all of our children. In that regard, we proudly and enthusiastically support Hawaii's Race to the Top application.

(b)(6)

James K. Scott

JKS:sys

Website: www.sos808.org
Contact email: info@sos808.org

May 1, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW, Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

Save Our Schools-Hawai'i is a parent- and student-driven community organizing group that advocates for transparency in governance that directly affects the public school system. Perhaps because of the educational crisis Hawai'i has faced this last year, we have found ways to work actively with the teachers' union, members of the legislature, the DOE and the BOE to establish student-centered priorities in policy-making, a rule of excellence in setting standards, and a sustainable plan that addresses the unique cultures of Hawai'i. We write to express our enthusiastic support for the Hawaii State Department of Education's (HIDOE) application for the U.S. Department of Education's (USDOE) ***Race To The Top*** Fund grant program (CFDA: 84.395A).

The ***RTTT*** funds would go a long way in establishing an educational system that encourages a system-wide investment for success. Community collaboration with government has recently showed a renewal of commitment to the public education system through legislative funding and minimal instructional hours bills. The model of collaboration that Hawai'i's re-application currently highlights is exciting because it addresses, in proactive fashion, the need for a real-time database for immediate feedback, flexibility and accountability at the classroom and school level, which will allow the HIDOE to more tailor support and resources needed by our principals, teachers and students. The HIDOE's proposal also currently shows sensitivity to the diverse communities of Hawai'i in its solutions for lowest-performing schools, such as establishing Zones of Innovation that highlight the need for creativity and cooperation between low-achieving schools, the teachers and the HIDOE. This is the kind of creative, targeted thinking that shows a students-first philosophy.

SOS-HI intends to continue its advocacy for Hawai'i's students, teachers and schools, and we will continue to work with all parties to ensure that the needs of students are the highest priority in any decision-making about its educational system. We therefore urge the USDOE to give Hawai'i's ***Race To The Top*** grant submission its highest consideration for funding and implementation.

Sincerely,

Vernadette Gonzalez

April 29, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

As President of Hawaii Education Matters (HEM), it is my enthusiastic pleasure to write a letter in support for the Hawaii State Department of Education's (HIDOE) application for the U.S. Department of Education's (USDOE) ***Race To The Top*** Fund grant program (CFDA: 84.395A).

HEM is a non-partisan parent advocacy group working to affect positive change in public education, by creating a coalition of parents, educators and community leaders, committed to the sustainability of Hawai'i's intellectual future. We have created opportunities for parents to engage with other parents, for parents to engage with members of HIDOE and Board of Education (BOE), for parents to engage with their elected officials. During the 2010 legislative session, our members significantly contributed to the background and language of a bill that requires a 180-day public school year starting in the fall of 2011. It also mandates longer instructional hours for students. Once signed into law, this will be the first time the state has made the length of the public school year a matter of law. The passage of this bill also lays the critical groundwork for future reform efforts. Members of Hawaii Education Matters have made state history, in affecting change in local government in an area many believed to be impenetrable.

The unprecedented nature of our parent advocacy group coupled with the political and community will that has been garnered these past six months perfectly positions HIDOE to begin implementing future state-wide education reforms, and ***Race to the Top*** is the perfect catalyst. HEM strongly believes that long term solutions to public education will be seen more effectively if change is built from strong community foundations. Toward this end, we are partnering with community organizations, elected officials and local businesses to form the state's first education coalition aimed at holding the system accountable for making education work.

Hawaii Education Matters wholeheartedly supports the ***Race to the Top*** application. Remarkable progress toward education reform has been made since the state's submission of the Round 1 application, and a renewed sense of commitment to public education has been born. We are at a critical juncture to effect change around Hawaii's public education system. Funding and implementation of the HIDOE's ***Race to the Top*** application would ensure this change becomes a reality. Our children and their future cannot wait.

Sincerely,

(b)(6)

Ann Davis, MPH
President

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

May 1, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

As Executive Director of Teach For America-Hawai'i, I would like to express strong support for the Hawai'i State Department of Education's (HIDOE) application for Round 2 of the U.S. Department of Education's *Race To The Top* Fund grant program (CFDA: 84.395A).

Teach For America's mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. We recruit, select, and train a diverse, highly selective national corps of outstanding recent college graduates—of all academic majors, backgrounds, and career interests—who commit two years to teach in urban and rural public schools in our nation's lowest-income communities, and who become lifelong advocates working for systemic educational reform from all sectors. We first placed teachers in Hawai'i in 2006 and currently have 120 teachers in 36 schools on O'ahu and Hawai'i islands impacting approximately 9,000 students.

Teach For America-Hawai'i's mission is directly aligned with the Great Teachers and Leaders and Turning Around Persistently Low Achieving Schools portions of the Race to the Top grant program. We agree that great teachers are one of the most important factors in students' growth and success and that great teachers should have access to leadership opportunities so that they may continue to grow and develop professionally within the field of education. We use a series of assessments and observations to measure teacher effectiveness based on student achievement. This allows us to effectively support and develop our teachers as they continuously improve their practice.

Since our inception in 2006, we have partnered with the HIDOE to place high quality teachers in Hawai'i public schools. As an alternative route to teaching in Hawai'i, we are committed to continuing to work with the HIDOE to provide great teachers for the schools and classrooms that need them most, particularly schools where the majority of the population is low-income and where there are significant challenges with student achievement. We also look forward to partnering with the HIDOE to ensure that our alumni and other motivated teachers across the state have appropriate pathways to leadership within the education system.

As Executive Director of Teach For America-Hawaii, I urge the U.S. Department of Education to give Hawaii's *Race to the Top* grant submission its highest consideration for funding and implementation.

Sincerely,

Jill Baldemor
Executive Director
Teach For America-Hawai'i

AN AMERICORPS PROGRAM

500 Ala Moana Boulevard, Suite 3-400 • Honolulu, HI 96813 • P 808.521.1371 F 808.538.3793 • www.teachforamerica.org

COMMANDER, U.S. PACIFIC COMMAND
(USPACOM)
CAMP H.M. SMITH, HAWAII 96861-4028

12 May 2010

Honorable Arne Duncan
Secretary of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Secretary:

I am writing to express my strong support of Hawaii's application for the Race to the Top Fund. As the co-chairman of the Joint Venture Education Forum and the leader on military dependent education issues for the United States Pacific Command, I have worked closely with the Hawaii Department of Education. Under the leadership of interim Superintendent Kathryn Matayoshi, the department has reached out to the military community for its input on education programs and to help develop its Race to the Top application.

More significantly, Hawaii has already moved out on implementing education reform initiatives that will greatly increase student achievement and assist struggling schools in a state that is the temporary home of 23,000 school-aged military family members. The state has established high standards for student achievement and is dedicated to providing students with a quality education so they can exceed them. We are committed to working with the Hawaii Department of Education, the Board of Education, elected state officials, and community leaders to provide the very best education for Hawaii students. I am confident that a Race to the Top grant will help Hawaii make the systemic changes that will ensure that all its graduates are college and career ready.

Thank you for your consideration of this letter and, more importantly, for your exceptional leadership in promoting student achievement.

Very Respectfully,

MICHAEL F. DAVINO
Colonel, USA
Director of Manpower,
Personnel and Administration

cc:
Hawaii Department of Education
Senior Leader Education Forum Members

14 May 2010

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C.

Dear Mr. Secretary,

The United States Pacific Command would like to offer its strongest possible support for the Hawaii State Department of Education's application for round two of the U.S. Department of Education's *Race to the Top* grant program (CFDA: 84.395A).

Education for our family members stationed in Hawaii remains our top Quality of Life issue for our men and women serving in uniform. Across the great State of Hawaii, momentum and excitement is building as a new vision for the future of education takes shape.

We urge the U.S. Department of Education to give Hawaii's *Race to the Top* grant submission its highest consideration for funding and implementation—for our future generation!

Sincerely,

PETER S. PAWLING
Major General, U.S. Air Force
Chief of Staff, U.S. PACOM

DEPARTMENT OF DEFENSE
EDUCATION ACTIVITY
4040 NORTH FAIRFAX DRIVE
ARLINGTON, VIRGINIA 22203-1635

MAY 14 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan,

As the Director of the Department of Defense Education Activity (DoDEA), I would like express my support for the Hawaii State Department of Education's (HIDOE) application for Round 2 of the U.S. Department of Education's *Race To The Top* Fund grant program (CFDA: 84.395A).

The Department of Defense (DoD) has a large and highly visible presence in Hawaii that includes Army, Navy, Marine Corps, and Air Force installations. Service members care deeply about the quality of education their children receive. Education is one of the top quality of life concerns for recruitment and greatly impacts decisions service members make when moving their families with them on assignment. According to data from the Department of Education (ED) Impact Aid Program, approximately 23,000 children from military families attend Hawaii public schools. Although there are no DoDEA schools in Hawaii, many of their students become our students during some part of their educational experience. With such a large military presence in Hawaii, DoDEA has a vested interest in the success of the Hawaii public schools.

DoDEA is proud of our partnership with the HIDOE. Through this collaboration, DoDEA has worked to share expertise and resources. We have also worked together on a variety of initiatives to include science and math training as well as Advanced Placement curriculum. Our military communities also work with their local schools to provide community support vital to school success. It is my understanding that funding through *Race to the Top* will improve the quality of education in Hawaii by improving data quality, principal and teacher evaluations, adopting the common core curriculum, and providing incentive pay for teachers.

The commitment from DoD and DoDEA, as well as a *Race To The Top* grant award, would assure a forward focus on continuous improvement and the highest student achievement for all students in Hawaii. In turn, it also shows support for the incredible sacrifices service members are making for our country by supporting the quality of education we expect for our military dependent students.

Please join me in supporting our service members by approving Hawaii's *Race to the Top* application. I value the partnership DoDEA has developed with ED over the past year and look forward to a continued successful working relationship.

Sincerely,

Shirley A. Miles

Dr. Shirley A. Miles
Director

DEPARTMENT OF THE AIR FORCE
15TH AIRLIFT WING
HICKAM AFB, HI

MAY 0 3 2010

Colonel Charles R. Baumgardner
Commander, 15th Mission Support Group
800 Scott Circle
Hickam AFB, HI 96853

Mr. Arne Duncan, Secretary
Untied States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, D.C. 20202-6400

Dear Secretary of Education Duncan

Hickam Air Force Base Hawaii, in close partnership with the Hawaii Department of Education (HIDOE), would like to support the State of Hawaii's application for ***The Race to the Top Application.***

I am confident that this proposal addresses the intent of the grant and will greatly impact all public school students throughout the State of Hawaii. Air Force personnel are stationed across Oahu and the neighbor islands. Our children will directly benefit from the great reforms these resources will support. Not only will these additional resources and commitments enhance the delivery of education, but more importantly there will be a far greater commitment to bring about true systematic changes based on research and best practices. Listed below are highlights that will be possible through **The Race to the Top Grant**.

- HIDOE will partner with UH, parents, and community-based organizations to support educational reform in Hawaii's schools in the four component areas.
- Common Core Standards will be adopted.
- A user-friendly, statewide longitudinal data system that is immediately accessible to all instructional staff and administration and P-20 partners as appropriate.
- Unions and HIDOE will work closely to assure alignment in practice for hiring and retaining the most effective teachers.
- Teacher and Principal evaluations will be standardized and include incentive pay.
- Struggling schools will be evaluated for appropriate interventions.

Should you have any questions, please contact me. Thank you for your consideration.

Sincerely

CHARLES R. BAUMGARDNER, Col, USAF

DEPARTMENT OF THE NAVY
JOINT BASE PEARL HARBOR-HICKAM
850 TICONDEROGA ST STE 100
PEARL HARBOR HI 96860-5102

1700
Ser N00/215
11 May 10

The Honorable Arne Duncan
Secretary of Education
400 Maryland Avenue
Washington, DC 20202-6400

Dear Mr. Secretary:

Joint Base Pearl Harbor-Hickam, who is in close partnership with the Hawaii Department of Education (HIDOE), would like to support *The Race to the Top* application. Navy children across Oahu and neighboring islands will directly benefit from these reforms as they support the Navy's core values.

This application addresses the intent of the grant which will enhance public schools and their students throughout the State. These additional resources and commitments will augment systematic changes based on research and best practices.

The following will be achieved if *The Race to the Top* is adopted:

a. HIDOE will partner with the University of Hawaii, military components, and community organizations to support educational reform in Hawaii's schools.

b. HIDOE will promote a system-wide commitment to continuous improvement of student achievement.

c. Curriculum that aligns with the Common Core Standards will be adopted.

d. A Statewide Longitudinal Data System will be used to help define student growth.

e. HIDOE will hire and retain the most highly qualified personnel.

f. Personnel evaluations will be standardized.

g. Technical assistance and heightened support will be available for "at-risk schools".

1700
Ser N00/215
11 May 10

The Navy's mission, vision, and guiding principles are in alignment with *The Race to the Top*, as it shares our commitment to effective readiness, success, teamwork, and accountability.

Sincerely,

R. W. KITCHENS
Captain, U.S. Navy
Commander

DEPARTMENT OF THE ARMY
US ARMY INSTALLATION MANAGEMENT COMMAND, PACIFIC REGION
HEADQUARTERS, UNITED STATES ARMY GARRISON, HAWAII
851 WRIGHT AVENUE, WHEELER ARMY AIRFIELD
SCHOFIELD BARRACKS, HAWAII 96857-5000

REPLY TO
ATTENTION OF:

May 11, 2010

Office of the Garrison Commander

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue
Room 3E108
Washington, D.C. 20202-6400

Dear Secretary of Education Duncan:

On behalf of the US Army Garrison, Hawaii (USAG-HI), I would like to express our support for the Hawaii Department of Education's submittal for ***The Race to the Top*** grant.

Education is a major Quality of Life issue for Army Families. Military students face distinct learning and adjustment challenges due to frequent transitions or separation from deployed parents. Hawaii's unique culture and diverse ethnic population can also intensify these challenges.

Our commitment to the Hawaii public schools is an on-going priority. We pledge our support to the State of Hawaii's application so that it may improve the educational experience of the nearly 24,000 school-aged children of military Service Members that are assigned to Hawaii. These children will directly benefit from the great reforms these resources will support and we ask that Hawaii DOE's application be approved to advance the military community's pursuit of a quality education.

Thank you for your consideration.

Sincerely,

Matthew T. Margotta
Colonel, US Army
Commanding

JOINT POW/MIA ACCOUNTING COMMAND
310 WORCHESTER AVENUE
HICKAM AFB, HAWAII 96853-5530

17 May 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan,

As the Commander of the Joint POW/MIA Accounting Command (JPAC), I would like to express strong support for the Hawaii State Department of Education's (HIDOE) application for Round 2 of the U.S. Department of Education's *Race To The Top* Fund grant program (CFDA: 84.395A).

JPAC is comprised of over 400 dedicated men and women from the Army, Navy, Air Force, Marine Corps and Department of Navy civilians. The mission of JPAC is to provide the fullest possible accounting Americans who are still missing from our Nation's previous conflicts and to bring them home to their loved ones.

Education for our family members stationed in Hawaii remains our top Quality of Life issue for our men and women serving in uniform. Across the great State of Hawaii, momentum and excitement is building as a new vision for the future of education takes shape.

As the Commander of JPAC, I urge the U.S. Department of Education to give Hawaii's *Race to the Top* grant submission to highest consideration for funding and implementation.

Sincerely,

STEPHEN D. TOM
Major General, U.S. Army
Commander, Joint POW/MIA
Accounting Command

Real World Design Challenge

11710 Plaza America Drive
Suite 2000
Reston, VA 20190
703-298-6630
rcoppola@ptc.com

January 13, 2010

Governor Linda Lingle
State Capitol
Room 415 Honolulu, HI 96813

Dear Governor Lingle:

Hawaii is one of the founding state partners in the Real World Design Challenge. We applaud you for your vision and plan for STEM Education. The Real World Design Challenge has been incorporated in the Hawaii STEM education plan. As you know the Hawaii all girls team from Iolani School won the Real World Design Challenge National Challenge last year!

We are pleased to help support your Race to the Top grant application! Since Hawaii is a partner in the Real World Design Challenge two of the corporate partners PTC and Mentor Graphics will donate engineering software for high school team participating in the Challenge. The following is what is provided:

1. PTC will donate 300 licenses of Pro/ENGINEER 3D Computer Aided Design (CAD) software to each trained teacher. Each license is worth $3,000 that is a donation of $900,000 per teacher. These licenses are perpetual and all upgrades are free.
2. PTC will donate a license of Mathcad for each teacher and student involved in the Real World Design Challenge. Each license is worth $1095. For a team of 8 people that is donation of $8,760 per team. Mathcad plugs into Pro/ENGINEER and enables the user to track and manage and understand and use all of the mathematical formulas associated with their CAD designs.
3. Each student/teacher team will get access to Windchill, global engineering collaboration and data management software. Each seat is worth $2,800. Real World design Challenge teams may have up to 7 students and a teacher or 8 people. Windchill for a team of 8 people is worth $22,400. These seats are server-based and are renewed for each new set of teams each year.

4. Mentor Graphics will donate 1 license of FloEFD.Pro, fluid dynamics testing software package per team. The software package is worth $24,500 per license for each team for the year of the project.

You may have as many teams in the state as you like. Each Real World Design Challenge Team will receive all of the above mentioned software. The US Department of Energy is covering the cost of travel to Washington, DC for the Real World Design Challenge State Winner to compete in the National Challenge Event. Each team also gets access to up to four professional mentors from government, industry and higher education at no cost to them. The teams collaborate with the mentors using Windchill.

All 24 Real World Design Challenge Partners from government, industry and education stand in support of the Hawaii Race to the Top proposal.

We are very pleased to have Hawaii involved in the Real World Design Challenge. We anticipate that the number of teams from the state will grow each year. We hope you proposal will be funded! Please let me know if there is anything else that I can do to help!

Sincerely,

(b)(6)

Ralph K. Coppola, Ed.D
Director, Real World Design Challenge &
Director of Global Government & Strategic Education Programs at PTC

The Pacific Resource
PARTNERSHIP

April 26, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

The Pacific Resource Partnership (PRP) would like to express its strong support for the Hawaii State Department of Education's (HIDOE) application for the U.S. Department of Education's (USDOE) ***Race To The Top*** Fund grant program (CFDA: 84.395A).

PRP is a labor-management consortium representing over 240 signatory contractors and the Hawaii Carpenters Union. PRP supports the goals of the HIDOE as outlined in the Race to the Top application.

A requirement for acceptance to the Carpenters Apprenticeship program is a basic math test. Nearly 50% of the students taking the test fail. This is not acceptable; students need to be prepared to enter the workforce. Given that statistic, PRP organized and sponsored a teacher internship program for high school educators. A program created to provide professional development for teachers and/or counselors to experience the work and skills that are required in the construction industry. The premise of the program is to educate teachers and counselors on the industry, and in turn, they educate and prepare students for future careers in the third largest industry in Hawaii - construction.

It is for this reason that we are supporters of Hawaii's Race to the Top application to better ensure that our children are skilled and well-prepared to enter the workforce.

Thank you for the opportunity to voice our support and we urge the U.S. Department of Education to give Hawaii's ***Race To The Top*** grant submission its highest consideration for funding and implementation.

Sincerely,

(b)(6)

Kyle Chock
Executive Director

KAMEHAMEHA SCHOOLS

May 13, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Aloha e Secretary Duncan,

Kamehameha Schools is pleased to express our strong support for the Hawaiʻi State Department of Education's (HIDOE) application for the U.S. Department of Education's (USDOE) ***Race To The Top*** Fund grant program Round II (CFDA: 84.395A). These funds, when awarded fully and implemented as planned, will transform education in our state and for our people, because they will build the capacity of teachers and leaders in all our schools to help our students dramatically accelerate their learning.

We are a private educational trust whose mission is to provide educational opportunities for Native Hawaiian learners. While we serve nearly 7,000 students within our 31 preschools and three K-12 campuses, the majority of our Native Hawaiian learners are served by public schools, where they comprise the largest single group in the public education system. In fact, 28% of the 178,000 children in our state's public schools and 36% of free and reduced lunch children are Native Hawaiian.

To reach these children in their communities, we spent $83 million last year on community-based programs and collaborations, including $25 million to actively support our public school system in various ways including financial, curriculum, and technology assistance for 17 Hawaiian-focused public charter schools; preschool, literacy, enrichment, and post-high scholarships for Native Hawaiian students across the state and nation; and recruitment, pre-service, induction, and professional development programs and support for public school teachers working in predominantly Hawaiian communities. Our Literacy Instruction and Support program now reaches 218 K-3 classrooms in 21 public schools.

Most recently, we have funded the conversion of pedagogical practice into project-based learning at two high schools (Nānākuli and Waiʻanae) in support of their partnership with New Tech High School Foundation. Last month, in collaboration with the State Department of Hawaiian Home Lands and private developer Jeffrey Stone, we announced the development of a 300-acre, $100 million learning community in Mākaha to help us extend our mission to an area that is home to the largest concentration of Hawaiians in our state. Also, we actively conduct research on the well-being of Native Hawaiians and the effectiveness of a range of educational programs to improve Native Hawaiian student achievement.

You can imagine that with this level of involvement, we are very much engaged in the support and shaping of Hawaii's Race to the Top strategy. Our state has a bold vision for a coordinated, innovative P-20 educational system that we support, for it ensures that each of our *haumana* (students) achieves academic success. We are already providing financial, technical and other resources in the Zones of School Innovation noted in our RTTP application, particularly for low-performing schools in high poverty, Native Hawaiian communities, such as those found on the Wai'anae Coast of the island of O'ahu. We fully embrace the goal to reduce the Native Hawaiian achievement gap by 50% in five years

and by 100% by 2018 and will work to align our resources in early childhood education, literacy instruction services, school improvement, and post high support to achieve this goal.

Mohala I ka wai ka maka o ka pua.
Unfolded by the water are the faces of the flowers.

Children, like flowers, thrive where there is water, as thriving people are found where conditions are good. We commend President Obama and his administration's vision for educating our children and ensuring that they are prepared for the brightest future ahead.

Me ke aloha pumehana,

(b)(6)

Dee Jay Mailer
Chief Executive Officer

567 South King Street, Honolulu Hawai'i 96813 Telephone (808) 541-5315 Fax (808) 541-5305
Founded and Endowed by the Legacy of Princess Bernice Pauahi Bishop

INPEACE
INSTITUTE FOR NATIVE PACIFIC EDUCATION AND CULTURE

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4260

May 12, 2010

Dear Secretary Duncan:

On behalf of the Institute for Native Pacific Education and Culture (INPEACE), we strongly support the Hawai'i State Department of Education's application for Round 2 of the Race to the Top Fund grant program offered by the U.S. Department of Education.

INPEACE is a community based organization that services over 2,500 children and families annually statewide. We were established 16 years ago to improve the quality of life for Native Hawaiians through community partnerships that provide educational opportunities and foster self-sufficiency. Our efforts are focused in three areas of community development: early childhood education, workforce development and cultural land stewardship. We are one of several organizations in our State viewing education as an integral part in improving our unique and ethnically diverse island community.

Our programs reach communities on Oahu's leeward coast, extending to the islands of Moloka'i and Hawai'i during the regular school year and statewide during the summer. Our seven primary programs focus on enhancing the strengths of the community to ensure our children and families are ready for school and schools are ready for our children. We also encourage recruitment, training and retention of college prospects to become degree certified teachers with the intent of returning to be of service to their home communities.

We are committed to the vision and goals set forth by the Hawai'i DOE to close the achievement gap and raise college enrollment among low-income, Native Hawaiian students, to improve student achievement and to prepare our public school students for success in college. We believe that implementing these specific goals will result in significant educational reform. Funds from Race to the Top, combined with community partnerships, will catapult these efforts into a faster paced process.

INPEACE is in complete alignment with the Hawai'i DOE's goal of providing comprehensive support for all students. We are organized to provide our younger keiki with learning opportunities by including families and community resources. We strive to strengthen the overall well-being of our future teachers who can give back to their communities with "home-grown" skills, knowledge, talent and commitment.

We urge you to support this effort and approve the State of Hawaii Race to the Top grant application. Please feel free to contact me at if you have any questions.

Sincerely,

(b)(6)

C. Kanoelani Nāone, Ph.D.

1001 Kamokila Blvd. #226 Kapolei, HI 96707 Phone: 808.693.7222 Fax: 808.693.7221
Email: info@inpeace-hawaii.org Website: inpeace-hawaii.org

PHONE (808) 594-1888 FAX (808) 594-1865

STATE OF HAWAI'I
OFFICE OF HAWAIIAN AFFAIRS
711 KAPI'OLANI BOULEVARD, SUITE 500
HONOLULU, HAWAI'I 96813

May 13, 2010

Honorable Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW, Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

The Office of Hawaiian Affairs (OHA) would like to express its strong support for the Hawaii State Department of Education's (HIDOE) application for the U.S. Department of Education's (USDOE) ***Round Two of Race To The Top*** Fund grant program (CFDA: 84.395A).

For over 30 years, OHA has been working to make a positive difference in the lives of Native Hawaiians. As a public trust, OHA is responsible for advocacy and asset management that best serve the Hawaiian community for generations to come. Given their preponderance among public school students, Native Hawaiian children are particularly affected positively if we succeed in thoroughly overhauling the K-12 system. In this regard, we have been a consistent partner and advocate with the HIDOE in ensuring that our students achieve their highest potential. Our efforts have taken form in the way of grants, scholarships, legislation, and partnership agreements. In 2009, OHA provided over $5,400,000 in education grants.

Through this Letter of Support, OHA is committed to working with HIDOE when the ***Race To The Top*** application is approved, particularly in the four core areas of the State's Plan: refining common standards and assessments, developing great teachers, improving low-performing schools, and strengthening instruction data systems.

On behalf of the OHA Board of Trustees, I respectfully urge the U.S. Department of Education to give Hawaii's ***Race To The Top*** grant submission its highest consideration for funding and implementation.

'O wau iho no,

Clyde W. Nāmu'o
Chief Executive Officer

CWN:ske

QUEEN LILI'UOKALANI CHILDREN'S CENTER
LILI'UOKALANI TRUST

MAIN OFFICE
1300 HALONA STREET
HONOLULU, HI 96817
PHONE 847-1302
FAX 841-0502

HONOLULU UNIT
1300-A HALONA STREET
HONOLULU, HI 96817
PHONE 847-1302
FAX 841-6449

KO'OLAUPOKO UNIT
46-316 HAIKU ROAD
KĀNE'OHE, HI 96744
PHONE 235-7613
FAX 236-1948

WAI'ANAE COAST UNIT
87-1876 FARRINGTON HIGHWAY
WAI'ANAE, HI 96792
PHONE 668-2314
FAX 668-8811

WINDWARD UNIT
53-516 KAMEHAMEHA HIGHWAY
HAU'ULA, HI 96717
PHONE 293-8577
FAX 293-5182

HILO UNIT
919 ULULANI STREET
HILO, HI 96720
PHONE 935-9381
FAX 969-7599

KONA UNIT
74-5490 MAKALA BOULEVARD
P.O. BOX 2819
KAILUA-KONA, HI 96745
PHONE 329-7336
FAX 326-7587

MOLOKA'I UNIT
KAMEHAMEHA HIGHWAY
P.O. BOX 55
KAUNAKAKAI, HI 96748
PHONE 553-5369
FAX 553-5816

MAUI UNIT
1791 WILI PA LOOP
WAILUKU, HI 96793
PHONE 242-8888
FAX 242-1576

KAUA'I UNIT
4530 KALI ROAD
LIHU'E, HI 96766
PHONE 245-1873
FAX 245-2167

May 03, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

The Queen Lili`uokalani Children's Center would like to express strong support for the Hawaii State Department of Education (HIDOE) Application for the U.S. Department Education (USDOE) ***Race To The Top*** Fund grant program (CFDA:84.395A).

Queen Lili`uokalani Children's Center's mission, "Healthy Children, Strong Families, Caring Communities" reflects a vision. The role of the Center in fulfilling its mission is to benefit orphan and destitute Hawaiian children by strengthen their families as we address strategies for community level services of vital concern. Our service approach at the Center stems from the belief that each Hawaiian child brings with him or her capacity for growth and learning and this capacity comes from a tradition of wisdom and dignity that is found in the Hawaiian cultural roots of each child.

The Center strongly supports reforms identified by HIDOE: continued collaborations and partnerships with community entities very concerned about persistent achievement gaps of Native Hawaiian Students; HIDOE accelerated implementation of far-reaching reform-objectives related to "*Zones* for School Innovations", including starting statewide early learning opportunities proven to result in readiness for learning and success at school. The Center strongly supports HIDOE's approach, reform plans for schools in *zones*: administrative placement and supports for committed principals and teachers who understand the real importance of respect for culture (the context for a school's community of parents with children) and who believe in outreach to include parents in processes for partnering with teachers. For *zones,* the Center strongly supports placement of skilled teachers and school staff who can engage native children, maintain their interest in attending school, motivate their capacity to learn, support them to experience their abilities for achieving reachable goals: life skills, graduation, and more education as preparation for employment.

Queen Lili`uokalani Children's Center is committed to continue collaborations with school principals and teachers statewide and to ensure that the reforms are implemented and effective.

I urge the U.S. department of Education to give Hawaii's *Race to the Top* grant submission its highest consideration for funding and implementation.

Sincerely,

(b)(6)

Benjamin Henderson
Executive Director and President

HAWAI'I COMMUNITY FOUNDATION

April 22, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

The Hawaii Community Foundation would like to express its strong support for the Hawaii State Department of Education's (HIDOE) application for the U.S. Department of Education's (USDOE) ***Race To The Top*** Fund grant program (CFDA: 84.395A). The Hawai'i Community Foundation (HCF) is a public, statewide, charitable services and grantmaking organization supported by donor contributions for the benefit of Hawai'i's people.

Over the past year HCF has worked to support Hawai'i schools in their efforts to transform the teaching and learning experience to better align with the needs of the 21st Century. This work has entailed significant investment by HCF in professional development for teachers, development of new approaches to measuring student achievement, and strategies for adopting new educational technologies in the classroom. Across our state momentum and excitement is building as a new vision for the future of education takes shape. We strongly support the goals of the HIDOE as outlined in the Race to the Top application.

We urge the U.S. Department of Education to give Hawaii's ***Race To The Top*** grant submission its highest consideration for funding and implementation.

Sincerely,

(b)(6)

Christine van Bergeijk
Vice President for Programs

Aloha United Way

200 N. Vineyard Blvd., Suite 700
Honolulu, Hawaii 96817-3938
Telephone (808) 536-1951
Fax (808) 543-2222
Website: www.auw.org

Aloha United Way

May 11, 2010

The Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4260

Dear Secretary Duncan:

Re: Race to the Top Round Two application for Hawaii

Aloha United Way is pleased to support Hawaii's Race to the Top Round Two application.

The children, families and neighborhoods served by Aloha United Way are in large part those served by the public schools that most need the help that the Race to the Top reforms provide. Our clients' household incomes are low, and many of our families' children start school behind their higher-income peers and stay that way through high school (though many drop out before graduating).

Aloha United Way has committed to addressing the problem on the front end of the K-12 spectrum by investing heavily in providing all children from birth through age 5 with the early literacy and other supports they need to be fully ready to thrive once they enter school. But if schools are not similarly ready for our children, with great teachers in every classroom and with data that help teachers intervene early with kids who are struggling, then all of Aloha United Way's efforts are for naught.

It is for this reason that we are such strong supporters of Hawaii's Race to the Top application. We will work closely with the Hawaii Department of Education to ensure that these reforms take place and that they stick. For the sake of our children and our communities, we are a major stakeholder in Race to the Top's success. Please give Hawaii the resources that it needs to succeed.

Very truly yours,

Susan Au Doyle
President and Chief Professional Officer

what matters. ® Improving lives and building a stronger community

Hawai'i
Arts
Alliance

A member of the Kennedy Center Alliance for Arts Education Network

April 30, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

As Chief Executive Officer of the Hawai'i Arts Alliance, I strongly endorse and support the application from the Hawai'i State Department of Education (HIDOE) for Round 2 of the U.S. Department of Education's *Race To The Top* Fund grant program (CFDA: 84.395A).

Hawai'i Arts Alliance is one of the six ARTS FIRST Partners mandated by Act 306/01 of the Hawai'i State Legislature to implement standards-based arts education throughout our educational system. Along with the Alliance other Partners are the State Foundation on Culture and the Arts, University of Hawai'i at Manoa College of Education, University of Hawai'i at Manoa College of Arts and Humanities, Hawai'i Association of Independent Schools and the Hawai'i State Department of Education.

The Partners have been working together to implement ARTS FIRST Strategic Plan. Some key accomplishments have been the development of a standards-based curriculum that integrates arts with other core subjects. This ARTS FIRST Toolkit was officially adopted by HIDOE as its instructional guide for the arts. We have also been awarded two Arts in Education Model Development and Dissemination grants (2003-2006 and 2006-2010) from the U.S. Department of Education. We know that students in schools with arts learning perform better in all arenas of endeavors, academically and socially. We are fully committed to continuing the excellent work that is part of the ARTS FIRST Partnership.

On behalf of the Hawai'i Arts Alliance, we urge the U.S. Department of Education to give the highest consideration to the application from Hawai'i for *Race To The Top*

Visit our Community Project: The ARTS at Marks Garage www.artsatmarks.com

With sincere aloha,

Marilyn Cristofori

Marilyn Cristofori
Chief Executive Officer

P.O. Box 3948
Honolulu, Hawai'i
96812-3948
Phone: (808) 533.2787
Fax: (808) 526.9040
arts@hawaiiartsalliance.org
www.hawaiiartsalliance.org

HMSA Foundation

May 3, 2010

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4260

Dear Secretary Duncan:

The HMSA Foundation is pleased to support Hawaii's Race to the Top application. We are very interested in supporting improved educational outcomes reflected in plans for the second round submitted by the State of Hawaii Department of Education.

The HMSA Foundation is a nonprofit, tax-exempt private charitable organization founded in Hawaii in 1986 to stimulate research on pressing issues that confront Hawaii's health care industry. The mission of the HMSA Foundation is to extend the Hawaii Medical Service Association's commitment to provide community access to cost-effective health care services, promote health, provide health education and relevant research, and improve social welfare in Hawaii.

Since 1998, the HMSA Foundation has committed more than $15 million to strategic community investment projects in four program areas: improving access to affordable health care, health promotion and disease prevention, the health care delivery system, and general social welfare. Projects have addressed areas such as childhood obesity, the nursing shortage, mental health, substance abuse, the elderly population, chronic disease management, quality of health care for fragile children, patient safety, and health care access for the uninsured.

We are proud of the partnerships we have developed over the years to combine resources and other assets to reach common goals. Together with our partners we link public and private investments into a strong network of support for the health, safety, and improved welfare of our community, including early learning in Hawaii. For example, we and other private foundations urged the state to create the Early Learning Council (ELC) in 2008.

818 Keeaumoku St.
P.O. Box 860
Honolulu, HI 96808-0860

Phone: (808) 948-5555
Fax: (808) 948-6650

www.hmsafoundation.org

A new law establishing the ELC within the Department of Education resulted in the development and administration of the early learning system known as Keiki (Children's) First Steps. The early learning system is widely accessible, a cohesive, comprehensive and sustainable system capable of providing high-quality early learning experiences which offers opportunities for family and community engagement. It is a valuable tool for improved educational outcomes.

In addition, the following are just a few examples of grants and other community partnerships we made in support of improving educational outcomes:

- Imua Family Services
  Early Childhood Development Program Demonstration Project
  Provided therapeutic services to children ages three through five who do not meet age appropriate developmental milestones and need continued support to prepare for and thrive in kindergarten and beyond.

- Hawaii Lions Foundation
  Hawaii Lions Hearing Screening Program
  Identified significant hearing loss in Hawaii school-aged children through screening activities utilizing accepted screening practices and procedures. Students requiring further evaluation were referred to appropriate resources.

- University of Hawaii
  Department of Public Health Sciences and Epidemiology
  Promoting Physical Activity in Elementary Schools Across Hawaii
  This project made training in Sports Play and Active Recreation for Kids (SPARK), a nationally recognized program, available to elementary schools statewide. In Hawaii, physical education (PE) is taught by untrained elementary school teachers.

- Muscular Dystrophy Association
  Hop-a-thon
  A disability awareness program teaching young students (Preschool - 2nd grade) at 53 schools that "Everybody's Different, Nobody's Perfect." Whether someone uses a wheelchair or leg braces, we can celebrate differences that make one special.

The HMSA Foundation has also funded children's health books designed to encourage healthy habits, diet, and lifestyles entitled *Move um, Eat um, Wash um, and Brush um*. These popular books were originally distributed through local Head Start programs.

The Honorable Arne Duncan
Page 3
May 3, 2010

We strongly support the goals of the State of Hawaii Department of Education as outlined in the Race to the Top application, in part because of its specific plans to build the partnerships necessary to ensure high-quality early childhood education, particularly in communities with schools that are struggling the most to narrow the achievement gap. If the goals are achieved, children will be more prepared to enter kindergarten healthy, safe, and ready to learn. We urge the United States Department of Education to give Hawaii's grant submission its highest consideration for funding and implementation.

Sincerely,

(b)(6)

Cliff K. Cisco
Vice President

Girl Scouts of Hawai`i
420 Wyllie Street
Honolulu, Hawaii 96817
T (808) 595-8400 F (808) 595-3006

May 3, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Dear Secretary Duncan:

It is my understanding that the Hawaii State Department of Education (HIDOE) is submitting an application for the U.S. Department of Education's (USDOE) ***Race To The Top*** grant program (CFDA: 84.395A). For many in Hawai`i, this is encouraging news because we support the goals of the HIDOE as outlined in the ***Race to the Top*** application.

The Girl Scouts of Hawai`i is a statewide, community based organization whose mission is to build "girls of courage, confidence, and character, who make the world a better place." In fact, we are part of the nation's oldest and largest nonformal, experiential, and cooperative education program that promotes girls' personal growth and leadership development.

Throughout our 93 year history in Hawai`i, the Girl Scouts of Hawai`i has worked side-by-side with many educational institutions to support the leadership development of girls. For example, during the school year hundreds of girls meet weekly as troops at their neighborhood public schools. This program, known as "Commit to a Girl" After School Hours Program, primarily focuses on girls attending schools that receive substantial federal Title I funding. In this capacity, the Girl Scouts of Hawai`i is able to see first-hand HIDOE's commitment to creating learning environments that will allow all students, regardless of their personal circumstances, to excel in the 21st Century.

We applaud the efforts of the U.S. Department of Education and believe that we all share the common goal of providing each child with a quality education that will not only serve him or her well but the nation. It is from this perspective that we strongly urge the department to favorably review and approve Hawaii's ***Race To The Top*** grant submission.

Sincerely,

Gail Mukaihata Hannemann
Chief Executive Officer

KAPI'OLANI
HEALTH FOUNDATION
An affiliate of Hawaii Pacific Health

55 Merchant Street, Suite 2600
Honolulu, Hawaii 96813

Phone 808.535.7100 • Fax 808.535.7111
KapiolaniGift.org

May 11, 2010

Dear Secretary Duncan,

I would like to express my strong support for the Hawai'i State Department of Education's (HIDOE) application for the U.S. Department of Education (USDOE) Race to the Top Fund grant program (CFDA:84.395A).

I am writing to you first and foremost as a mother of two children who are students in our public school system. I am also a former CBS TV News Anchor (for the past 15 years) now involved in community service as a Philanthropy Director for our childrens' hospital in Honolulu. And, I am active on several local education reform committees.

I care deeply about the school system in our state and the future of all of our children. I see devoted teachers, principals, administrators and parents who are committed to making a change and they all agree the timing has never been more perfect. We are all willing to do whatever it takes to ensure a better education for our community and work with our leaders to make it happen.

The process of applying for the Race To The Top Grant has been instrumental in helping us define our vision for a better future and showing others what is possible. People who previously thought our situation was hopeless are now excited and motivated to work with the Hawai'i Department of Education to ensure these reforms become reality.

It is time to prove to our children that we all care deeply about them and their success in life. We need the support of Race To The Top to make that happen. Please give Hawai'i's application your strongest consideration and know that, if selected, hundreds of parents like me will join in the effort to transform our school system into one of the best in the nation.

Sincerely,

Kim Gennaula

Kim Gennaula
Director of Philanthropy
Kapi'olani Medical Center For Women & Children

HAWAII BUSINESS ROUNDTABLE INCORPORATED

1003 Bishop Street • Pauahi Tower • Suite 2630 • Honolulu, HI 96813
Phone: (808) 532-2244 • Fax: (808) 545-2025

Harry Saunders
Chairperson
Nate Smith
Vice Chairman
Allan Landon
Treasurer

Steven C. Ai
David Carey
Steve Colon
Daniel J. Darnell
John H. DeLong
Greg Scott Dickhens
H. Mitchell D'Olier
Mark B. Dunkerley
Mark F. Fukunaga
M.R.C. Greenwood
Robert P. Hiam
Donald G. Horner
Chason Ishii
Chad W. Karasaki
Jeffrey M. Kissel
Bert A. Kobayashi
Stan M. Kuriyama
Faye Watanabe Kurren
Constance Lau
Janet A. Liang
Warren K. Luke
Stephen H. MacMillan
Duncan MacNaughton
Dee Jay Mailer
Ronald Migita
Mark S. Richards
Kevin A. Roberts
Richard Rosenblum
Michele K. Saito
Rocco Sansone
Timothy K. Schools
Charles A. Sted
Chris Tatum
Robert Taylor
Marc C. Tilker
Arthur A. Ushijima
Allen B. Uyeda
Keith Vieira
Roger J. Wall
Lee P. Webber
Sharon Weiner
William J. Wilson
Robert W. Wo, Jr.
Eric K. Yeaman

May 1, 2010

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4260

Dear Secretary Duncan:

On behalf of the Hawaii Business Roundtable (the Roundtable), I write to offer our organization's strong support of Hawaii's application for Round II Race to the Top funding.

The Roundtable is a statewide public policy organization made up of the CEOs and senior executives of largest companies headquartered or maintaining significant operations in Hawaii. The Roundtable's mission is to promote the overall economic vitality and social health of Hawaii. The Roundtable also serves as a forum for the discussion of issues which are of wide community interest and could impact business.

For over 30 years, the Roundtable has worked hard for the interest of our children's education. The history of the Roundtable goes back to the Berman report, commissioned by the Roundtable which led to school-community based management reforms. Our more recent involvement has been to focus on the rigorous improvements in education being led by the Hawaii P-20 Council. One of our top education priorities is the development and implementation of a school accountability system based upon high academic standards that will ensure that every student is able to realize his or her potential and compete in a global economy.

The Hawaii Department of Education's (DOE's) revised application for Race to the Top funding includes the standards and accountability systems intrinsic to our organizational focus. We also agree wholeheartedly with DOE's broader vision that Hawaii students graduate career and/or college ready. And with so many of our employee parents in all areas of the islands, we must put an end to business as usual at our underperforming schools. An improved system is key to a stronger workforce which is vital to our businesses long term success.

We realize that implementation of the plans to realize this vision involves heavy lifting from many partners but more importantly, it requires strong vision and leadership. It will not be easy, but we believe in the vision of DOE, as outlined in its

current Race to the Top application, and we intend to stay focused with the DOE to achieve its vision of a better future for all of our children.

The task ahead is a very difficult one that will take time. The Roundtable will continue to support the DOE and is prepared to work with all groups to achieve the goals they have set forth. Race to the Top Funding will provide Hawaii with a major step forward but it is only one step and we will support the DOE as it takes the many steps in its journey in the days and years to come.

Thank you for your efforts in helping our country's children receive the education they deserve by creating the innovative and ambitious Race to the Top competition.

Sincerely,

Gary K. Kai
Executive Director

Hawaii Business Roundtable MEMBERS 5/2010

Steven C. Ai
President & CEO
City Mill Co Ltd

David Carey+
President & CEO
Outrigger Enterprises

Steve Colon
President
Hunt Development Group HI. Div

Daniel J. Darnell
Deputy Commander
USPACOM

John DeLong
President
Hawaiian Cement

Greg Scott Dickhens
Executive VP & Sr. Advisor
Kyo-ya Co. (Sheraton Waikiki)

H. Mitchell D'Olier+
President & CEO
Kaneohe Ranch Company

Mark B. Dunkerley
President & CEO
Hawaiian Airlines

Mark Fukunaga
Chair of the Board & CEO
Servco Pacific Inc

M.R.C. Greenwood
President
University of Hawaii System

Robert P. Hiam
President & CEO
HMSA

Donald G. Horner+
Chairman & CEO
First Hawaiian Bank

Chason Ishii
President, Hawaii
Coldwell Bankers Pacific Group

Chad W. Karasaki
Chair, CEO & Managing Director
Aon Risk Services, Inc. of Hawaii

Jeffrey M. Kissel
President & CEO
The Gas Co. LLC

Bert A. Kobayashi
Founder
Kobayashi Group LLC

Faye Kurren
President & CEO
Hawaii Dental Service

Stan M. Kuriyama
President
Alexander & Baldwin Inc

Allan Landon+
Chairman & CEO
Bank of Hawaii

Constance Lau+
President & CEO
HEI

Janet A. Liang
President – Hawaii Region
Kaiser Foundation

Warren K.K. Luke
Chairman & CEO
Hawaii National Bank

Stephen H. MacMillan
President & CEO
James Campbell Company LLC

Duncan MacNaughton
Managing Partner
The MacNaughton Group

Dee Jay Mailer+
Chief Executive Officer
Kamehameha Schools

Mark S. Richards
President & CEO
Maryl Group Inc.

Kevin A. Roberts
President & CEO
Castle Medical Center

Richard Rosenblum
President & CEO
HECO

Michele K. Saito
President
Farmers Insurance Hawaii

Rocco Sansone
Sr. Vice President
Marsh Inc. Honolulu

Harry Saunders+
1/09-7/2010 HBR Chairman
President
Castle & Cooke Hawaii

Timothy K. Schools
President
American Savings Bank

Nate Smith+
President
Oceanic Cablevision Inc

Charles A. Sted
President & CEO
Hawaii Pacific Health

Chris Tatum
Vice President
Marriott International, Inc.

Robert Taylor
President & CEO
Maui Divers Jewelry

Marc C. Tilker
President & CEO
Marathon Group

Arthur A. Ushijima+
President & CEO
Queen's Health Systems

Allen Uyeda+
President & CEO
First Insurance Co of Hawaii

Keith Vieira
Sr VP/Dir of Operations
Starwood Hotels & Resorts

Roger Wall
Exec VP & CFO
Foodland Supermarkets Ltd

Lee P. Webber
President & Publisher
The Honolulu Advertiser

Sharon Weiner
Vice President
DFS U.S. Group

William Wilson
President & CEO
Hawaiian Dredging

Robert C. Wo Jr
President
C.S. Wo & Sons Ltd

Eric K. Yeaman
President & CEO
Hawaiian Telcom

+Exec Committee Members

The Chamber of Commerce of Hawaii

Since 1850

May 13, 2010

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4260

Dear Secretary Duncan:

On behalf of the Chamber of Commerce of Hawaii, I write to offer our organization's strong support of Hawaii's application for Round II of the Race to the Top funding.

The Chamber of Commerce of Hawaii is Hawaii's premier authority on business in the Islands. With over 1,100 member companies representing over 200,000 employees, the Chamber is the largest organization to serve as "The Voice of Business" in Hawaii. We work on behalf of members and the entire business community to improve the state's economic climate and help businesses thrive.

The Chamber offers business networking opportunities, provides training and business building opportunities, lobbies government and advocates on behalf of business interests, and functions as the voice of business throughout the state. The Chamber serves as 'The Voice of Business' at the Hawaii State Legislature and the county councils, and also as a liaison between the civilian and military communities in Hawaii.

As such, we have a major interest in the education of Hawaii's students, recognizing that our students must be prepared to enter the workforce in order for our state to weather and recover from the current economic downturn. Therefore, implementation of a school accountability system based upon high academic standards that ensure achievement and growth serves both the business community as well as Hawaii as a whole.

We realize that implementation of these visionary plans requires the active participation of many partners. It will require teachers, administrators, and the community to approach student learning in an innovative and highly effective manner that differs in several significant ways from our current system. We will be here to help in whatever ways we can.

Thank you for your efforts in helping our country's children receive the education they deserve by creating the innovative and ambitious Race to the Top competition.

Sincerely,

Jim Tollefson
President & CEO

1132 Bishop Street, Suite 402 • Honolulu, Hawaii 96813 • Phone: (808) 545-4300 • Facsimile: (808) 545-4369

HONOLULU JAPANESE CHAMBER OF COMMERCE

May 3, 2010

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4260

Dear Secretary Duncan:

On behalf of the Honolulu Japanese Chamber of Commerce (HJCC), we write to offer our organization's strong support of Hawaii's Round 2 application for Race to the Top funding.

HJCC was founded in 1900 and is one of Honolulu's major business organizations, representing a cross-section of the city's businesses, industries and professions. Our 600+ members, are collectively interested in seeking solutions to Hawaii's community and business problems.

As such, we have a major interest in improving the education of Hawaii's students, recognizing that our students must be better prepared to enter the workforce in order for Hawaii as an example to weather and recover from the current economic downturn, and create a strong, sustainable community.

Therefore, implementation of a school accountability system based upon high academic standards that ensure achievement and growth serves both the business community as well as Hawaii as a whole. This educational reform will require teachers, administrators, and the community to approach student learning in an innovative and highly effective manner that differs in several significant ways from our current system.

We realize that implementation of these visionary plans requires the active participation of many partners. We will be here to help in whatever ways we can.

Thank you for your efforts in helping our country's children receive the education they deserve by creating the innovative and ambitious Race to the Top competition.

Sincerely,

Sidney G. Hamada
Chairman of the Board
Honolulu Japanese Chamber of Commerce

Wayne T. Ishihara
President
Honolulu Japanese Chamber of Commerce

2454 South Beretania Street, Suite 201
Honolulu, Hawaii 96826

Tel: [808] 949-5531
Fax: [808] 949-3020
Web: www.honolulujapanesechamber.org

Hawaii Bankers Association

TEL:
808-524-5161
FAX:
808-521-4120
ADDRESS:
1000 Bishop Street, Suite 301B
Honolulu, HI 96813-4203

April 21, 2010

The Honorable Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4260

Dear Secretary Duncan:

On behalf of the Hawaii Bankers Association (HBA), I write to offer our association's strong support of the State of Hawaii's application for Race to the Top funding

The HBA is a trade organization that represents all FDIC insured depository institutions doing business in Hawaii. Collectively, our banks play an important role in keeping Hawaii's business community vibrant. Our member banks are extremely involved in seeking solutions to Hawaii's community and business challenges.

In doing so, we have a major interest in improving the educational system in Hawaii. We recognize that workforce readiness is vital to creation of a strong, sustainable community. Additionally, we find that there is a direct correlation between education and personal financial literacy/responsibility.

Therefore, we support Hawaii's Race to the Top application which emphasizes implementation of a school accountability system based upon high academic standards that ensure achievement and growth serves both the business community as well as Hawaii as a whole. Further, we support educational reform that will require teachers, administrators, and the community to approach student learning in an innovative and highly effective manner that differs in several significant ways from our current system.

HBA realizes that implementation of these plans requires the active participation of many partners. Hawaii's banks will be here to help in whatever ways we can.

Mahalo for helping our country's children receive a better education through this innovative and ambitious Race to the Top competition. We hope you will favorably consider Hawaii's application.

Sincerely,

Gary Fujitani
Executive Director

BUDGET PART I: BUDGET SUMMARY NARRATIVE

Overall Budget Structure for Race to the Top

Hawaii's Race to the Top (RTTT) proposal calls for five project teams to drive and implement five key reform strategies; each team has a project-level budget. The *Alignment and Performance Monitoring of Organizational Functions to Support Reform Outcomes* project team serves as the overall project management function for the Hawaii Department of Education (HIDOE) Reform Agenda. Each of the other four core strategies is specifically related to the four education reform areas cited in the American Recovery and Reinvestment Act (ARRA) of 2009. The alignment between the HIDOE Reform Agenda and the RTTT selection criteria is shown in the table below:

ARRA Race to the Top	Hawaii Reform Agenda
A. State Success Factors	1. Alignment and Performance Monitoring of Organizational Functions to Support Reform Outcomes
B. Standards and Assessments	2. High Quality Standards and Assessments tied to a Statewide Curriculum
C. Data Systems to Support Instruction	3. Improve Longitudinal Data Collection and Use
D. Great Teachers and Leaders	4. Cultivate, Reward, and Leverage Effective Teaching and Leading
E. Turning Around the Lowest-Achieving Schools	5. Provide Targeted Support to Struggling Schools and Students

The HIDOE Reform Agenda strategies will serve as the basis for its upcoming 2012-2018 Strategic Plan to ensure that grant activities are incorporated into the ongoing operations of the HIDOE. The RTTT project budgets are designed to follow the same categories to ensure sustainability and alignment.

The project management and Balanced Scorecard processes within the HIDOE track the progress of activities, the use of funds, and confront any issues that jeopardize timely quality completion of HIDOE activities. A complete set of quality accounting practices

are in place, ensuring that funds will be allocated and expended within a well-established financial management system.

The Office of the Governor, Hawaii State Legislature, Hawaii Board of Education, and the Superintendent of Education are keenly aware of the "cliff effect" that can occur when discretionary grant funds are used for operational budgets. To that extent, the Hawaii Education Reform Agenda intends to use Race to the Top funds to:

- Make **one-time investments** to develop new tools, infrastructure, and capacity statewide.
- Build **state-level capacity** to administer system-wide reforms and sustain investments beyond the RTTT funds.
- Provide targeted support to **struggling schools and students** through a Zone of School Innovation start-up site for rapid implementation of reforms and key initiatives.
- **Model and pilot** a performance-based teacher and principal recruitment, compensation, and professional development approach that can be rapidly scaled up throughout Hawaii's single, statewide educational system.
- Only minimal ongoing operational costs are contained in the application budget. Those few costs will be sustained after the current grant period with state general funds.

RACE TO THE TOP FUND REQUEST

Hawaii requests a total of $74,948,859 in federal RTTT funds to support bold reforms that will impact all public schools and public school students in Hawaii. In order to build the exemplary system that will support the needs of Hawaii's students and families, and propel the State forward in the new global economy, Hawaii proposes to leverage its State general funds to achieve its reform strategies, bold targets and timelines at full scale statewide.

For purpose of clarification, it is important to note that Hawaii is unique. The K-12 Hawaii Department of Education is a single, statewide school system that operates as both the State Education Agency (SEA) and the only Local Education agency (LEA).

Hawaii is the only state with this single SEA/LEA structure directed by a Superintendent of Schools and one Board of Education. Second, Hawaii sets the bar nationally in terms of equity in school financing, and funds schools through state general funds and federal dollars instead of property taxes to ensure that resources follow students and can be directed strategically. This financial context enables the Hawaii Department of Education and schools to allocate resources in new and innovative ways to strategically achieve reform agenda goals outlined in this application.

Alignment and Performance Monitoring of Organizational Functions to Support Reform Outcomes ($6,469,128): The HIDOE will reorganize both its LEA and SEA functions to support its target outcomes and vision for change, and will use the Balanced Scorecard method to track and ensure performance and accountability at the schools, complexes, and State offices.

High Quality Standards and Assessments Tied to a Statewide Curriculum ($9,329,257): A key aspect of Hawaii's strategy for increasing student achievement is to adopt and implement Common Core State Standards (CCSS) statewide with aligned CCSS curriculum materials.

Improve Longitudinal Data Collection and Use ($7,244,529): Hawaii will build on its strong work to date to make the State's P-20 Longitudinal Data System an integral part of the HIDOE's K-12 agenda, focusing its efforts on data governance practices that will best provide useful and accessible data to teachers, students, administrators, parents, and other stakeholders to support instructional goals and to allow for targeted advocacy for students and school communities. The K-12 longitudinal data system project is funded through a 2009 IES Statewide Longitudinal Data System grant providing $3.47 million over three years. Extensive and pervasive professional development in data analysis, interpretation and appropriate application is necessary to result in effective systemic changes regarding how educational research and data are used within HIDOE to inform the changes stakeholders made in instructional practices to improve student achievement.

Cultivate, Reward, and Leverage Effective Teaching and Leading ($33,177,459): The HIDOE will create a highly effective, performance-oriented teacher and principal

workforce whose evaluation, tenure, and compensation are linked to student achievement, professional development, and support to the school community. The HIDOE will develop the capacity to measure student learning gains, and that data will be used together with classroom observations, knowledge and skill assessments, and other factors for the purposes of teacher evaluation and support. There will be incentives for effective teachers and principals to work in persistently struggling schools, and the State's unions and HIDOE will negotiate to remove barriers to recruiting, hiring, and placing effective in-State and out-of-State principal and teacher candidates in high-need areas.

Provide Targeted Support to Struggling Schools and Students ($18,728,486): Zones of School Innovation (ZSI) will be established that encompass the lowest achieving schools and the K-12 schools in their region. The ZSI will enact accelerated and priority adoption of all proposed Race to the Top reforms. The HIDOE will work with critical community partners to provide additional supports such as universal pre-kindergarten programs for the bottom 5% of low achieving schools struggling to raise student achievement. Schools will adopt extended learning opportunities that increase classroom time by 30% and will be deployed strategically throughout the HIDOE with existing ARRA funds. Schools in ZSI will be given additional comprehensive supports, expanded resources and greater flexibility to meet the benchmarks.

RTTT Request Summary

RTTT FUNDS REQUESTED	
HIDOE Reform Agenda Strategy Area	Anticipated Total Budget (2010-14)
1. Alignment and performance monitoring of organizational functions	$6,469,128
2. High quality standards and assessments	$9,329,257
3. Data collection and information reporting	$7,244,529
4. Effective teaching and leading	$33,177,459
5. Targeted support to struggling schools and teachers	$18,728,486

TOTAL	**$74,948,859**

OTHER FUNDING SOURCES FOR HAWAII REFORM AGENDA

The HIDOE plans accomplish its Reform Agenda goals by leveraging RTTT funds with $109,926,760 from annual State funds and designated other/federal funds.

- The HIDOE, by tying the Reform Agenda to its strategic plan, will allocate State general funds of approximately $19,318,774 per year, or a total of $77,275,096 toward the strategies outlined in the RTTT grant application
- Federal ARRA funds, as well as Title II funds that have been or will be used to advance the Reform Agenda total $54,633,340.

STATE GENERAL FUNDS		
HIDOE Reform Agenda Strategy Area	Anticipated Annual Budget	Anticipated Total Budget (2010-14)
1. Alignment and performance monitoring of organizational functions	*	*
2. High quality standards and assessments	$2,000,000	$8,000,000
3. Data collection and information use	$4,502,950	$18,011,800
4. Effective teaching and leading	$12,137,695	$48,550,780
5. Targeted support to struggling schools and teachers	$678,129	$2,712,516
TOTAL	**$19,318,774**	**$77,275,096**

* Currently unbudgeted as this strategy is an outcome of Race to the Top planning.

DESIGNATED OTHER/FEDERAL FUNDS		
HIDOE Reform Agenda Strategy Area	Anticipated Annual Budget	Anticipated Total Budget (2010-14)
1. Alignment and performance monitoring of organizational functions	*	*
2. High quality standards and assessments	$3,000,000	$12,000,000
3. Data collection and information use	$5,162,916	$20,651,664
4. Effective teaching and leading	0	0

5. Targeted support to struggling schools and teachers	0	0
TOTAL	**$8,162,916**	**$32,651,664**

* Currently unbudgeted as this strategy is an outcome of Race to the Top planning.

ARRA AND TITLE II FUNDS	
HIDOE Reform Agenda Strategy Area	Anticipated Total Budget (2010-14)
1. Alignment and performance monitoring of organizational functions	*
2. High quality standards and assessments	$0
3. Data collection and information use	$3,375,000
4. Effective teaching and leading	$21,532,168
5. Targeted support to struggling schools and teachers	$29,726,172
TOTAL	**$54,633,340**

* Currently unbudgeted as this strategy is an outcome of Race to the Top planning.

Since the HIDOE is a single state-wide school system (SEA), there will be no funds sub-granted to participating local educational agencies (LEAs). The expenditures indentified within the Budget Section of this grant application represent the use of all funds received under the Race to the Top program. Monitoring and oversight of the use of these funds will be consistent with HIDOE policy and practices for the use of any General and Federal funds and be subject to audit.

Budget Part I: Budget Summary Table

Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**	**Total**
1. Personnel	2,962,315	2,973,565	2,966,815	2,966,815	11,869,510
2. Fringe Benefits	1,090,161	1,090,558	1,090,320	1,090,320	4,361,359
3. Travel	377,954	355,634	355,634	306,884	1,396,106
4. Equipment	4,149,801	1,147,467	1,502,467	0	6,799,735
5. Supplies	14,400	14,400	14,400	14,400	57,600
6. Contractual	5,010,000	8,560,000	5,910,000	5,290,000	24,770,000
7. Training Stipends	0	0	0	0	0
8. Other	2,369,460	2,869,460	5,969,460	6,169,460	17,377,840
9. Total Direct Costs (lines 1-8)	15,974,091	17,011,084	17,809,096	15,837,879	66,632,150
10. Indirect Costs*	1,643,577	2,205,044	2,266,622	2,201,466	8,316,709
11.Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	17,617,668	19,216,128	20,075,718	18,039,345	74,948,859
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	0	0	0	0	0
15. Total Budget (lines 13-14)	17,617,668	19,216,128	20,075,718	18,039,345	74,948,859

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Table
Project Name: School Reform
Associated with Criteria: A
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	519,396	519,396	519,396	519,396	2,077,584
2. Fringe Benefits	192,384	192,384	192,384	192,384	769,536
3. Travel	146,940	146,940	146,940	146,940	587,760
4. Equipment	12,000	0	0	0	12,000
5. Supplies	3,600	3,600	3,600	3,600	14,400
6. Contractual	600,000	500,000	500,000	500,000	2,100,000
7. Training Stipends	0	0	0	0	0
8. Other	29,960	29,960	29,960	29,960	119,840
9. Total Direct Costs (lines 1-8)	1,504,280	1,392,280	1,392,280	1,392,280	5,681,120
10. Indirect Costs*	207,427	193,527	193,527	193,527	788,008
11.Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	1,711,707	1,585,807	1,585,807	1,585,807	6,469,128

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Narrative
School Reform Administration Criteria A
(Evidence for selection criterion (A)(2)(i)(d))

1) Personnel:

Salaries are reflected as average for the position type and do not reflect the level of position.

Full Time Personnel: The following requested personnel will all be hired for 4 years as employees of the project.	# FTE	Base Salary	Total
HIDOE Special/Senior Executive Assistant for Strategic Reform: This person assists the Superintendent with all strategic planning initiatives. This includes strategic planning, oversight/monitoring of the strategic plan and strategic priority initiatives. These are expected to include "deliverology strategies" of Balanced Scorecard, project charters, and evaluation. Strategic priority initiatives will be championed by the Office of Strategic Reform staff; these will include Zone of School Intervention/Persistently Low-Achieving Schools, Hawaii Partnership for Educational Research Consortium, teaching effectiveness, implementation of Common Core, and college and career ready diploma. The focus is coordination of initiatives which require coordination among DOE offices and with external partners. SEASR has the authority of the Superintendent and reports to the Superintendent.	1	$115,000	$460,000
Private Secretary: This person reports directly to the Special/Senior Executive Assistant for Strategic Reform and assists with all clerical related tasks involving the Office of Strategic Reform.	1	$39,456	$157,824
Educational Officer II Special Assistant for Priority Initiatives: The persons will be responsible for leadership, development and management of statewide strategic priority initiatives. One Educational Officer II Special Assistant for Priority Initiative will be specifically dedicated to Persistently Low Achieving Schools. Each Special Assistant will lead 2-3 major initiatives and will report to the Special/Senior Executive Assistant for Strategic Reform.	4	$91,235	$1,459,760

2) Fringe: See separate attachment for details of fringe breakdown.

Fringe Benefits (4 year total) **$769,536**
Current rate for full-time equivalents: 37.04%

3) Travel: (4 year total)

See separate attachment for details of per-trip costs for same-day neighbor island travel, overnight neighbor island travel, and mainland travel.

Neighbor Island Travel:	**Number**	**Rate/Per trip**	**Total**
Years 1 through 4: Travel by OSR staff (5 FTE) to on-site training and facilitation at 6 neighbor island complex areas on the Balanced Scorecard, Project Management Oversight and other strategic initiatives. Four meeting per complex area at one day each.	5 people x 24 trips/year x 4 years (480 trips)	$310 per trip	$148,800
Travel for the strategic initiative advisory groups to attend quarterly meetings. Four meetings at one day each. Travel and attendance for neighbor island participants. Round trip inter-island airfare.	4 trips/ year x 5 initiatives x 5 people x 4 years (400 trips)	$310 per trip	$124,000
Travel for balanced scorecard training neighbor island participants (6 neighbor island complex areas x 4 per complex area x quarterly meeting).	24 trips x 4 meetings x 4 years (384 trips)	$310 per trip	$119,040
Travel for neighbor island participants on Superintendent's Advisory Councils (3 councils x 4 neighbor island participants x quarterly meetings).	3 councils x 4 neighbor island participants x quarterly meetings X 4 years (192 trips)	$310 per trip	$59,520
Mileage: Years 1 through 4: travel by the OSR (5) staff to train at 9 Oahu complex areas. Four meetings per complex area at one day each. 36 trips annually averaging 50 miles round trip.	1800 miles/year x 4 years for 5 staff	$0.55/mile	$19,800
Out of state travel: Years 1 through 4: Travel by the Special/Senior Executive Assistant and Special Assistants for Priority Areas to Washington DC for technical assistance workshops/conferences for Race to the Top. Cost for airfare, per diem, ground transportation, parking, baggage, and hotel, for 5 day trip. Conference fees are included in "Other" below.	5 people x 2 trips/year x 4 years (40 trips)	$2,915 per person per trip	$116,600

4) Equipment:

Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.	**Cost of Item**	**Item Description**	**Total**
Desktop Computer (6): The five desktop computers will be needed for new OSR staff.	$2,000	computer, monitor, printer, battery backup, hard drive backup	Year 1 $12,000

5) Supplies:

Years 1-4: An estimated cost of a $300 x 12 months will be needed for office supplies (e.g.: paper, toner, folders, etc) and presentation supplies (e.g.: chart paper, sticky notes, pens, etc).	12 months x 4 years	$300	$14,400

6) Contractual:

Professional Services: Consultant for training program manager and institutional analysts in the process and facilitation of the Balanced Scorecard and Project Management Oversight process. Final amount and vendor are subject to outcome of the procurement process.	1 all-inclusive contract	$100,000 Year 1	$100,000
External Evaluator: An external evaluator to collect and process data, in year one, three and four across all Race to the Top components. The external evaluator shall develop an evaluation plan for the life of the grant and refine, as needed, upon final funding requirements of RTTT. The formative evaluation shall assess initial and ongoing project activities. Data gathered shall be used to provide insight or information that can be used to improve the outcome of the project. The evaluation shall address accomplishments related to the grant objectives, the effectiveness of the implementation plan, strategies and interventions utilized, and accomplishment of the key performance indicators. Final amount and vendor are subject to outcome of the procurement process.	4-Yr Contract	$500,000 per year	$2,000,000

7) Training Stipends: N/A

8) Other:

	Number	Rate	Total Cost
Estimated fees for Race to the Top Technical Assistance workshops and conferences.	5 people x 2 conferences/ year x 4 years (40 registration)	$500 per conference	$20,000
Strategic initiative advisory meeting expenses (quarterly meetings for 5 strategic initiatives).	5 initiatives x quarterly meetings x 15 participants x 4 years (1,200 participants)	$ 30 per participant	$36,000
Balanced Scorecard training meeting expenses (quarterly meetings for 4 per complex x 15 complex areas plus OSR staff plus 4 per each of 6 offices) 88 staff.	4 meetings x 88 people x 4 years (1,408 participants)	$ 30 per participant	$42,240
Superintendent's Advisory Council meeting expenses (3 councils x 15 participants per quarterly meeting).	3 councils x 15 particpants x 4 meeting/year x 4 years (720 participants)	$ 30 per participant	$21,600

9) Total Direct Cost:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	TOTAL (e)
1. Personnel	519,396	519,396	519,396	519,396	2,077,584
2. Fringe Benefits	192,384	192,384	192,384	192,384	769,536
3. Travel	146,940	146,940	146,940	146,940	587,760
4. Equipment	12,000	0	0	0	12,000
5. Supplies	3,600	3,600	3,600	3,600	14,400
6. Contractual	600,000	500,000	500,000	500,000	2,100,000
7. Training Stipends	0	0	0	0	0
8. Other	29,960	29,960	29,960	29,960	119,840
9. Total Direct Costs (lines 1-8)	1,504,280	1,392,280	1,392,280	1,392,280	5,681,120

10) Indirect Costs:

Yes, the Department of Education has an agreement. The indirect cost of 13.9% was used.

11) Funding for Involved LEA's: N/A

12) Supplemental Funding for Participating LEAs: N/A

13) Total Costs:

For the purpose of clarification it is important to note once again, that Hawaii is unique. Hawaii is the only state in the union that has both the authority of the SEA and the LEA. Hawaii is made up of 42 "Complexes" that are combined to form 15 Complex Areas. A complex is a high school and its feeder elementary and middle schools. A complex area is a grouping of two or three complexes. The fifteen (15) Complex Areas most align with the configuration of a LEA in other states. There are 289 schools within the complexes, including 31 charter schools. The total student population is approximately 180,000.

In regard to Data Systems to Support Instruction, Hawaii has been awarded $3.47 million for its 2009 Statewide Longitudinal Data System. These funds are targeted to support the complex areas, complexes and schools, and are woven into the Race to the Top efforts. General funds (approximately $1.8 million) are used to support personnel working with FERPA/Information access, data governance, data warehouse, School Improvement Project, Principal's Dashboard (Versifit) Project and Strategic Plan/Dashboards.

Wherever possible, and whenever needed, Hawaii in its SEA/LEA function will support the RTTT program.

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	TOTAL (e)
9. Total Direct Costs (lines 1-8)	1,504,280	1,392,280	1,392,280	1,392,280	5,681,120
10. Indirect Costs*	207,427	193,527	193,527	193,527	788,008
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental	0	0	0	0	0
13. Total Costs	1,711,707	1,585,807	1,585,807	1,585,807	6,469,128

Budget Part II: Project-Level Budget Table
Project Name: Common Core State Standards
Associated with Criteria: B-3
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	174,672	174,672	174,672	174,672	698,688
2. Fringe Benefits	61,551	61,552	61,552	61,552	246,207
3. Travel	69,324	47,004	47,004	47,004	210,336
4. Equipment	4,000	0	0	0	4,000
5. Supplies	0	0	0	0	0
6. Contractual	0	3,000,000	2,000,000	2,000,000	7,000,000
7. Training Stipends	0	0	0	0	0
8. Other	8,000	8,000	8,000	8,000	32,000
9. Total Direct Costs (lines 1-8)	317,548	3,291,228	2,291,228	2,291,228	8,191,231
10. Indirect Costs*	43,583	457,481	318,481	318,481	1,138,026
11.Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	361,131	3,748,709	2,609,709	2,609,709	9,329,257

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Narrative
Common Core State Standards Criteria B-3

1) **Personnel:**

Salaries are reflected as average for the position type and do not reflect the level of position.

Full Time Personnel: The following requested personnel will all be hired for 4 years as employees of the project	**# FTE**	**Base Salary**	**Total**
Instructional Resource Teacher: (2 @ 12-Month) This position will provide the coordination and training on the new common core standards for English/language Arts (1) and Math (1) statewide.	2	$81,576	$652,608
Casual/Hourly Hires			
Substitute Costs: Substitutes are needed statewide for 18 English/Language Arts and Math teachers to attend the training for the new standards (18 sub days x 4 days $160 per sub = $11,520).	18 subs x 4 days x 4 yrs	$160	$46,080

2) Fringe: See separate attachment for details of fringe breakdown.

Fringe Benefits (4 year total) $246,207

Current rate for full-time equivalents: 37.04%

Current rate for substitute hires is 9.72%

3) Travel:

See separate attachment for details of per-trip costs for same-day neighbor island travel, overnight neighbor island travel, and mainland travel.

Travel cost per year	**# Trips**	**$ per Trip**	**Total**
Year 1: Travel for 18 neighbor island participants (3 per complex area) to attend one-day training of trainers session for an introduction to the Common Core State Standards, information about plans/timeline for implementing Common Core, and additional training identified by district-level trainers. Training sessions are led by the State Educational Specialists for English and Mathematics. Neighbor island teams can opt instead, to trade in one of their team's travel days to cover the travel cost to bring the English and/or mathematics Educational Specialists to their island for training.	144	$310	$44,640

Years 2-4: Continue convening training of trainers session to allow State-level and District-level staff to review, refine, and develop support materials and school-level training modules to further support the implementation of the Common Core State Standards.	72 x 3 yrs	$310	$66,960
Years 1-4: Travel for 8-person team (possibly Educational Specialists for ELA, Mathematics, SPED, and ELL, and four other specialists/administrators) to attend national meetings/conferences regarding CCSSI.	32 x 4 yrs	$2,915	$93,280
Mileage: Years 1 through 4: Mileage travel by resource teachers (2).	1240 miles/yr x 4 per RT x 2	$0.55/mile	$5,456

4) Equipment:

Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.	**Cost of Item**	**Item Description**	**Total**
2 Desktop Computer: The desktop computers, will be needed for new staff positions.	$2,000	Computer including monitor, printer, battery backup, hard drive backup	$4,000

5) Supplies: None

6) Contractual:

	Number	**Rate**	**Total Cost**
Contract for interim assessments for $3M for Year 2, and $2M each for Years 3 and 4. Final amount and vendor are subject to outcome of the procurement process.			$7,000,000

7) Training Stipends: None

8) Other:

	Number	**Rate**	**Total Cost**
Estimated registration fees to attend national meeting/conferences regarding CCSS Initiative.	8 people/ year x 4 years	$1,000 per conference	$32,000

9) Total Direct Cost:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	TOTAL (e)
1. Personnel	174,672	174,672	174,672	174,672	698,688
2. Fringe Benefits	61,552	61,552	61,552	61,552	246,207
3. Travel	69,324	47,004	47,004	47,004	210,336
4. Equipment	4,000	0	0	0	4,000
5. Supplies	0	0	0	0	0
6. Contractual	0	3,000,000	2,000,000	2,000,000	7,000,000
7. Training Stipends	0	0	0	0	0
8. Other	8,000	8,000	8,000	8,000	32,000
9. Total Direct Costs (lines 1-8)	317,548	3,291,228	2,291,228	2,291,228	8,191,231

10) Indirect Costs:

Yes, the Department of Education has an agreement. The indirect cost of 13.9% was used.

11) Funding for Involved LEA's: N/A

12) Supplemental Funding for Participating LEAs: N/A

13) Total Costs:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	TOTAL (e)
9. Total Direct Costs (lines 1-8)	317,548	3,291,228	2,291,228	2,291,228	8,191,231
10. Indirect Costs*	43,583	457,481	318,481	318,481	1,138,026
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental	0	0	0	0	0
13. Total Costs	361,131	3,748,709	2,609,709	2,609,709	9,329,257

Budget Part II: Project-Level Budget Table
Project Name: Data Governance
Associated with Criteria: C-2
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	232,405	232,405	232,405	232,405	929,620
2. Fringe Benefits	86,083	86,083	86,083	86,083	344,332
3. Travel	64,625	64,625	64,625	15,875	209,750
4. Equipment	905,867	887,467	887,467	0	2,680,801
5. Supplies	1,800	1,800	1,800	1,800	7,200
6. Contractual	750,000	520,000	470,000	0	1,740,000
7. Training Stipends	0	0	0	0	0
8. Other	2,000	2,000	2,000	2,000	8,000
9. Total Direct Costs (lines 1-8)	2,042,780	1,794,380	1,744,380	338,163	5,919,703
10. Indirect Costs*	158,031	126,061	119,111	47,005	450,207
11.Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	2,200,811	1,920,441	1,863,491	385,168	6,369,910

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Narrative
Data Governance Criteria C-2

1) Personnel:

Salaries are reflected as average for the position type and do not reflect the level of position.

The following requested personnel will be employees for the four years of the project.	FTE	Base Salary	Total
Director: This position will provide the management, coordination and oversight of all aspects of the Data Governance structure and process. This project facilitates the appropriate collection, storage, access and use of data department-wide. Duties include coordination and facilitation of the data management committee meetings as well as data governance procedures at the school, state and complex area levels. This position is ongoing.	1	$102,416	$409,664
Institutional Analyst II: This position will provide the coordination and oversight of the analyses of the Department's data collection, storage, access and use policies, procedures and processes. Duties will include developing and providing data quality training as well as technical support at the state and complex area levels. This position is ongoing.	1	$89,401	$357,604
Secretary IV: This position will provide clerical support to the Data Governance project. Duties include arranging meeting facilities and scheduling of meeting, processing correspondence and communications, maintaining documentation of research data requests, responses and results.	1	$40,588	$162,352

2) Fringe: See separate attachment for details of fringe breakdown.

Fringe Benefits (4 year total) **$344,332**

Current rate for full-time equivalents: 37.04%

3) Travel: (4 year total)

See separate attachment for details of per-trip costs for same-day neighbor island travel, overnight neighbor island travel, and mainland travel.

Neighbor Island Travel:	# Trips	$ per Trip	Total
Travel by the Institutional Analyst to trainings on Oahu sites Four meetings per complex area per year at one day	1800 miles	$0.55/mile	$1,980

each. 36 trips averaging 50 miles RT.			
Years 1 through 3: Travel for Oahu-based employees to upgrade neighbor island school WAN and LANs. 5 day stays, 25 trips per year, 2 people.	5 days x 2 people x 25 trips/ year x 3 years	$975 per 5 day trip	$146,250
Years 1-4: Travel by the Institutional Analyst to on-site training and facilitation at 6 neighbor island complex areas of the data quality and governance processes. Four meetings per complex area per year at one day each. RT inter-island airfare at $200, car rental $45, per diem $45 and parking $20.	24 trip x 4 yrs	$310	$14,480
Out-of-State Travel: Years 1 through 4: Travel by the Director and Institutional Analyst to Washington DC for technical assistance workshop/conference for Race to the Top. Cost for airfare, per diem, ground transportation, parking, baggage, and hotel, for 5 day trip. Conference fees are included in "Other" below.	2 people x 2 trips = 4 trips	$2915	$46,640

4) Equipment:

Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.	**Cost of Item**	**Item Description**	**Total**
Desktop Computer (3): The three desktop computers, will be needed for new staff positions.	$2,000	Computer including monitor, printer, battery backup, hard drive backup	$6,000
Upgrade School Network-WAN for collecting and tracking data at 215 DOE schools and the state office building. Added 4% for charter schools.	$10,400	Equipment for Wide Area Network: circuits	Year 1: $10,400
Upgrade School Network-LAN at 260 DOE schools. Added 4% for charter schools.	$887,467	Equipment for Local Area Network: Year 1 $887,467 Year 2 $887,467 Year 3 $887,467	$2,672,401
Projector for presentations and trainings.	$2,000	LCD projector	$2,000

5) Supplies:

Years 1-4: An estimated cost of a $150 x 12 months will be needed for office supplies (e.g.: paper, toner, folders etc) and presentation supplies (e.g.: chart paper, sticky notes, pens etc).	12 months x 4 years	$150	$7,200

6) Contractual:

Professional Services: This is a contract to develop and create the integration links in the web portal to fully implement a single Sign-on and the Enterprise portal for multiple role groups, teachers, principals, and the community to access data. Final amount and vendor are subject to outcome of the procurement process.	Year 1 $750,000 Year 2 $520,000 Year 3 $470,000	Building upon existing software framework; this program would be the next step in the communication link.	$1,740,000

7) Training Stipends: N/A

8) Other:

	Number	Rate	Total Cost
Estimated fees for Race to the Top Technical Assistance workshops and conferences.	2 people x 2 conferences/ year x 4 years	$500 per conference	$8,000

9) Total Direct Cost:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	TOTAL (e)
1. Personnel	232,405	232,405	232,405	232,405	929,620
2. Fringe Benefits	86,083	86,083	86,083	86,083	344,332
3. Travel	64,625	64,625	64,625	15,875	209,750
4. Equipment	905,867	887,467	887,467	0	2,680,801
5. Supplies	1,800	1,800	1,800	1,800	7,200
6. Contractual	750,000	520,000	470,000	0	1,740,000
7. Training Stipends	0	0	0	0	0

8. Other	2,000	2,000	2,000	2,000	8,000
9. Total Direct Costs (lines 1-8)	2,042,780	1,794,380	1,744,380	338,163	5,919,703

10) Indirect Costs:

Yes, the Department of Education has an agreement. The indirect cost of 13.9% was used.

11) Funding for Involved LEA's: N/A

12) Supplemental funding for participating LEAs: N/A

13) Total Costs:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	TOTAL (e)
9. Total Direct Costs (lines 1-8)	2,042,780	1,794,380	1,744,380	338,163	5,919,703
10. Indirect Costs*	158,031	126,061	119,111	47,005	450,207
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental	0	0	0	0	0
13. Total Costs	2,200,811	1,920,441	1,863,491	385,168	6,369,910

Budget Part II: Project-Level Budget Table
Project Name: Partnership for Education Research Consortium (PERC)
Associated with Criteria: C-3
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	118,514	129,764	123,014	123,014	494,306
2. Fringe Benefits	43,898	44,294	44,056	44,056	176,305
3. Travel	17,140	17,140	17,140	17,140	68,560
4. Equipment	4,000	0	0	0	4,000
5. Supplies	1,800	1,800	1,800	1,800	7,200
6. Contractual	10,000	0	0	0	10,000
7. Training Stipends	0	0	0	0	0
8. Other	2,000	2,000	2,000	2,000	8,000
9. Total Direct Costs (lines 1-8)	197,352	194,998	188,010	188,010	768,371
10. Indirect Costs*	26,876	27,105	26,133	26,133	106,248
11.Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	224,228	222,103	214,143	214,143	874,619

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Narrative
Partnership for Education Research Consortium (PERC) Criteria C-3

1) Personnel:

Salaries are reflected as average for the position type and do not reflect the level of position.

The following requested personnel will be employees for the four years of the project.	**# FTE**	**Base Salary**	**Total**
Institutional Analyst II: This position will provide the coordination and oversight of the Partnership for Educational Research Consortium. This project facilitates the appropriate use of longitudinal data within the system to answer policy and research questions affecting student success and system improvement. Duties would include administration of the research data request database/website.	1	$89,401	$357,604
Clerk II: This position will provide clerical support to the Partnership for Educational Research Consortium project. Duties include arranging meeting facilities and scheduling of meeting, processing correspondence and communications, maintaining documentation of research data requests, responses and results.	1	$23,113	$116,452
Casual Hire/Temporary/Stipends			
Year 2: Initial 2-day training for 25 PERC members to orient users on the processes, procedures and tools. Three one-day follow-up trainings for 25 PERC members on system updates and processes.	75 days	$150 per	$11,250
Year 3: Initial 2-day training for 10 new PERC members to orient users on the processes, procedures and tools. Three 1-day follow-up trainings for 10 PERC members on system updates and processes.	30 days	$150 per	$4,500
Year 4: Initial 2-day training for 10 new PERC members to orient users on the processes, procedures and tools. Three 1-day follow-up trainings for 10 PERC members on system updates and processes.	30 days	$150 per	$4,500

2) Fringe: See separate attachment for details of fringe breakdown.

Fringe Benefits (4 year total) **$176,305**

Current rate for full-time equivalents: 37.04%

Current rate for casual hires: 3.52%

3) Travel: (4 year total)

See separate attachment for details of per-trip costs for same-day neighbor island travel, overnight neighbor island travel, and mainland travel.

Neighbor Island Travel	# Trips	$ per Trip	Total
Years 1 through 4: Partnership for Educational Research Consortium quarterly meetings. Four meetings at one day each. Travel and attendance for three neighbor island partners.	3 people x 4 trips = 48 trips	$310 per trip	$14,880
Mileage: Years 1 through 4: Travel by Institutional Analyst and PERC members to PERC related meetings.	3,200 miles	$0.55/mile	$7,040
Out-of-State Travel: Years 1 through 4: Travel by team members to Washington DC for technical assistance workshop/conference for RTTT. Cost for airfare, per diem, taxi, parking, baggage, and hotel, for 5 day trip. Conference fees are included in "Other" below.	2 people x 2 trips = 16 trips	$2,915	$46,640

4) Equipment: This is needed only for year one.

Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.	**Cost of Item**	**Item Description**	**Total**
Desktop Computer (2): The two desktop computers will be needed for new staff positions.	$2,000	Computer including monitor, printer, battery backup, hard drive backup	$4,000

5) Supplies:

Years 1 through 4: An estimated cost of a $150 x 12 months will be needed for office supplies (eg: paper, toner, folders etc) and presentation supplies (eg: chart paper, sticky notes, pens etc.	12 months x 4 years	$150	$7,200

6) Contractual:

Professional Services: The professional services includes: the development of the research data request database/ website. This product will facilitate the management and documentation of all research data requests, their status in the approval process, data provided upon approval, and the results of the research utilizing the data. Final amount and vendor are subject to outcome of the procurement process.	1 all-inclusive contract	$10,000	$10,000

7) Training Stipends: N/A

8) Other:

	Number	Rate	Total Cost
Estimated fees for Race to the Top Technical Assistance workshops and conferences.	2 people x 2 conferences/ year x 4 years	$500 per conference	$8,000

9) Total Direct Cost:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	TOTAL (e)
1. Personnel	118,514	129,764	123,014	123,014	494,306
2. Fringe Benefits	43,898	44,294	44,056	44,056	176,305
3. Travel	17,140	17,140	17,140	17,140	68,560
4. Equipment	4,000	0	0	0	4,000
5. Supplies	1,800	1,800	1,800	1,800	7,200
6. Contractual	10,000	0	0	0	10,000
7. Training Stipends	0	0	0	0	0
8. Other	2,000	2,000	2,000	2,000	8,000
9. Total Direct Costs (lines 1-8)	197,352	194,998	188,010	188,010	768,371

10) Indirect Costs:

Yes, the Department of Education has an agreement. The indirect cost of 13.9% was used.

11) Funding for Involved LEA's: N/A

12) Supplemental Funding for Participating LEAs: N/A

13) Total Costs:

Budget Categories	Project Year	Project Year	Project Year	Project Year	TOTAL (e)

	1 (a)	2 (b)	3 (c)	4 (d)	
9. Total Direct Costs (lines 1-8)	197,352	194,998	188,010	188,010	768,371
10. Indirect Costs*	26,876	27,105	26,133	26,133	106,248
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental	0	0	0	0	0
13. Total Costs	224,228	222,103	214,143	214,143	874,619

Budget Part II: Project-Level Budget Table
Project Name: Great Teachers Great Leaders
Associated with Criteria: D-2, D-3, D-4, D-5
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	1,917,328	1,917,328	1,917,328	1,917,328	7,669,312
2. Fringe Benefits	706,245	706,245	706,245	706,245	2,824,979
3. Travel	79,925	79,925	79,925	79,925	319,700
4. Equipment	2,968,000	0	0	0	2,968,000
5. Supplies	7,200	7,200	7,200	7,200	28,800
6. Contractual	3,550,000	4,440,000	2,840,000	2,690,000	13,520,000
7. Training Stipends	0	0	0	0	0
8. Other	540,000	540,000	540,000	540,000	2,160,000
9. Total Direct Costs (lines 1-8)	9,768,698	7,690,698	6,090,698	5,940,698	29,490,791
10. Indirect Costs*	945,297	1,069,007	846,607	825,757	3,686,668
11.Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	10,713,995	8,759,705	6,937,305	6,766,455	33,177,459

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Narrative
Great Teachers Great Leaders Criteria D-2, D-3, D-4, D-5

1) **Personnel:**

Salaries are reflected as average for the position type and do not reflect the level of position.

The following requested personnel will all be hired as employees for the four years of the project.	**# FTE**	**Base Salary**	**Total**
Personnel Specialist III (1) This PS III will be responsible for the development of policies, procedures and process relative to the implementation of performance-based compensation programs and the implementation and overall management of eHR. This position's duties include but are not limited to development of compensation strategy and tools; job descriptions, job evaluation, performance management systems, salary administration, compensation philosophy, policy and administrative procedures, incentive plans, and compensation surveys as well as the development of eHR using existing and future programs developed to measure, evaluate, refine and retool all professional development programs in the Department. This job has responsibility for ensuring that training is developed and deployed to supervisors/management and non-supervisory staff regarding the performance management programs and the use of eHR. This position will ensure that supervisors receive support and coaching in order to maintain the appropriate application and measurement of performance standards. Additionally, this position shall ensure compliance with state and federal laws related to compensation and performance management practices. This position is also responsible for the direction and support of eHR as it relates to the SEASR.	1	$90,959	$363,836
Personnel Specialist II: (3) Under broad supervision, the PS III, performs and manages human resource functions, specific but not exclusive to performance management program elements to include compensation, employee relations, and staff development. Shall assist in the development and implementation of personnel and staff development policies and procedures. They would also be responsible for assisting in the development and implementation of eHR and related policies and procedures for (1) EOs/administrative staff; (2) teachers; and (3) all other employees. And would be	3	$90,959 x 3	$1,091,508

responsible for the analysis, monitoring, and evaluation of their respective professional development programs. This position will also provide information and advice to employees, supervisors and managers regarding performance management practices, related employee relations issues, applicable personnel policies, practices and regulations. Such support includes ensuring that PS IIs are equipped to provide and effective in the provision of, technical assistance regarding progressive discipline and recommends approval or disapproval of management decisions relating to adverse actions.			
Personnel Management Specialists (3): Each PMS will assist each PS II in the implementation, analysis, monitoring, and evaluation of their respective professional development program areas.	3	$54,725 x 3	$656,700
Secretary III (1): This person reports directly to the PS III and the Assistant Superintendent of OHR regarding GTGL initiatives. Duties include scheduling of meeting overall operations and management of other clerical staff, communications and correspondence and maintaining documentation of the ongoing processes.	1	$40,588	$162,352
Substitute Teachers: To participate as part of a workgroup to develop a new evaluation system for teachers statewide. 2 teachers per complex. 12 neighbor islands, 18 Oahu 30 total participants half will need subs.	90 subs for training	$160	$57,600
Teacher 12-months (Data Coaches): The Data Coaches would be responsible for training and capacity building and helping teachers and principals utilize the data generated to improve their effectiveness and ensure that the data at the school level is being captured and recorded properly and used to effect improvements in teaching and development of targeted professional development. Data Coaches would be deployable to areas of need to ensure that there is system-wide fidelity of supports. (D-2)	16	$81,576 x 16	$5,220,864
Clerk (1) To assist the PS III, PS II, and Secretary in managing the Performance Management and CPDMS.	1	$29,113	$116,452

2) Fringe: See separate attachment for details of fringe breakdown.

Fringe Benefits (4 year total) **$ 2,824,979**

Current rate for full-time equivalents: 37.04%

Current rate for substitute hire: 9.72%

3)Travel:

See separate attachment for details of per-trip costs for same-day neighbor island travel, overnight neighbor island travel, and mainland travel

Neighbor Island	# Trips	$ per Trip	Total
Years 1 through 4: Travel for planning meetings, workgroups, conferences and program development, training and implementation of the statewide teacher and principal evaluation system. Other travel will use existing funds.	170 per year	$310 per trip	$210,800
Mileage: Years 1 through 4: Travel by the team members to conduct training, workshops, attend meetings and any other related activities within the scope of this project.	198,000 miles x 4 years	$0.55/mile	$108,900

4) Equipment: This is needed only for year one

Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.	**Cost of Item**	**Item Description**	**Total**
9 Desktop Computer: The desktop computers will be needed for new staff positions.	$2,000	Computer including monitor, printer, battery backup, hard drive backup	$18,000
Leverage HIDOE's highly qualified/highly effective teachers through a distance learning collaboration that will use communications technology to connect rural and lowest performing schools to effective teachers in other locations. (D-3)		Year 1: $2,950,000	$2,950,000

5) Supplies:

Years 1-4 An estimated cost per month for computer and office supplies for presentations, meeting, and trainings (e.g.: paper, toner, folders, chart paper, sticky notes, pens etc.).	12 mo $7200 x 4	$7,200	$28,800

6) Contractual:

Professional Services: The total cost of this procurement is estimated to be about $3,000,000. The professional services include the development and testing of a final product for a principal and teacher evaluation system. This product will identify effective teaching and school leadership to student growth. Final amount and vendor are subject to outcome of the procurement process. (D-2)	It may be one or two contracts depending on if our needs can be met.	$750,000 each year for 4 years	$3,000,000
Professional Services: This is a contract to implement the new statewide induction, mentoring system by providing trainers to standardize training for mentors of all new teachers. These trainers would ensure fidelity in the statewide induction standards. Final amount and vendor are subject to outcome of the procurement process.	$1.5 mil each year for 2 years	In turn these trained mentors would help all new teachers to assist them with improving performance, effectiveness as outlined in D(5).	$3,000,000
Professional Services: This is a contract to develop and create eHR links to the Versafit program to enhance capacity of tracking to the measures the professional development effectiveness extension to Data Warehouse in HIDOE. Final amount and vendor are subject to outcome of the procurement process. (D-5)	Year 1 $750,000 Year 2 $500,000 Year 3 $450,000 Year 4 $300,000	Building upon existing framework this program would be the next step and is intended to be a turnkey program that HIDOE will grow capacity to manage and run.	$2,000,000
Professional Services: Prepare 36 principals (12 a year) over the course of 4 years using an alternative certification provider (non-ACE) to prepare principals to work in high-priority shortage areas, especially in priority schools or are mid-career/non-educators. Final amount and vendor are subject to outcome of the procurement process. (D-3)	$40,000 per candidate	Year 1: planning Year 2: 12 candidates Year 3: 12 candidates Year 4: 12 candidates	$1,440,000
Professional Services: Prepare 132 teachers over the course of 4 years using an alternative certification program for teachers to prepare 44 teachers per year to	$15,000 per candidate	Year 1: planning Year 2: 44	$1,980,000

work in high priority shortage areas including STEM subject areas, especially in priority schools or for those who are in mid-career/non-education. Final amount and vendor are subject to outcome of the procurement process. (D-3)		candidates Year 3: 44 candidates Year 4: 44 candidates	
Professional Services: This is a contract to take currently available data linking student achievement to students' teachers, principals, the preparation program of teachers and principals, teacher licensure status, and teacher professional development participation. Final amount and vendor are subject to outcome of the procurement process.	$50,000/yr for years 1 & 2	To analyze the data and provide informational reports that can begin to inform decision making. D(4)	$100,000
Professional Services: This is a contract to provide software and maintenance for schools participating in the distance learning and collaboration project. (D-3) Final amount and vendor are subject to outcome of the procurement process.		$500,000 per year for 4 years	$2,000,000

7) Training Stipends: N/A

8) Other:

	# of years	Rate	Total
Telecom	4	@40,000	$160,000
Performance-based evaluation: 40 schools @ $50,000 each for pilot testing.		$50,000	$2,000,000

9) Total Direct Cost:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	TOTAL (e)
1. Personnel	1,917,328	1,917,328	1,917,328	1,917,328	7,669,312
2. Fringe Benefits	706,245	706,245	706,245	706,245	2,824,979
3. Travel	79,925	79,925	79,925	79,925	319,700
4. Equipment	2,968,000	0	0	0	2,968,000
5. Supplies	7,200	7,200	7,200	7,200	28,800
6. Contractual	3,550,000	4,440,000	2,840,000	2,690,000	13,520,000
7. Training Stipends	0	0	0	0	0
8. Other	540,000	540,000	540,000	540,000	2,160,000

9. Total Direct Costs (lines 1-8)	9,768,698	7,690,698	6,090,698	5,940,698	29,490,791

10) Indirect Costs:

Yes, the Department of Education has an agreement. The indirect cost of 13.9% was used.

11) Funding for Involved LEA's: N/A

12) Supplemental Funding for Participating LEAs: N/A

13) Total Costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	TOTAL (e)
9. Total Direct Costs (lines 1-8)	9,768,698	7,690,698	6,090,698	5,940,698	29,490,791
10. Indirect Costs*	945,297	1,069,007	846,607	825,757	3,686,668
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental	0	0	0	0	0
13. Total Costs	10,713,995	8,759,705	6,937,305	6,766,455	33,177,459

Budget Part II: Project-Level Budget Table
Project Name: School Reform Administration Criteria
Associated with Criteria: E-1, E-2

(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	255,934	260,000	615,000	0	1,130,934
5. Supplies	0	0	0	0	0
6. Contractual	100,000	100,000	100,000	100,000	400,000
7. Training Stipends	0	0	0	0	0
8. Other	1,787,500	2,287,500	5,387,500	5,587,500	15,050,000
9. Total Direct Costs (lines 1-8)	2,143,434	2,647,500	6,102,500	5,687,500	16,580,934
10. Indirect Costs*	262,363	331,863	762,763	790,563	2,147,552
11.Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	2,405,797	2,979,363	6,865,263	6,478,063	18,728,486

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

Budget Part II: Project-Level Budget Narrative
School Reform Administration Criteria E-1, E-2
(Evidence for selection criterion (A)(2)(i)(d))

1) Personnel: N/A

2) Fringe: N/A

3) Travel: N/A

4) Equipment:

Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.	**Cost of Item**	**Item Description**	**Total**
New Tech High Model Implementation with laptops for 1 to 1 computer initiative. Year 1 9th graders at Nanakuli High Year 2 10th graders at Nanakuli High and Waianae High Year 3 11th and 12th graders at Nanakuli High and Waianae High		Year 1: $130,000 Year 2: $260,000 Year 3: $615,000	$1,005,000
Wireless LAN connectivity at Nanakuli High to provide laptop users with access to instructional, administrative, and research resources available on HIDOE's network and the Internet. (Connectivity is provided at Waianae High.)			$125,934

5) Supplies: N/A

6) Contractual:

	Cost of Item	**Description**	**Total**
Contract turnaround organization to serve as lead partner and provide knowledge, training, technical assistance, research, coaching, and capacity building services to HIDOE and Office of Strategic Reform to facilitate school turnaround and provide leadership mentoring for school		$100,000 per year	$400,000

administrators. Final amount and vendor are subject to outcome of the procurement process.			

7) Training Stipends: N/A

8) Other:

	Cost of Item	Description	Total Cost
Universal Pre-Kindergarten - 75% subsidy for 250 pre-school children in ZSI areas to attend pre-Kindergarten programs (180 days per year, 6.5 hours per day for 95% of target group and 3 mornings per week for 5% of target group)		Year 1: $1,687,500 Year 2: $1,687,5000 Year 3: $1,687,500 Year 4: $1,687,500	$6,750,000
Academic Achievement Awards- $50,000 awards to Elementary schools and $100,000 to High schools in restructuring that moves out of status.		Year 3 $2.5M Year 4 $2.5M	$5,000,000
Wraparound Services-Array of programs and services to remove barriers to learning; needs will vary by school based on contextual factors.		Year 1 $100,000 Year 2 $600,000 Year 3 $1,200,000 Year 4 $1,400,000	$3,300,000

9) Total Direct Cost:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	TOTAL (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	255,934	260,000	615,000	0	1,130,934
5. Supplies	0	0	0	0	0
6. Contractual	100,000	100,000	100,000	100,000	400,000
7. Training Stipends	0	0	0	0	0
8. Other	1,787,500	2,287,500	5,387,500	5,587,500	15,050,000
9. Total Direct Costs (lines 1-8)	2,143,434	2,647,500	6,102,500	5,687,500	16,580,934

10) Indirect Costs:

Yes, the Department of Education has an agreement. The indirect cost of 13.9% was used.

11) Funding for Involved LEA's: N/A

12) Supplemental Funding for Participating LEAs: N/A

13) Total Costs:

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	TOTAL (e)
9. Total Direct Costs (lines 1-8)	2,143,434	2,647,500	6,102,500	5,687,500	16,580,934
10. Indirect Costs*	262,363	331,863	762,763	790,563	2,147,552
11. Funding for Involved LEAs	0	0	0	0	0
12. Supplemental	0	0	0	0	0
13. Total Costs	2,405,797	2,979,363	6,865,263	6,478,063	18,728,486

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ●
NO ○

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: 07/ 01 / 2010 To: 06 / 30/ 2011

Approving Federal agency: √ ED ___Other

(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.

2. If "No" is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

3. If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

For the purposes of consistency throughout the project budgets contained within this application, the following direct cost rates based on updated estimates are provided below.

A. The Department of Finance provides the Department of Education a yearly estimate of the fringe benefit percentages for all personnel. The cost breakdown is as follows for the differing cost of fringe benefits.

1. The fringe used for this grant for a full time employee is 37.04%.

Fringe Benefit	Rate
Pension Accumulation	13.75%
Pension Administration	.60%
Retiree Health Insurance	5.95%
Employees' Health Fund	7.02%
Workers' Compensation	1.46%
Unemployment Compensation	.61%
Social Security	6.20%
Medicare	1.45%
Composite Rate	37.04%

2. The fringe used for a substitute teacher hire is 9.72%.

Fringe Benefit	Rate
Social Security	6.20%
Workers' Compensation	1.46%
Unemployment Compensation	.61%
Medicare	1.45%
Composite Rate	9.72%

3. The fringe used for hourly/casuals/incentives/stipends is 3.52%.

Fringe Benefit	Rate
Workers' Compensation	1.46%
Unemployment Compensation	.61%
Medicare	1.45%
Composite Rate	3.52%

B. Estimated travel cost for inter island and intra state airfare and car rental.

1. Inter Island travel rates:

	Cost	
Airfare	$200 estimated	
Per Diem	$45/$90 same day/overnight	
Car Rental	$45 estimated	
Parking	$20	
Total	$310/$355	per person

2. Intra Island (Out of State) travel assuming trip is 5 days.

	Cost
Airfare	$1,000 estimated
Per Diem	$145 per day
Ground Transportation	$20
Airport Parking	$20 per day
Excess Lodging	$200 per day
Baggage	$50
Total	$2.2915 per person

OFFICE OF THE LIEUTENANT GOVERNOR
STATE OF HAWAII
STATE CAPITOL
P.O. BOX 3226
HONOLULU, HAWAII 96801
PHONE: (808) 586-0255
FAX: (808) 586-0231

May 24, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E108
Washington, DC 20202-6400

Re: Letter of Support for Hawai`i Race to the Top Grant Submission

Dear Secretary Duncan:

I would like to express my support for Hawai`i's application for the U.S. Department of Education's (USDOE) Race To The Top (RttT) Fund grant program Round II (CFDA: 84.395A). I am the Lieutenant Governor of Hawai`i and a candidate for Governor in November 2010. If elected Governor, I will take the lead in carrying out and implementing the reform plans detailed in Hawaii's RttT grant submission.

Thank you in advance for your consideration of Hawai`i's RttT grant submission. I urge the USDOE to give Hawai`i's RttT grant submission its highest consideration for funding and implementation.

Sincerely,

JAMES R. AIONA, JR.
Lieutenant Governor
State of Hawai`i

Presentation/Discussion on the Common Core State Standards

October 14, 2009

Board of Education

Committee on Curriculum, Instruction and Student Support

Common Core State Standards Initiative

An Initiative of the

Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) Center for Best Practices

What is the Common Core State Standards Initiative?

- Led by National Governors Association (NGA) and Council of Chief State School Officers (CCSSO)
- College and Career Readiness Standards
- Beginning with English and Mathematics
- 48 states and 3 territories

Development of the Standards

- Achieve, The College Board, and ACT are leading the standards development process
- The standards are based on research and evidence from leading national organizations and high-performing states and countries
- States provide input and review throughout the process

Benefits of the Common Core

- Allows states to align curricula to internationally benchmarked standards
- Provides an opportunity for states to collaboratively develop common assessments
- Gives states the opportunity to compare and evaluate policies that affect student achievement across states
- Creates the opportunity for America to compete for high-wage, high-skill jobs in a knowledge-based economy

Timeline

- September 2009: a second draft of the College and Career Readiness Standards was released (for public review and comment)
- December 2009: targeted release of the draft of grade-level and course specific standards (for public review and comment)
- Spring 2010: states will review to consider adoption of the Common Core State Standards
  - Review alignment of HCPS III benchmarks to the proposed Common Core State Standards

What will the common core standards look like?

- Articulate what students will know and be able to do, grade by grade, and when they graduate from high school
- Fewer, clearer, and higher
- Internationally benchmarked
- Research and evidence based
- Ready for states to adopt

College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

Similar to HCPS III

	HCPS III	COMMON CORE
STRANDS	READING	READING
	WRITING	WRITING
	ORAL COMMUNICATION	SPEAKING AND LISTENING

College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

Different from HCPS III

- The Common Core standards contains:
  - Standards for Range and Content
  - Standards for Student Performance

College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

Reading

Standards for the Range and Content of Student Reading

(A-E)

- A. Complexity: A crucial factor in readiness for college and careers is students' ability to comprehend complex texts independently. In college and careers, students need to read texts characterized by demanding vocabulary....

College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

- Reading

Standards for Student Performance (1-18)

HCPS III	COMMON CORE
LA 8.2.4 Make inferences based on explicit and implied information	Determine both what the text says explicitly and what can be inferred logically from the text.

College and Career Readiness Standards for Mathematics

- The Mathematical Content standards are organized into 10 Core Concepts

1. **Number**
2. **Quantity**
3. **Expressions**
4. **Equations**
5. **Functions**
6. **Modeling**
7. **Shape**
8. **Coordinates**
9. **Probability**
10. **Statistics**

Alignment with HCPS III

Each of the 10 Core Concepts can be mapped to the mathematics strands in HCPS III

Common Core Standards	Link to HCPS III Mathematics Strands
1. Number	Number and Operations
2. Quantity	Number and Operations; Measurement
3. Expressions	Number and Operations; Patterns, Functions and Algebra
4. Equations	Number and Operations; Patterns, Functions and Algebra
5. Functions	Patterns, Functions and Algebra
6. Modeling	All 5 HCPS III strands
7. Shape	Measurement; Geometry and Spatial Sense
8. Coordinates	Geometry and Spatial Sense; Patterns, Functions and Algebra
9. Probability	Data Analysis, Probability and Statistics
10. Statistics	Data Analysis, Probability and Statistics

Alignment with HCPS III

Example: Data Analysis

Common Core Standards	Link to HCPS III Mathematics Strands
• Interpret data displays and summaries critically; draw conclusions and develop recommendations.	• **Benchmark PA.11.2:** Judge the validity of data based on the data collection method. • **Benchmark PA.12.2:** Analyze different representations of the same data to describe how representations can be used to skew a person's interpretation of the data.

Common Core Standards for Mathematics

Different from HCPS III

- The Common Core standards include an 11th standard: Mathematical Practices
  - Defines 6 "habits of mind" that are essential for engaging in the study of mathematics and promote sense-making
  - "*Encouraging these practices in our students should be as much the goal of the mathematics curriculum as is teaching specific content topics and procedures.*"

College and Career Readiness Standards for Mathematics

- The 10 Mathematical Core Concepts taken together with the Mathematical Practices standard "support productive entry into college courses or career pathways."
- "The standards have focus and depth, emphasizing understanding of and connection among topics that are most important for success regardless of a student's pathway after achieving the standards."

Next Steps

October 2009	gather and provide input on the Common Core
January –February 2010	gather and provide input on the draft standards for k-12
Spring 2010	review and consider adoption of the proposed common core

Thank you

How can I get more information?

- Visit the Common Core State Standards website pages to learn more: www.nga.org or www.ccsso.org
- Subscribe to Common Core State Standards updates at www.ccsso.org or the NGA newsletter at join-nganews@talk.nga.org

Board of Education

State of Hawai'i, Department of Education

BOE Policies

P.O. Box 2360
Honolulu, HI 96804
(808) 586-3332
Fax: (808) 586-3433

Email the BOE

BOE Home
About the BOE
Document Library
Meeting Notices
Meeting Minutes
Submit Testimony
Ombudsman
Member Profiles
Media Library
Site Map
Members

Title: Authority and Responsibility of the Board of Education
Series : 1200 SERIES-BOARD OF EDUCATION
Policy #: 1200-1.2

1200-1.2

AUTHORITY AND RESPONSIBILITY OF THE BOARD OF EDUCATION

POLICY

The Board shall formulate policy and exercise control over the public school system,
the public libraries, and the licensing and inspecting of private schools through its
executive officer, the superintendent of education.

Approved: 9/16/98

Board of Education

State of Hawai'i, Department of Education

BOE Policies

P.O. Box 2360
Honolulu, HI 96804
(808) 586-3332
Fax: (808) 586-3433

Email the BOE

BOE Home
About the BOE
Document Library
Meeting Notices
Meeting Minutes
Submit Testimony
Ombudsman
Member Profiles
Media Library
Site Map
Members

Title: Policies and Policy-Setting
Series : 1200 SERIES-BOARD OF EDUCATION
Policy #: 1200-1.3

1200-1.3

POLICIES AND POLICY-SETTING

Definition. Hawaii educational policies are directives established by the Board of Education to guide the operation of the school system and the public library system. Policies specify what the desired ends are and may be supplemented by reasons as to "why" and "to what extent." Policies broadly indicate the desired results and are narrow enough in scope to provide clear guidance. The administration, guided by policies, establishes regulations to set clear directions for the department and public library system.

Standards for Policy-Setting. All Board policies shall:

1. be explicitly identified as such;
2. be developed for school and/or public library systems operations which need direction and guidance;
3. be capable of implementation and evaluation;
4. be limited to a single topic;
5. be relevant to current and future departmental and public library operations; and
6. be written clearly and concisely so that they may be interpreted without difficulty.

Policy Initiation. Board policies may be initiated by Board members and by the Superintendent and State Librarian, through recommendations to the Board. The Superintendent/State Librarian shall be responsible for informing the Board of policies and changes to existing policies which they believe may be necessary.

Sequence of Policy Development

1. Issue Statement

Any issue brought to the attention of the Board shall be referred by the Board Chairperson to an appropriate standing committee for action. A standing committee shall handle any issue brought to it.

2. Issue Evaluation

Upon agreement by a standing committee that further action on an issue is warranted, it shall study it to develop a common core of knowledge such as (a) the current status of the issue in the State, (b) what research says about the issue, and (c) what other States are doing or have done regarding the issue.

3. Data Gathering

While the standing committee is expanding its knowledge about the issue, the Superintendent, State Librarian and/or Board staff shall gather data the committee needs to formulate its views and policy parameters such as, how many and which students or library patrons the policy will affect and what resources are needed and available for implementation.

4. Public Engagement

The general and education or public library communities shall be engaged meaningfully and comprehensively about the need and purpose of the policy. The information obtained shall be used in developing the policy. The political climate pertinent to the policy shall be evaluated by communicating with the governor and key legislators.

5. Drafting Policy

The committee shall guide the development of the policy, beginning with a statement that reflects the Board's intent. The Superintendent and/or State Librarian shall be told of the elements of policy language that should be included in the policy. Board staff may coordinate the work. The committee must be notified of any additional elements which should be included in the policy before a draft is brought to the Board.

6. Additional Engagement

After committee approval, the draft shall be sent for consult and confer to the appropriate unions. The draft may also be taken to key constituents and policy partners for further review.

7. Policy Approval

The committee shall approve the policy draft and recommend its approval to the Board. The final language in the policy must be adopted by the Board.

8. Implementation and Oversight

The Superintendent or State Librarian is responsible for the

implementation of the Board's policy. They shall gather data about the status of the policy implementation as well as its impact on students and library customers.

9. Board staff shall keep track of the inventory of policies. Each standing committee shall be responsible for the timely review and evaluation of policies which it developed and recommended to the Board for adoption. The Superintendent or State Librarian shall render appropriate assistance.

Policy Compliance. The Superintendent/State Librarian shall be responsible for assuring that all department/library actions are consistent with Board policy.
Aproved: 9/16/95
Amended: 9/21/00

Board of Education

State of Hawai'i, Department of Education

BOE Policies

P.O. Box 2360
Honolulu, HI 96804
(808) 586-3332
Fax: (808) 586-3433

Email the BOE

BOE Home
About the BOE
Document Library
Meeting Notices
Meeting Minutes
Submit Testimony
Ombudsman
Member Profiles
Media Library
Site Map
Members

Title: Board of Education Roles and Responsibilities
Series 1200: 1200 SERIES-BOARD OF EDUCATION
Policy #: 1200-1.5

1200-1.5

BOARD OF EDUCATION ROLES AND RESPONSIBILITIES

POLICY

1. Develop vision and mission statements.

2. Conduct short- and long-term strategic planning to reach consensus on BOE goals and objectives, school performance indicators and student assessment outcomes, policies on budget, curriculum frameworks and student assessment, personnel and staff development.

3. Hire, evaluate and define roles of Superintendent/State Librarian; with Superintendent/State Librarian, define roles, hiring and evaluation of senior administrators; establish policies for hiring personnel.

4. Review and approve the Board/Department/Public Library budgets; ensure congruence of spending priorities with the Board's goals and objectives. Establish policies to guide restrictions and expenditures.

5. Determine whether Board should participate directly in negotiations.

6. Set policies and guidelines for negotiating contracts and approve the negotiated contract.

7. Approve curricular frameworks and standards for student achievement.

8. Ensure linkage of policies and reform initiatives with student outcome objectives, curricular frameworks and assessment.

9. Establish staff development policies that ensure congruence with the Board's educational goals and objectives.

10. Set mechanism for systematic and periodic review of individual school performances.

11. Establish Board procedures to address petitions from the public.

12. Establish policies to encourage and facilitate collaboration with other agencies and entities.

13. Provide leadership in public education/public library system.

14. Periodically conduct Board self-assessment.

Approved: 9/16/95

Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Memorandum of Understanding

This non-binding Memorandum of Understanding (MOU) is entered into by and between the states of Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin and Wyoming to initiate a consortium of states (Consortium) to serve as a framework of collaboration as required to submit a proposal for a Multi-State Consortium Common Assessment Race to the Top grant. The working title for the proposal is the "Summative Multi-State Assessment Resources for Teachers and Educational Researchers" (SMARTER). In the event the proposal is approved and fully funded by the U.S. Department of Education, the final proposal will serve as the official agreement.

The signatory states shall be referred to as "Lead States" and hereby authorize Oregon to be the signatory for the Lead States in entering into MOUs with additional states that desire to participate under the same terms (Participating States). The terms of the MOU among the Lead States and between the Lead States and subsequent Participating States are set forth below.

1. States in the Consortium will assign a key contact to assist in the drafting of the proposal, and to the extent practicable will engage their teachers, school and district administrators and institutions of higher education in the development and review of the proposal to ensure the design of the assessment system meets the needs of a variety of stakeholders.

2. States may withdraw from the Consortium prior to the establishment of the draft budget for the proposal. The anticipated date for the draft budget is 30 days before the proposal is due to the U.S. Department of Education.

3. States in the Consortium agree in principle to the following elements to be included in a proposal to the U.S. Department of Education:
    a. The purpose of the proposal is to develop a high quality summative assessment system that is aligned to the Common Core Standards, mutually adopted by Consortium states.
    b. The assessment system will use online adaptive tests, innovative item design and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards.
    c. Proposal writing will be governed by staff from the Lead States that have agreed to this MOU. Governance protocols for proposal development will be established by 2/15/2010.
    d. If funded, the assessment system will be governed by staff from states that are members of the Consortium, and will be guided with the support of selected technical experts. Governance protocols for the assessment system will be a deliverable of the grant.
    e. The assessment system will include teachers, school and district administrators, state departments of education and institutions of higher education in the design, administration, scoring and reporting of the assessments.
    f. States in the Consortium will report student, school, district and state results based upon a single common set of rigorous achievement standards. Additionally, states in the consortium may choose to report student achievement benchmarked to a variety of achievement standards including NAEP, international assessments, and benchmarks predictive of student success in college and careers.
    g. States in the Consortium will use the summative assessment system to measure school and district effectiveness to meet federal accountability requirements
    h. The assessments will be designed based on principles of Universal Design and will be consistent with professional standards as described by the APA/AERA/NCME *Standards for Educational and Psychological Testing*.
    i. The Consortium will coordinate with the MOSAIC consortium as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts will have access to a variety of high quality instructionally supportive assessment options that together yield a coherent balanced assessment system.
    j. The assessment system will use open source software applications accessible to any vendor procured by states in the Consortium.

k. States in the Consortium will create and adhere to common administration guidelines including accommodations and allowable tools and assistive devices based on high quality research regarding student learning and assessment.
l. Grant funds allocated to LEAs will in part be used to ensure participation opportunities for teachers. The estimated allocation and purpose of funds will be described in the budget section of the proposal.
m. States in the Consortium will participate in common procurement practices and deliverables to the extent the procurements are directly related to Consortium-wide activities described in the proposal. Lead states will construct a procurement process taking into account minimum procurement standards used in all participating states.
n. States in the Consortium will share a common reporting format consistent with a goal of aligning reporting systems.
o. States in the Consortium will share common security protocols regarding test items.
p. States in the Consortium will work with their institutions of higher education and teacher preparation institutions to ensure teachers are prepared to use and contribute to the summative assessment system.

This non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

Lead State SEA Superintendent/Chief/Commissioner
(or equivalent authorized signatory)

Patricia Hamamoto

Signature

DEC 31 2009

Date

Patricia Hamamoto

Print Name

Superintendent of Education
State of Hawaii

Title

Please sign and date this agreement by no later than January 8th, 2010.
FAX signed copy to Tony Alpert at: (503) 378-5156 or email scanned copy to Tony.Alpert@state.or.us

States Participating in the SMARTER Consortium (as of 4/29/10)

State	Date	Member/Governing State
Connecticut	April 13	Member
Delaware	April 14	Member
Georgia	April 28	Member
Hawaii	April 15	Member
Idaho	April 15	Governing
Illinois	April 15	Member
Iowa	April 14	Member
Kansas	April 15	Governing
Kentucky	April 15	Member
Maine	April 14	Governing
Michigan	April 16	Governing
Minnesota	April 27	Governing
Missouri	April 14	Governing
Montana	April 14	Member
Nebraska	April 13	Member
Nevada	April 19	Member
New Hampshire	April 19	Member
New Jersey	April 15	Member
New Mexico	April 13	Member
North Carolina	April 15	Governing
North Dakota	April 15	Member
Ohio	April 20	Member
Oregon	April 15	Governing
Pennsylvania	April 27	Member
South Carolina	April 20	Member
South Dakota	April 15	Member
Utah	April 14	Governing
Vermont	April 15	Governing
Washington	April 14	Governing
West Virginia	April 13	Governing
Wisconsin	April 14	Governing
Wyoming	April 14	Member
Total		**Member 32 Governing 13**

Achieve

BOARD OF DIRECTORS

CO-CHAIRS

Governor Phil Bredesen
State of Tennessee

Craig R. Barrett
Former CEO/Chairman of the Board
Intel Corporation

BOARD MEMBERS

Governor Jennifer Granholm
State of Michigan

Edward B. Rust, Jr.
Chairman & Chief Executive Officer
State Farm Insurance

Governor Tim Pawlenty
State of Minnesota

Mark B. Grier
Vice Chairman
Prudential Financial, Inc.

Governor Donald L. Carcieri
State of Rhode Island

Jeff Wadsworth
President & Chief Executive Officer
Battelle

Governor Dave Heineman
State of Nebraska

Governor Deval Patrick
State of Massachusetts

CHAIR EMERITUS

Louis Gerstner, Jr.
Former Chairman & CEO
IBM Corporation

PRESIDENT

Michael Cohen

TREASURER

Peter Sayre
Controller
Prudential Financial, Inc.

January 6, 2010

Superintendent Patricia Hamamoto
Hawaii Department of Education
1390 Miller St.
Honolulu, HI 96813

Dear Superintendent Hamamoto:

Achieve is pleased to verify Hawaii's participation in the Achieve Alignment Institute and the American Diploma Project (ADP) Assessment Consortium. These initiatives were both designed at the request of the ADP Network states in order to meet the challenge of better preparing young people for success in postsecondary education and their careers.

In 2007, Hawaii joined the third cohort of states in the Achieve Alignment Institute to engage employers and postsecondary faculty with K-12 in upgrading the state's academic standards in English language arts and mathematics. Achieve completed a final Quality Review of the resulting alignment of the *Hawaii Content and Performance Standards (HCPS III) for Mathematics and Language Arts* with proposed upgrades and found them to be intellectually demanding and well-aligned with the ADP Benchmarks concluding that, "If Hawaii students master the *HCPS III* with proposed upgrades, they will likely be well prepared for both college and career success." In addition to being rigorous, Achieve reviewers found the *HCPS III* also meet criteria of high quality that include coherence, focus, specificity, clarity/accessibility, and measurability. Specifically, in mathematics, Achieve found the standards to be well aligned not only to the ADP Benchmarks' Algebra strand but also to the *ADP Algebra I and Algebra II End-of-Course (EOC) Exam Content Standards.* Hawaii's proposed upgrades for Algebra I and Algebra II address all of the benchmarks in the *ADP Algebra I and II EOC Exam Content Standards*, and in a few instances content standards from optional Algebra II EOC modules.

In 2007, Hawaii joined 15 other states in the ADP Assessment Consortium. Hawaii has been involved in the development of both the Algebra I and II End-of-Course Exams. In the second year of administration of the ADP Algebra II exam in 2009, Hawaii was one of only three states (along with Arkansas and Indiana) that required students taking an Algebra II course in the spring of 2009 to take the ADP Algebra II end-of-course exam. A total of 6,291 students representing 87% of those eligible in Hawaii, took the exam.

1775 Eye Street NW, Suite 410, Washington, D.C. 20006 Phone (202) 419-1540 Fax (202) 828-0911
www.achieve.org

These states are evaluating how a rigorous Algebra II assessment can reinforce their college- and career-ready policies. For example, Hawaii, while not currently requiring all students to take Algebra II, includes the course as part of its Board Recognition Diploma and is working with postsecondary institutions and employers to create incentives for students to complete the more rigorous, "opt-up" curriculum. Postsecondary institutions plan to use the student's ADP Algebra II assessment score as part of the placement process. According to Hawaii Board of Education Policy 4540, governing entering freshmen in 2009, who *choose* to pursue the Board of Education (BOE) Recognition Diploma will be required to earn 4 credits in mathematics including Algebra I, Geometry, and Algebra II or the equivalent, in addition to "meeting the standard on the Algebra II end-of-course exam."

In conclusion, Hawaii has made progress on the ADP policy agenda to align high school standards, assessments and coursework with college and career expectations and to be accountable for results. Achieve anticipates releasing its fifth annual report, *Closing the Expectations Gap, 2010* in late February or early March of this year. Barring any developments in early 2010, Hawaii's progress adopting the ADP policy agenda will appear as follows:

- The state has aligned the *HCPS III* standards in English and mathematics with college and career readiness and their final adoption is linked to the state's plan as one of 48 states that have signed a memorandum of understanding to review and likely adopt the Common Core State Standards when available. The Common Core Initiative is a collaborative effort of the Council of Chief State School Officers (CCSSO), the National Governors Association (NGA), Achieve, the College Board and ACT.
- While Hawaii has not adopted college- and career-ready graduation requirements for all students, there remains the aspiration to establish the Board Recognition Diploma as the default diploma or program of study for incoming ninth graders.
- As a member of the ADP Algebra II Assessment Consortium, the state will begin using these assessment results for postsecondary placement purposes in the fall 2010.
- Hawaii plans to begin matching individual student level records from K-12 and postsecondary – and eventually employers – on an annual basis via a P-20 data system that includes indicators of college and career readiness. The state also continues to build such indicators into their reporting and accountability systems.

Hawaii has taken important steps toward better preparing young people for success in postsecondary education and in their careers. My Achieve colleagues and I look forward to continuing to support your efforts to ensure that Hawaii's students are prepared for the real world demands they will face upon graduation.

Regards,

(b)(6)

Laura Slover
Vice President for Content & Policy Research,
Achieve

HCPS III Language Arts-Common Core English Language Arts Cross Walk-GRADE 5- Reading and Language Standards

HCPS III STANDARD	TOPIC	BENCHMARK	COMMENTS	COMMON CORE TOPIC	COMMON CORE STANDARD	COMMENT
Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical					Reading Standards for Literature 5	
	Interpretive Stance	5.3.1-Cite specific information or ideas in the text that support and develop the author's message or theme	Similar to 5.RL.1 but HCPS III states the theme or message specifically and the CC uses "quote". Theme is addressed in CC 5.RL.2.	Key Ideas and Details	5.RL.1. Quote from a text to support statements about the text.	Similar to 5.3.1
		5.3.2-Explain the relationship between plot events and how they build to the resolution of the selection's primary conflict	Related to 5.RL.2 but HCPS III specifically mentions "plot events" building to a "primary conflict" while CC focuses on character's response to "challenges" and CC includes summarizing the text.		5.RL.2. Determine a theme of a text, drawing on how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Similar to 5.3.1-5.3.3
		5.3.3-Explain how characters evolve over the course of a work	Related to 5.RL.2, CC includes poetry.		5.RL.3. Compare and contrast two or more characters, events, or settings in a text, drawing on specific details.	Similar to 5.3.3

HCPS III Language Arts-Common Core English Language Arts Cross Walk-GRADE 5- Reading and Language Standards

	Critical Stance	5.3.4-Compare a literary element (e.g., characters, setting, plot) as it occurs in two or more texts and explain how effectively it is realized in each text	Similar to 5.RL.3 but HCPS III talks about comparing across two or more texts while CC talks about making the comparisons in a single text.	Craft and Structure	5.RL.4. Identify how metaphors and similes as well as rhymes and other repetitions of sounds (e.g., alliteration) supply meaning and rhythm in a specific verse or stanza of a poem.	Similar to 5.3.5 and 5.3.6 and 4.3.4 which specifically mentions similes and metaphors
		5.3.5-Describe how the author's choice of words or use of imagery contributes to overall quality and reader's enjoyment	Similar to 5.RL.4 although CC does not talk about overall quality or enjoyment. CC talks about meaning and rhythm.		5.RL.5. Explain major differences between drama and prose stories, and refer to the structural elements of drama (e.g., casts of characters, setting descriptions, dialogue, stage directions, acts, scenes) when writing or speaking about specific works of dramatic literature.	Not in HCPS III grade 5
	Literary Element	5.3.6-Identify the meaning of common idioms (e.g., *from the frying pan into the fire, cat got your tongue, raining cats and dogs*) found in a text	Related to 5.RL.4 but idioms not specifically mentioned in CC.		5.RL.6. Identify how a narrator's perspective or point of view influences how events are described.	Not in HCPS III grade 5. Point of view addressed in grade 7 (7.3.1).

HCPS III Language Arts-Common Core English Language Arts Cross Walk-GRADE 5- Reading and Language Standards

	Personal Connection	5.3.7-Describe similarities and differences between characters and themes in literary texts and personal or real world experiences	Not in CC.	Integration of Knowledge and Ideas	Not in HCPS III grade 5.
Standard 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts				5.RL.7. Explain how images, sounds, and movements contribute to an animated or live-action adaptation of a story, comparing that version to what they "see" or "hear" from reading the text.	
				5.RL.8. (Not applicable to literature)	
	Understanding Text Structure	5.2.1-Use organizational patterns (e.g., compare and contrast, proposition and support) to access information	Similar to 5.RI.5.	5.RL.9. Compare the treatment of similar ideas and themes (e.g., opposition of good and evil) as well as character types and patterns of events in myths and other traditional literature from different cultures.	HCPS III does not mention myths and other traditional literature from different cultures. Analyze theme is in 5.3.7.

3

HCPS III Language Arts-Common Core English Language Arts Cross Walk-GRADE 5- Reading and Language Standards

	Constructing Meaning	5.2.2-Make inferences and draw conclusions about grade-appropriate texts	In CC 6.RL.1 and CC 7.RL.1 In College Readiness Standards Key Ideas and Details 1.	Range and Level of Text Complexity	5.RL.10. Read literature independently, proficiently, and fluently within the grades 4–5 text complexity band; read "stretch" texts in the grades 6–8 text complexity band with scaffolding as needed.	Not in HCPS III
		5.2.3-Distinguish between explicit and implied information	Similar to CC 6.RL.1 .		Reading Standards for Informational Text K–5	
				Key Ideas and Details	5.RI.1. Quote from a text to support statements about the text.	Like 5.3.1
					5.RI.2. Determine two or more main ideas and how they are supported by details; summarize the text.	Relates to 4.2.5 and 7.2.4, both ask students to summarize.
					5.RI.3. Explain the relationships between two or more historical events or scientific concepts by drawing on specific information from one or more texts.	Not in HCPS III

HCPS III Language Arts-Common Core English Language Arts Cross Walk-GRADE 5- Reading and Language Standards

				5.RI.4. Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a *grade 5 topic or subject area.*	In standards one
				5.RI.5. Describe how events, ideas, or information are organized (e.g., chronology, comparison, cause and effect) in a whole text or in part of a text.	Like 5.2.1
			Craft and Structure	5.RI.6. Analyze two accounts of the same event or topic and describe important similarities and differences in the details they provide.	Not in HCPS III
			Integration of Knowledge and Ideas	5.RI.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Similar to 5.1.2

5

HCPS III Language Arts-Common Core English Language Arts Cross Walk-GRADE 5- Reading and Language Standards

					5.RI.8. Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s).	Similar to 5.3.1
					5.RI.9. Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably.	Related to 5.1.2
				Range and Level of Text Complexity	5.RI.10. Read informational texts independently, proficiently, and fluently within the grades 4–5 text complexity band; read "stretch" texts in the grades 6–8 text complexity band with scaffolding as needed.	Not in HCPS III
Standard 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes					Standards for Language 5	

HCPS III Language Arts-Common Core English Language Arts Cross Walk-GRADE 5- Reading and Language Standards

	Vocabulary and Concept Development				
	5.1.1-Use new grade-appropriate vocabulary learned through reading print and online resources and word study, including meanings of roots, affixes, word origins				
	Locating Sources/Gathering Information				
	5.1.2-Use a variety of grade-appropriate print and online resources to research a topic				
			Conventions in Writing and Speaking		
				5.L.1. Observe conventions of grammar and usage. a. Form and use the perfect (e.g., *I had walked, I have walked, I will have walked*) verb aspects. b. Recognize and correct inappropriate shifts in verb tense and aspect.*	Related to writing benchmark 5.4.2.
				5.L.2. Observe conventions of capitalization, punctuation, and spelling. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use underlining, quotation marks, or italics to indicate titles of works. d. Spell grade-appropriate words correctly, consulting references as needed.	Related to writing benchmarks 5.4.2-5.4.5.

7

HCPS III Language Arts-Common Core English Language Arts Cross Walk-GRADE 5- Reading and Language Standards

				5.L.3. Make effective use of language choices. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Related to 5.4.2

HCPS III Language Arts-Common Core English Language Arts Cross Walk-GRADE 5- Reading and Language Standards

				5.L.4. Determine word meanings (*based on grade 5 reading*). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *photograph*, *photosynthesis*). c. Interpret figurative language, including similes and metaphors. d. Explain the meaning of common idioms, adages, and proverbs.	5.1.1 CC much more detailed
				Vocabulary Acquisition and Use	

HCPS III Language Arts-Common Core English Language Arts Cross Walk-GRADE 5- Reading and Language Standards

			5.L.5. Understand word relationships. a. Build real-life connections between words and their various uses and meanings. b. Define relationships between words (e.g., how *smirk* is like and unlike *smile*; what items are likely to be *vast*). c. Distinguish a word from other words with similar but not identical meanings (synonyms).	5.1.1 CC is much more detailed

HCPS III Language Arts-Common Core English Language Arts Cross Walk-GRADE 5- Reading and Language Standards

					5.L.6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.	5.1.1 CC is much more detailed

Grade 5 Summary Analysis for Reading and Language Standards

HCPS III Language Arts-Common Core English Language Arts Cross Walk-GRADE 5- Reading and Language Standards

CONTENT IN THE COMMON CORE THAT IS NOT IN HCPS III

There is additional content in the fifth grade CC standards that is not in HCPS III. This content includes:

- Explaining the major difference between drama and prose,
- Explaining how images, sounds, and movements contribute to an animated or live-action adaptation of a story, comparing that version to what they "see" or "hear" from reading the text
- Comparing treatment of similar ideas and themes as well as character types and patterns of events in myths and other traditional literature from different cultures
- Attention to text complexity and the notion of reading "stretch" texts
- Explaining the relationship between two or more historical events or scientific concepts
- Analyze two accounts of the same event or topic and describe important similarities and differences in the details they provide

There is more of an emphasis on summarizing in the Common Core. The vocabulary standards in the Common Core are much more detailed then in HCPS III.

CONTENT FROM HCPS III THAT IS NOT IN THE COMMON CORE

HCPS III asks students to compare literary elements as they occur in two or more texts. The Common Core asks for these comparisons within a text. Idioms are not specifically mentioned in the Common Core grade 5 as they are in HCPS III. The Common Core does not ask students to describe similarities and differences between characters and themes in literary texts and personal or real world experiences. The language around making inferences and distinguishing between explicit and implied information is listed specifically as a fifth grade benchmark. It is found more explicating in the Common Core in grades 6 and 7 and is part of the overarching College and Career Readiness Standards, Key Ideas and Details 1.

A Sample Comparison: Grade 5 Mathematics

HCPS III	
~~5.1.1~~	~~Represent percent and ratio using pictures or objects~~
5.1.2	Use equivalent forms of ~~whole numbers,~~ fractions, ~~ratios,~~ decimals~~, and percents~~ to solve problems
5.1.3	Use models, benchmarks, and equivalent forms to judge the size of fractions and order them
5.2.1	Apply the inverse relationship between ~~addition and subtraction,~~ and multiplication and division, to solve problems
~~5.2.2~~	~~Describe situations involving multiplication and division of fractions and decimals~~
5.3.1	Multiply decimals ~~up to 3 places~~ and divide decimals ~~by whole numbers~~
5.3.2	Use a variety of strategies to multiply and divide fractions

Common Core State Standards	
5.BT.4	Read, write, and compare numbers expressed as decimals. Understand that a digit in one place represents ten times what it represents in the place to its right. *For example, 7 in the hundredths place represents 10 times as many as 7 in the thousandths place.*
5.BT.6	Write fractions in decimal notation for fractions with denominators 2, 4, 5, 8, 10, and 100.
5.BT.9	Compute sums and differences of finite decimals by expressing the decimals as fractions and adding the fractions. *For example, 0.05 + 0.91 = 5/100 + 91/100 = 96/100 or 0.96.*
5.F.1	Understand fraction equivalence: a. Multiplying the numerator and denominator of a fraction by the same nonzero whole number produces an equivalent fraction. b. Equivalent fractions correspond to the same point on a number line. *In Grade 5, all numbers lines begin with zero.* c. When the numerators of equivalent fractions are divided by their denominators, the resulting quotients are the same.
5.F.2	Identify pairs of equivalent fractions; given two fractions with unlike denominators, find two fractions with the same denominator and equivalent to each.
5.F.3	Compare and order fractions with like or unlike denominators, e.g., by finding equivalent fractions with the same denominator, and describe the sizes of fractional quantities from a context with reference to the context. *Compare using the fractions themselves, tape diagrams or number line representations, and area models.*
5.F.4	Understand that sums and differences of fractions with unlike denominators can be computed by replacing each with an equivalent fraction so that the resulting fractions have the same denominator.
5.F.5	Compute sums and differences of fractions with like or unlike denominators, and solve word problems involving addition and subtraction of fractions. Estimate fraction sums and differences to assess the reasonableness of results.
5.BT.1	Compute quotients of two-, three-, and four-digit whole numbers and two-digit whole numbers using strategies based on place value, the properties of operations, and/or the inverse relationship between multiplication and division; explain the reasoning used.
5.BT.2	Explain why division strategies and algorithms work, using place value and the properties of operations. *Include explanations supported by drawings, equations, or both. A range of reasonably efficient algorithms may be covered, not only the standard algorithm.*
5.BT.3	Use the standard algorithm to compute quotients of two-, three- and four-digit whole numbers and two-digit whole numbers, expressing the results as an equation (e.g., 145 = 11 × 13 + 2 or 120 ÷ 7 = 17 1/7).
5.BT.10	Compute sums, differences, products, and quotients of finite decimals using strategies based on place value, the properties of operations, and/or the inverse relationships between addition and subtraction and between multiplication and division; explain the reasoning used. *For example, transform 1.5 ÷ 0.3 into 15 ÷ 3 = 5*
5.BT.13	Solve word problems involving operations on decimals.
5.BT.12	Use the standard algorithm for each of the four operations on decimals (to hundredths).
5.F.6	Understand that multiplying a fraction by a/b means taking a parts of a decomposition of the fraction into b equal parts. *For example, to multiply 2/3 × 4/5 = 8/15, one may decompose a whole of size 4/5 into 3 equal parts; each part has size 4/15. Two of these parts then make 8/15, so 2/3 × 4/5 = 8/15. (In general, a/b × p/q = ap/bq.)*
5.F.7	Understand that the area of a rectangle with side lengths a/b and c/d is the product $a/b \times p/q$. This extends the area formula for rectangles to fractional side lengths, and also allows products of fractions to be represented visually as areas of rectangles.
5.F.9	Understand division of unit fractions by whole numbers and division of whole numbers by unit fractions: a. Dividing a unit fraction 1/b by a whole number a results in a smaller unit fraction 1/a × b. *For example, 1/3 ÷ 2 = 1/6 because when 1/3 is divided into 2 equal parts, the size of each part is 1/6; a third of a pound of cheese shared between two people will give each person a sixth of a pound.* b. Dividing a whole number a by a unit fraction 1/b results in a greater whole number a × b. *For example, 2 ÷ 1/3 = 6 because 6 is the number of 1/3s in 2; two pounds of cheese will make six portions of a third of a pound each. (Using the inverse relationship between multiplication and division: 2 ÷ 1/3 = 6 because 6 × 1/3 = 2.)*
5.F.10	Calculate products of fractions, and quotients of unit fractions and nonzero whole numbers (with either as divisor), and solve word problems involving these operations. Represent these operations using equations, area models and length models.
5.BT.5	Round decimals (to hundredths) to the nearest whole number.
5.BT.7	Understand that in adding or subtracting finite decimals, one adds or subtracts like units (tenths and tenths, hundredths and hundredths, etc.) and sometimes it is necessary to compose or decompose a higher value unit.
5.BT.8	Fluently find 0.1 more than a number and less than a number; 0.01 more than a number and less than a number; and 0.001 more than a number and less than a number, for numbers expressed as finite decimals.
5.BT.11	Explain why strategies and algorithms for computations with finite decimals work. *Include explanations supported by drawings, equations, or both.*
5.F.8	Explain and justify the properties of operations with fractions, e.g., by using equations, number line representations, area models, and story contexts.
5.F.11	Understand that a mixed number such as 3 2/5 represents the sum of a whole number and a fraction less than one. Because a whole number can be represented as a fraction (3 = 3/1), and the sum of two fractions is also a fraction, a mixed number also represents a fraction (3 2/5 = 3 + 2/5 = 15/5 + 2/5 = 17/5). Write fractions as equivalent mixed numbers and vice versa.

CCSS Domains for Grades K - 5: **CC** = Counting and Cardinality **OP** = Operations and the Problems they Solve **BT** = Base Ten **F** = Fractions **MD** = Measurement and Data **G** = Geometry

HCPS III	
5.4.1	Convert simple units within a system of measurement (e.g., millimeters to centimeters, feet to yard, quarts to gallons, gram to kilogram, minutes to hours, days to weeks)
~~5.4.2~~	~~Select and apply appropriate units and tools to measure angles~~
~~5.4.3~~	~~Use map scales to measure the distance between locations and make simple scale drawings~~
~~5.4.4~~	~~Estimate and measure the size of an angle~~
~~5.4.5~~	~~Use known measurements (e.g., base and height) to calculate desired measurements (e.g., area) of triangles, parallelograms, and trapezoids~~
5.4.6	Use known measurements (e.g., length, width, and height) to calculate desired measurements (e.g., surface area and volume) of rectangular solids
5.5.1	Describe the properties that define classifications of ~~three-dimensional~~ shapes ~~(e.g., cylinders have two bases that are circles)~~
~~5.5.2~~	~~Apply the understanding that the sum of the measures of the angles in any triangle is 180°~~
~~5.5.3~~	~~Classify angles (no larger than 180°) as acute, right, obtuse, or straight~~
~~5.6.1~~	~~Predict and confirm the results of combinations of flips, turns, and slides~~
~~5.6.2~~	~~Identify three-dimensional objects that have rotational symmetry and locate the rotational axis~~
~~5.7.1~~	~~Use two-dimensional nets of rectangular solids to solve surface area problems~~
5.8.1	Determine the distance between points along horizontal and vertical lines of a coordinate system
~~5.9.1~~	~~Analyze patterns and functions and use generalizations to make reasonable predictions~~
~~5.9.2~~	~~Describe situations in which the relationship between two quantities vary directly or inversely~~
~~5.10.1~~	~~Use a variety of strategies to solve number sentences with unknowns~~
~~5.10.2~~	~~Model problem situations with objects or manipulatives and use representations (e.g., graphs, tables, equations) to draw conclusions~~
~~5.10.3~~	~~Describe situations with constant or varying rates (e.g., miles per hour, items per box)~~
~~5.11.1~~	~~Collect and display data in circle graphs~~
~~5.11.2~~	~~Recognize the difference in representing numeric data and categorical data and select appropriate representations to display each type of data~~
~~5.12.1~~	~~Determine the range, median, mode, and mean for a data set~~
~~5.12.2~~	~~Compare different representations of the same data and evaluate how well each representation shows important aspects of the data~~
~~5.13.1~~	~~Design studies to further investigate the conclusion/predictions made based on data~~
~~5.14.1~~	~~Use fractions, decimals, and percents to indicate the probability of events~~
~~5.14.2~~	~~Determine all possible outcomes of a simple compound event~~

Common Core State Standards	
5.MD.2	Understand that when measuring a quantity, if a smaller unit is used, more units must be iterated to measure the quantity in those units.
5.MD.3	Convert among different-sized standard measurement units within a given measurement system (e.g., feet to yards, centimeters to meters) and use conversion in solving multi-step word problems.
5.MD.1	Understand that quantities expressed in like units can be added or subtracted giving a sum or difference with the same unit; different quantities may be multiplied to obtain a new kind of quantity (e.g., as when two lengths are multiplied to compute an area, or when an area and a length are multiplied to compute a volume).
5.MD.4	Understand concepts of volume measurement: a. A cube with side length 1 unit (a unit cube) is said to have "one cubic unit" of volume, and can be used to measure volume. b. The volume of a right rectangular prism with whole-unit side lengths can be found by packing it with unit cubes and using multiplication to count their number. *For example, decomposing a right rectangular prism 3 length units wide by 5 units deep by 2 units tall shows that its volume is 3 × 5 × 2 cubic units. The base of the prism has area 3 × 5 square units, so the volume can also be expressed as the height times the area of the base.* c. When measuring a volume, if a smaller unit is used, more units must be iterated to measure the volume in those units. d. If a solid figure is decomposed into several disjoint pieces, then the volume enclosed by the figure can be found by adding the volumes of the pieces (when these volumes are expressed in the same units).
5.MD.5	Decompose right rectangular prisms into layers of arrays of cubes; determine and compare volumes of right rectangular prisms, and objects well described as right rectangular prisms, by counting cubic units (using cm3, m3, in3, ft3, and improvised units).
5.G.3	Understand that properties belonging to a category of plane figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
5.G.4	Classify plane figures in a hierarchy based on properties.
5.G.1	Understand that a pair of perpendicular number lines, called axes, defines a coordinate system. a. Their intersection is called the origin, usually arranged to coincide with the 0 on each line. b. A given point in the plane can be located by using an ordered pair of numbers, called its coordinates. The first number indicates how far to travel from the origin in the direction of one axis, the second number indicates how far to travel in the direction of the second axis. c. To avoid ambiguity, conventions dictate that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).
5.G.2	Graph points in the first quadrant of the coordinate plane, and identify the coordinates of graphed points. Where ordered pairs arise in a problem situation, interpret the coordinate values in the context of the situation.
5.MD.6	Make a dot plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in dot plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

CCSS Domains for Grades K - 5:

CC = Counting and Cardinality **OP** = Operations and the Problems they Solve **BT** = Base Ten **F** = Fractions **MD** = Measurement and Data **G** = Geometry

Board of Education
State of Hawai'i, Department of Education

BOE Policies

P.O. Box 2360
Honolulu, HI 96804
(808) 586-3332
Fax: (808) 586-3433

Email the BOE

Title: High School Graduation Requirements And Commencement Policy
Series : 4500 SERIES-STUDENT PERFORMANCE AND ACHIEVEMENT
Policy #: 4540

BOE Home
About the BOE
Document Library
Meeting Notices
Meeting Minutes
Submit Testimony
Ombudsman
Member Profiles
Media Library
Site Map
Members

Note: This version of Board Policy 4540, Graduation and Related, shall apply to students graduating in School Years 2005-2006, 2006-2007, 2007-2008, and 2008-2009. See Board Policy 4540, High School Graduation Requirements and Commencement, which shall take effect School Year 2006-2007, and shall apply to students beginning with the incoming ninth grade class.

4540

GRADUATION AND RELATED

POLICY

A. Requirements for Graduation. The minimum requirements for graduation from high school, grades 9-12, are:

1. Twenty-two (22) credits of the following courses.

a. English 4.0 credits
Social Studies 4.0 credits
Mathematics 3.0 credits
Science 3.0 credits
Physical Education 1.0 credits
Health 0.5 credits
Guidance 0.5 credits

b. Elective credits (6)

2. Demonstrated mastery of essential competencies.

a. Competencies are the basic standards of proficiency required of students who have completed course and credit requirements.

b. Mastery shall be determined in accordance with established Department procedures.

B. Commencement Exercises. Commencement exercises may be scheduled any time after the last day of school for seniors. The last day of school for seniors shall be set by the Department. Students shall be permitted to participate in commencement exercises if they (1) meet the requirements for a diploma or a certificate, (2) have fulfilled their financial obligations, and (3) meet other conditions, established by the Department, which meet the standards of clarity, reasonableness, and justifiability.

Former Code No. 5127
Approved: 5/47
Amended: 1/59, 6/59, 6/60, 9/60, 2/64, 8/78, 3/88, 3/97

Note: This version of Board Policy 4540, High School Graduation Requirements and Commencement, shall take effect School Year 2006-2007, and shall apply to students beginning with the incoming ninth grade class.

4540

HIGH SCHOOL GRADUATION REQUIREMENTS AND COMMENCEMENT POLICY

A. Requirements for High School Graduation. The purpose of high school graduation requirements is to establish rigorous standards of learning that will enable all public school students to meet the vision of a Hawaii public school graduate. All Hawaii public school graduates will:

· Realize their individual goals and aspirations;
· Possess the attitudes, knowledge, and skills necessary to contribute positively and
compete in a global society;
· Exercise the rights and responsibilities of citizenship; and
· Pursue post-secondary education and/or careers without need for

remediation.

Students who demonstrate proficiency in the Hawaii Content and Performance Standards and General Learner Outcomes in the required courses shall receive a high school diploma. Students who meet additional requirements established by the Board of Education shall receive a Board of Education Recognition Diploma. Proficiency shall be determined in accordance with established Department of Education procedures.

The minimum course and credit requirements to receive a high school graduation diploma and the minimum course and credit requirements to receive a Board of Education Recognition Diploma are:

Course Requirements	High School Diploma	Board of Education Recognition Diploma
English *	4.0 credits	4.0 credits
Social Studies **	4.0 credits	4.0 credits
Mathematics	3.0 credits	3.0 credits
Science	3.0 credits	3.0 credits
World Language **Fine Arts** **Career and Technical Education**	2.0 credits in one of the specified courses	2.0 credits in one of the specified courses
Senior Project	Not required	1.0 credit
Physical Education ***	1.0 credit	1.0 credit
Health	0.5 credit	0.5 credit
Personal/Transition Plan	0.5 credit	0.5 credit
Electives	6.0 credits	6.0 credits
Total	24.0 credits	25.0 credits

* English shall include English Language Arts 1 (1.0 credit) and English Language Arts 2 (1.0 credit).

** Social Studies shall include Modern History of Hawaii (0.5 credit)

and Participation in a Democracy (0.5 credit).

*** Physical Education shall include required Physical Education (0.5 credit) and a required Physical Education elective (0.5 credit).

A Board of Education Recognition Diploma shall be issued to students who meet the course and credit requirements and attain a cumulative grade point average (GPA) of 3.0 or higher.

High school diplomas may be granted to 16-year-olds and 17-year-olds who have qualified for graduation through adult schools.

The graduation requirements for students with disabilities shall be determined by the student's Individualized Education Program (IEP).

B. Commencement Exercises. Commencement exercises may be scheduled any time after the last day of school for seniors. The last day of school for seniors shall be set by the Department of Education. Students shall be permitted to participate in commencement exercises if they: (1) meet the requirements for a diploma or a certificate; (2) have fulfilled their financial obligations; and (3) meet other conditions, established by the Department of Education, which meet the standards of clarity, reasonableness, and justifiability.

Former Code No. 5127
Approved: 5/47
Amended: 1/59, 6/59, 6/60, 9/60, 2/64, 8/78, 3/88, 3/97, 6/04

Note: This version of Board Policy 4540, High School Graduation Requirements and Commencement, shall take effect School Year 2009-2010, and shall apply to students beginning with the incoming ninth grade class.

HIGH SCHOOL GRADUATION REQUIREMENTS AND COMMENCEMENT POLICY

A. Requirements for High School Graduation. The purpose of high school graduation requirements is to establish rigorous standards of learning that will enable all public school students to meet the vision of a Hawaii public school graduate. All Hawaii public school graduates will:

· Realize their individual goals and aspirations;
· Possess the attitudes, knowledge, and skills necessary to contribute positively and
compete in a global society;
· Exercise the rights and responsibilities of citizenship; and
· Pursue post-secondary education and/or careers without need for remediation.

Students who demonstrate proficiency in the Hawaii Content and Performance Standards and General Learner Outcomes in the required courses shall receive a high school diploma. Students who meet additional requirements established by the Board of Education shall receive a Board of Education Recognition Diploma. Students who meet additional requirements established by the Board of Education and attain a cumulative grade point average (GPA) of 3.0 or higher shall receive a Board of Education Recognition Diploma with Honors. Proficiency shall be determined in accordance with established Department of Education procedures.

The minimum course and credit requirements to receive a high school graduation diploma, the minimum course and credit requirements to receive a Board of Education Recognition Diploma, and the minimum course and credit requirements to receive a Board of Education Recognition Diploma with Honors are:

Course Requirements	High School Diploma	Board of Education Recognition Diploma (Voluntary)	Board of Education Recognition Diploma with Honors (Voluntary)
English	4.0 credits including English Language Arts 1 (1 credit) and	4.0 credits English Language Arts 1 (1 credit), English	4.0 credits English Language Arts 1 (1 credit), English

	ELA 2 (1 credit)	Language Arts 2 (1 credit), and Expository Writing (0.5 credit) or the equivalent*	Language Arts 2 (1 credit), and Expository Writing (0.5 credit) or the equivalent*
Social Studies	4.0 credits including Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit)	4.0 credits including Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit)	4.0 credits including Modern History of Hawaii (0.5 credit) and Participation in a Democracy (0.5 credit)
Mathematics	3.0 credits	4.0 credits including, as a minimum, Algebra 1, Geometry, and Algebra II or the equivalent	4.0 credits including, as a minimum, Algebra 1, Geometry, and Algebra II or the equivalent
Science	3.0 credits	3.0 credits including 2.0 credits in Biology, Chemistry, and/or Physics	3.0 credits including 2.0 credits in Biology, Chemistry, and/or Physics
World Language **Fine Arts** **Career and Technical Education**	2.0 credits in one of the specified courses	2.0 credits in one of the specified courses	2.0 credits in one of the specified courses
Senior Project	Not required	1.0 credit	1.0 credit
Physical Education	1.0 credit including required Physical	1.0 credit including required Physical	1.0 credit including required Physical

	Education (0.5 credit) and required Physical Education elective (0.5 credit)	Education (0.5 credit) and required Physical Education elective (0.5 credit)	Education (0.5 credit) and required Physical Education elective (0.5 credit)
Health	0.5 credit	0.5 credit	0.5 credit
Personal/ Transition Plan	0.5 credit	0.5 credit	0.5 credit
Electives	6.0 credits	5.0 credits	5.0 credits
Total	24.0 credits	25.0 credits	25.0 credits
Other		Meet standard on Algebra II End of Course Exam	Meet standard on Algebra II End of Course Exam

*Advanced Placement Language and Composition, Advanced Placement Literature and Composition, and International Baccalaureate Language A1 Higher and Standard Levels can be used to meet the Expository Writing requirement.

A Board of Education Recognition Diploma shall be issued to students who meet the course and credit requirements.

A Board of Education Recognition Diploma with Honors shall be issued to students who meet the course and credit requirements and attain a cumulative grade point average (GPA) of 3.0 or higher.

High school diplomas may be granted to 16-year-olds and 17-year-olds who have qualified for graduation through adult schools.

The graduation requirements for a high school diploma for students with disabilities shall be the same as students without disabilities. The student's Individualized Education Program (IEP) shall determine the services and supports required by students with disabilities to pursue a high school diploma or a certificate of completion.

B. Commencement Exercises. Commencement exercises may be

scheduled any time after the last day of school for seniors. The last day of school for seniors shall be set by the Department of Education. Students shall be permitted to participate in commencement exercises if they: (1) meet the requirements for a diploma or a certificate; (2) have fulfilled their financial obligations; and (3) meet other conditions, established by the Department of Education, which meet the standards of clarity, reasonableness, and justifiability.

Former Code No. 5127
Approved: 5/47
Amended: 1/59, 6/59, 6/60, 9/60, 2/64, 8/78, 3/88, 3/97, 6/04, 03/06/08

Education Opportunity Audit: Executive Report

Kea'au High School

The road to rigor: Kea'au's commitment to reform

Our schools are calling out for change, and educational leaders across the islands of Hawai'i have heeded this call, committing to the goal of college and career readiness for all students. To realize this bold vision, the Hawai'i Board of Education (BOE) in 2003 began the process of instituting diploma requirements aligned to the demands of a 21st century economy. With Policy 2407, the BOE committed to preparing all students not only for proficiency on state standards but also for college and career preparation. State leaders subsequently passed SB688, which directed P-20 leaders to strengthen dramatically the existing high school curriculum. Initially, the executive director of the P-20 initiative and senior staff at the Department of Education contacted The Education Trust–West (ETW) to assist in analyzing the current educational experiences and outcomes for two high schools, Kea'au and Konawaena. These schools will serve as demonstration sites for implementing a college and career-readiness curriculum for all students.

With Kea'au High School, Complex Area leaders and BOE officials have come together to chart an ambitious path toward graduating all students ready for college and careers. By working to improve the educational outcomes of all students—56 percent of whom are low-income and 23 percent of whom are in special education programs—Kea'au High School is among those leading the charge for equity and improved performances for some of the most marginalized student populations in Hawai'i.

This movement to prepare all students for college and careers is both timely and undeniably important. The trajectory of the global economy is changing the type of future young people in Hawai'i can seek. Increasingly, the jobs that pay a living wage require some type of postsecondary education, and the jobs that do not are disappearing. As young workers enter the workforce and progress in their careers, they will need to know more and do more than their peers from earlier generations. The more complex workplace requires every young person to possess the knowledge and problem-solving capabilities that once were reserved for a select few.

What this means, simply, is that it no longer is acceptable to prepare some young people for college and others for careers. The divisions between "college ready" and "career ready" are increasingly irrelevant and immaterial.

Schools must change accordingly. Translating these principles into standards and tangible academic programs may be a demanding process, but it is far from impossible. All students must have access to a rigorous, high-level curriculum and develop the knowledge, critical thinking,

and problem-solving skills that are essential both to postsecondary work and to a living-wage career.

The 2013 Board of Education (BOE) Recognition Diploma requirements, a 25-course sequence in ten different content areas, contain the rigor high school students need. These requirements, in conjunction with the admission requirements to the University of Hawai'i–Manoa, represent both an ambitious target and a navigable path to raise expectations and outcomes for all Hawai'i students. For Hawai'i to remain economically competitive, this more rigorous course sequence must become the default curriculum and minimum graduation requirement for all high school students. Across the state, visionary school and Complex Area leaders have begun to take the steps necessary to make a more rigorous, college and career-prep curriculum the standard for all students.

Hawai'i faces a daunting array of challenges in the years ahead. Clearly, a highly educated, highly skilled workforce remains central to the ability to grow Hawai'i's economy. It remains inexplicable that some still doubt whether we should be teaching our children to the highest levels of academic rigor.

The good news is that all major stakeholders in Kea'au understand the overarching importance of this work. In focus groups convened by The Education Trust–West, teachers, counselors, parents, and students repeatedly emphasized the importance of high academic standards. They affirmed their belief that all young people could successfully complete a college and career-preparatory high school curriculum.

Parents in focus groups said they expected their children to attend college, and participating students echoed these aspirations. Indeed, while students often were uncertain of the courses and other requirements for college admission, they believed they were capable of meeting all the requirements of a college preparatory curriculum and wanted the opportunity to do so.

The parents also expressed concern about the lack of preparation for life after high school that their students are currently receiving. They felt that Kea'au teachers and staff must commit themselves to making meaningful connections between academic skills and life skills. Parents acknowledged that they needed to become more involved and said they hoped to receive more and better information from school leaders.

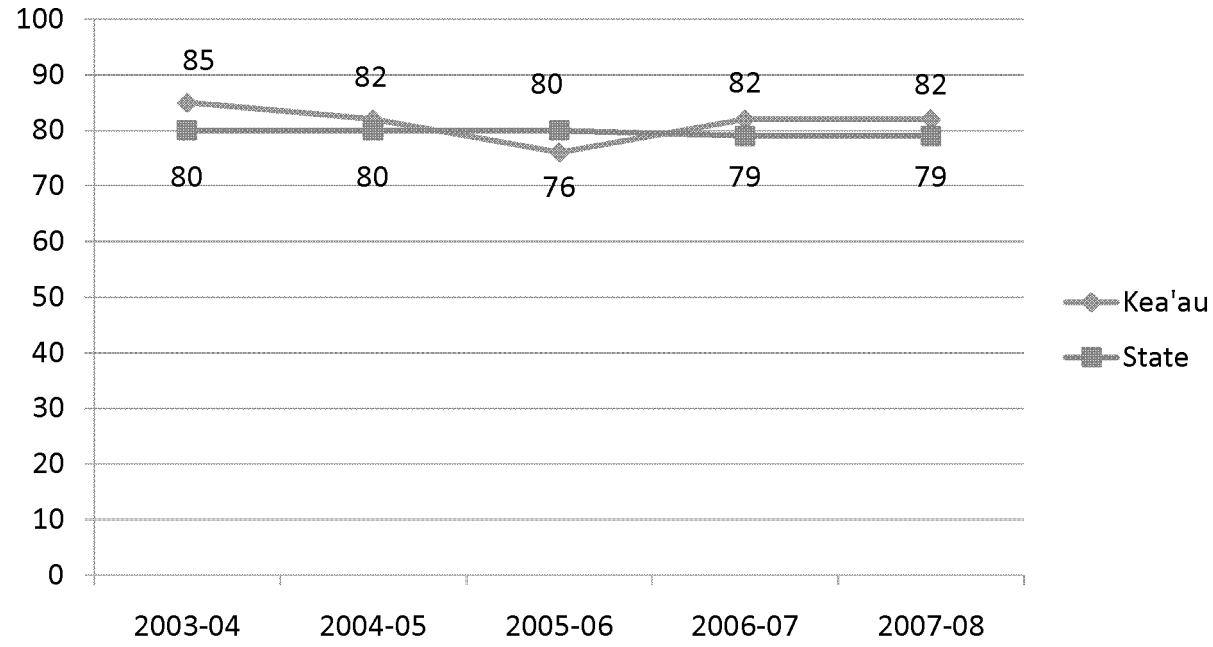
Teachers and counselors alike stressed the need for reform at Kea'au. While acknowledging the burden of unaligned reform efforts, Kea'au teachers believed the school could act as a stabilizing force in the community. They stressed the importance of high expectations for all students, data-driven decision making, and an increase in rigorous course offerings combined with the necessary support structures to ensure widespread student success. All of this can be accomplished under the guidance of strong, committed leadership.

Where we are now: Student achievement at Kea'au

Before leaders at Kea'au and across Hawai'i can develop a comprehensive, nuanced plan to implement a college and career-readiness curriculum, all stakeholders must have a clear sense of how students are currently performing. Together with the Kea'au data team, ETW studied senior transcripts, as well as a host of publicly available data to gain an accurate picture of what happens as Kea'au students journey through high school.

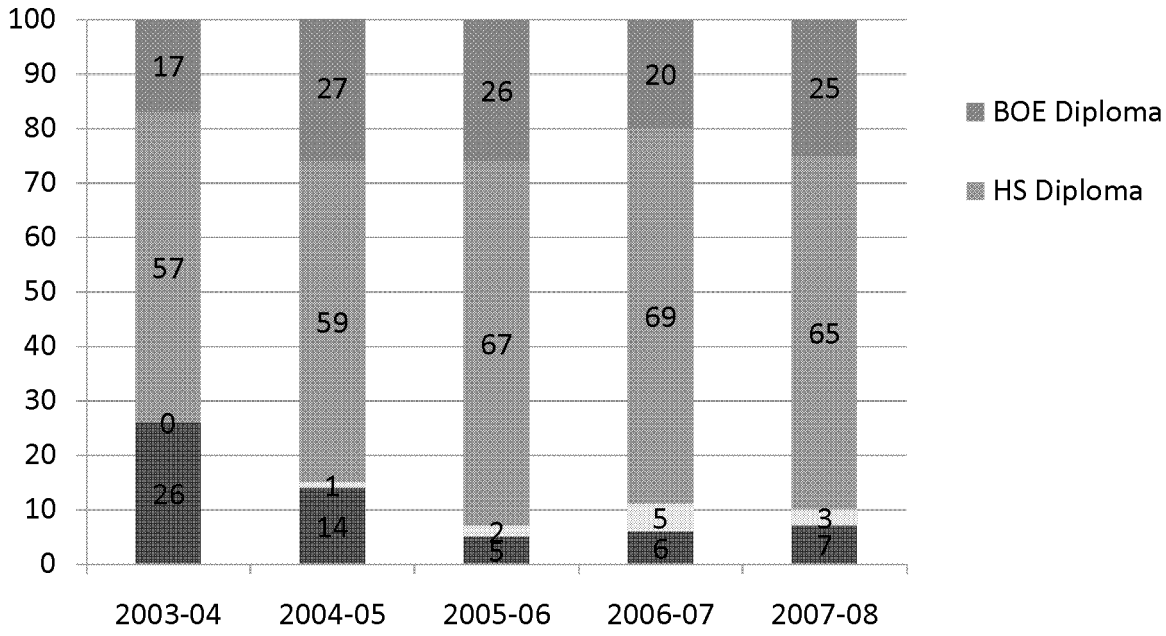
Across Hawai'i, 79 percent of the class of 2008 graduated within four years; at Kea'au, 82 percent did so (see Figure 1). Still, only 25 percent of Kea'au students met the more rigorous BOE Recognition Diploma requirements (see Figure2). These success rates demonstrate a profound and troubling disparity in student outcomes.

Figure 1: Kea'au High School graduation rates are slightly higher than the Hawai'i state average, 2003-08



Source: Accountability Resource Center Hawai'i (ARCH), Hawai'i Department of Education.

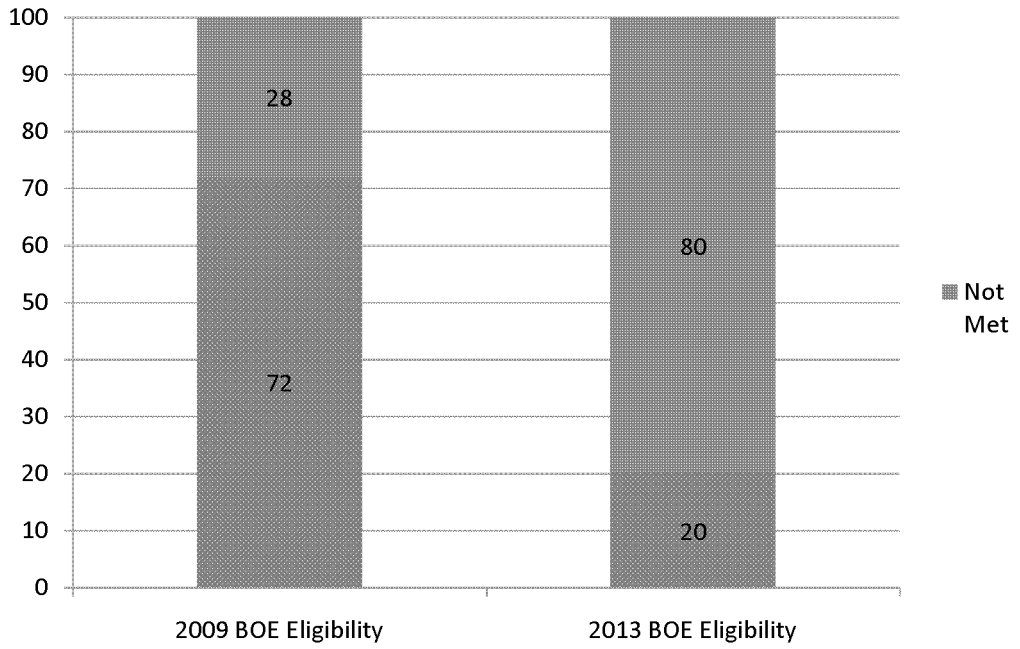
Figure 2: Kea'au completion rates by type of diploma or certificate, 2003-08



Source: Accountability Resource Center Hawai'i (ARCH), Hawai'i Department of Education.

Without substantial reform, these patterns will most likely continue. ETW analyzed transcripts from the class of 2009 and calculated a projected eligibility for successful completion of both the 2009 and 2013 BOE diploma requirements. While 72 percent of seniors are eligible for the 2009 BOE diploma, only 20 percent would be eligible for the more rigorous 2013 BOE diploma (see Figure 3).

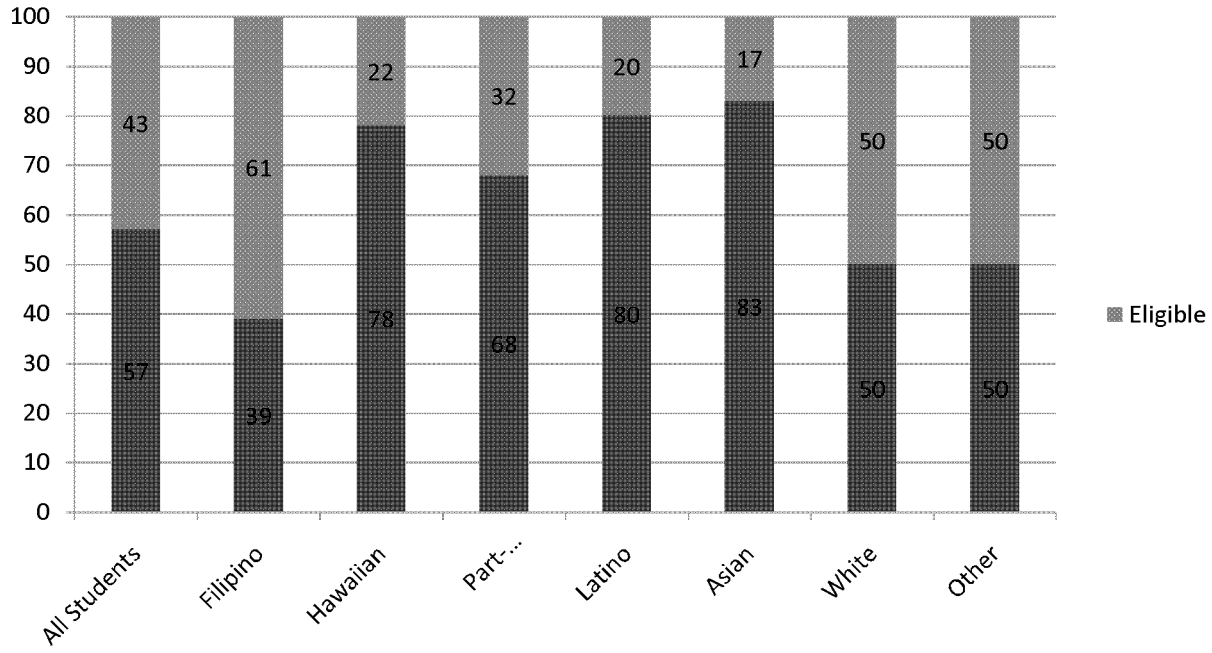
Figure 3: Class of 2009 senior class eligibility for 2009 BOE and 2013 BOE Recognition Diploma



Source: Ed Trust-West analysis of Kea'au transcripts.

Additionally, the transcript analysis reveals that 43 percent of the class of 2009 meets the eligibility requirements for the University of Hawai'i–Manoa (UH–M). Beneath this average lies a clear achievement gap. Filipino (61 percent) and white students (50 percent) have the highest UH–M eligibility rates, while Asian (17 percent), Latino (20 percent), and Hawai'ian (22 percent) students have the lowest (see Figure 4).

Figure 4: Projected UH–Manoa eligibility by ethnicity, 2008-09



Source: Ed Trust-West analysis of Kea'au transcripts.

These rates of eligibility—both for the 2013 BOE diploma and UH–M admission—represent an unacceptably low level of success and clearly reveal the extent of work to accomplish to improve access to and achievement in a rigorous high school curriculum.

Coming up short: Chokepoints and barriers to college readiness

The comprehensive transcript analyses ETW conducted with the Kea'au data team revealed several conditions and institutional practices that impede students' access to a rigorous, college-prep high school curriculum.

Graduation requirement chokepoints: The greatest barrier to increasing the proportion of students who graduate ready for college can be found in the gaps between the general diploma requirements and the more rigorous and extensive BOE Recognition Diploma and UH–M admission requirements. In mathematics, both the BOE and UH–M requirements call for coursework through Algebra 2; the general diploma does not require a student to advance to any particular level of work. In science, the BOE diploma requires three credits, two of which must be biology, chemistry, or physics; the general diploma does not require any specific coursework, and students may satisfy the graduation requirements with low-rigor, non-laboratory science courses. Similar patterns are evident in English, wherein the required number of courses remains constant between general diploma requirements and the BOE and UH–M admission

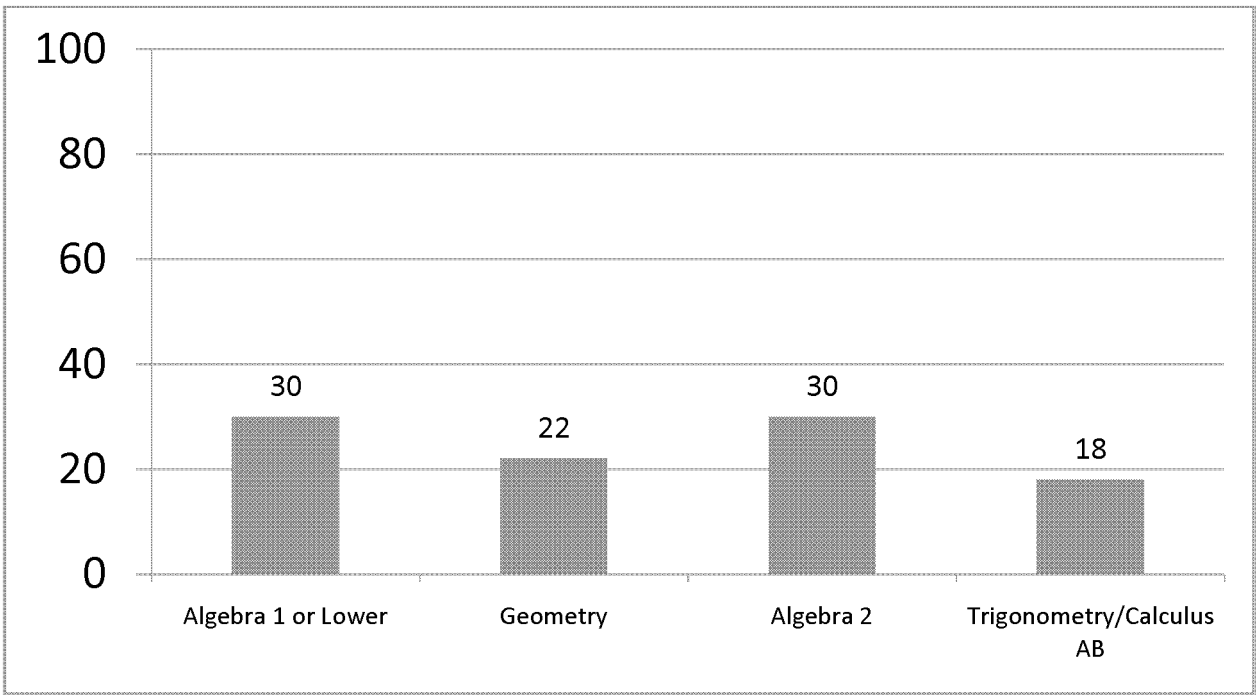
requirements, but the general diploma can be earned through non-rigorous, non-college-preparatory coursework.

Because students can satisfy Kea'au's general graduation requirements with low-level courses, many journey through high school without undertaking the more rigorous college prep coursework in which they may otherwise succeed.

Course-taking patterns and chokepoints: A school's master schedule lays the foundation for teaching and learning. While it is not always clear how the underlying decisions regarding schedules are made, the Kea'au High School master schedule reveals additional barriers to student acquisition of a college-preparatory curriculum.

In mathematics, students often undertake a "regressive math sequence," enrolling in increasingly lower level courses from one year to the next. Less than half (48 percent) of Kea'au's class of 2009 completed math courses at or above Algebra 2—the level needed for admission to UH–M as well as the 2013 BOE Recognition Diploma. Nearly one-third of students (30 percent) completed a math course no higher than Algebra 1 (see Figure 5). This lack of rigorous coursework represented the most frequent course-taking chokepoint.

Figure 5: Highest Math Course Completion - Less than half of Kea'au Seniors Completed Algebra 2 or Higher over their four years



While most prevalent in math, the lack of high expectations for all students is nowhere more evident than in the proliferation of senior-year course-taking patterns that are devoid of all rigor and meaningful academic work (see Table 1).

Table 1: Senior Schedules Lacking Rigor

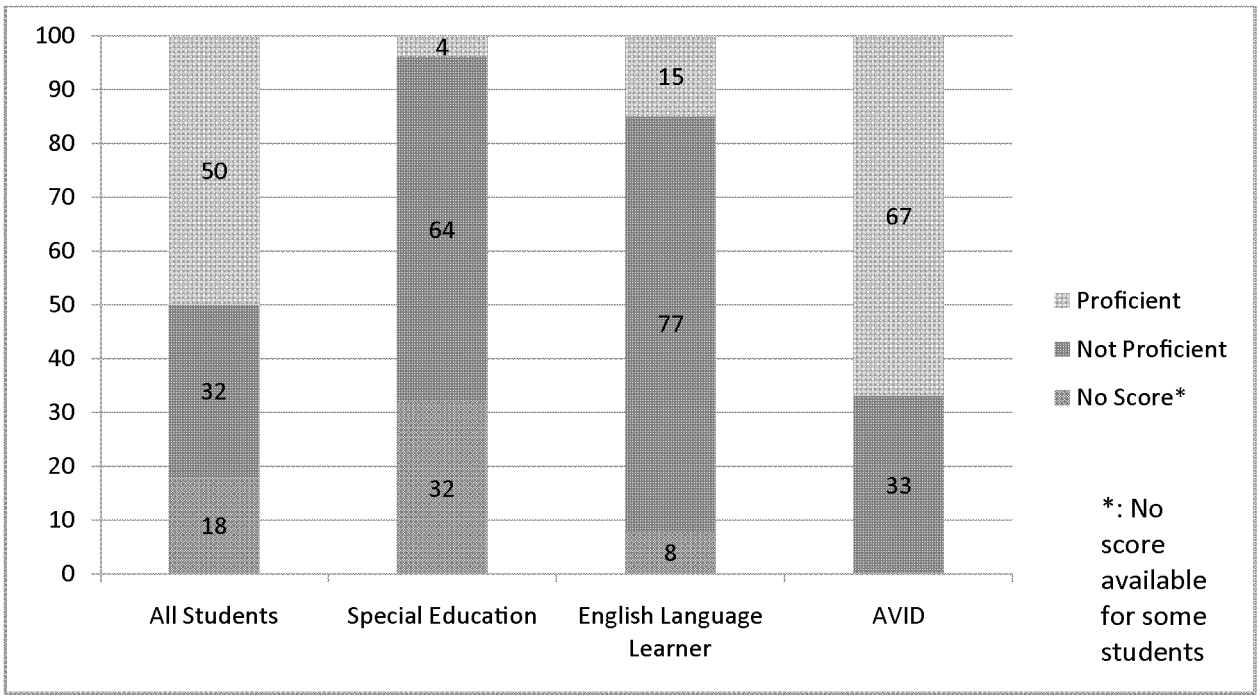
Student A	Student B	Student C
School Service	Weight/ Resistance Training	Team Sports
School Service	School Service	Off Campus
School Service	Fashion Design	Sociology
Geography/Global Studies	School Service	Off Campus
Eng Lang Arts 4 (Gr 12)	School Service	Spanish 3A
Off Campus	Off Campus	Off Campus
School Service	Eng Lang Arts 4 (Gr 12)	Eng Lang Arts 4 (Gr 12)
Advisory	Advisory	Advisory

Source: Ed Trust-West analysis of Kea'au transcripts.

Intervention chokepoints: Kea'au High School provides little support for students who are struggling academically. Many students who earn a grade of F during the first two grading periods often finish with a D of questionable authenticity. For those who continue to struggle, the intervention of choice is to repeat the course.

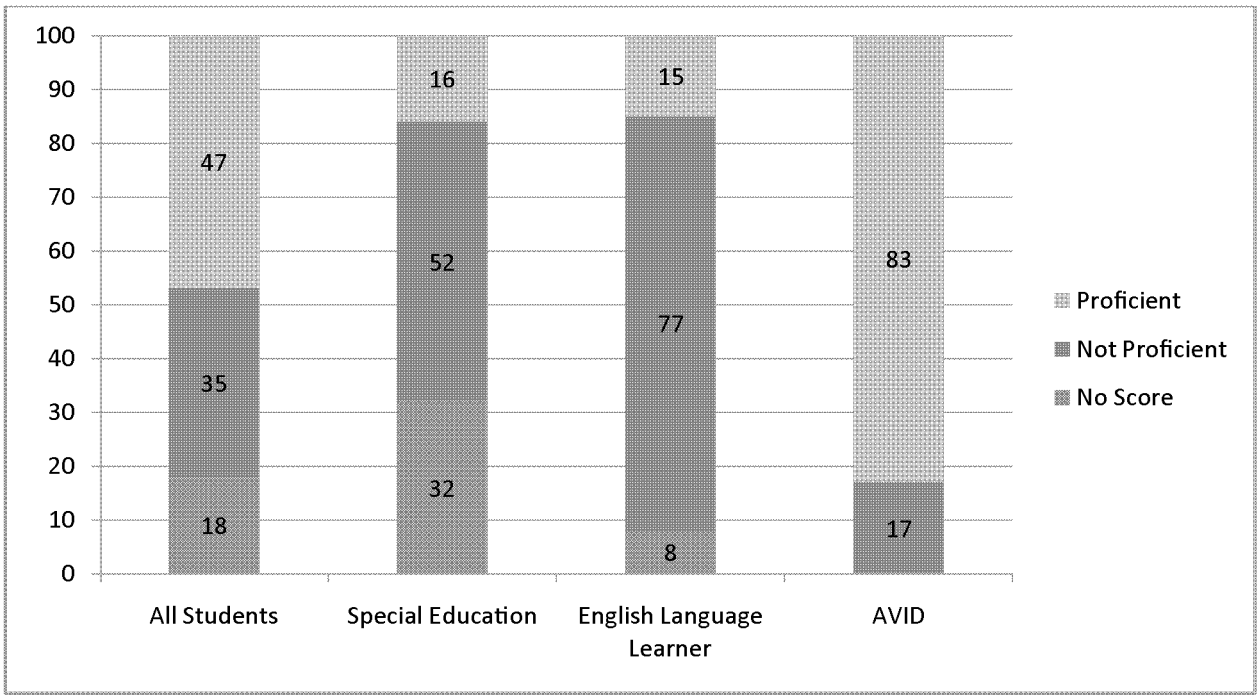
This lack of meaningful intervention, coupled with the lack of processes and mechanisms to evaluate their effectiveness, is problematic and troubling. Worse still, it disproportionately affects English-language learners (ELLs) and special education students. These student groups, which comprise 8 percent and 16 percent of the class of 2009 respectively, typically complete a less rigorous course sequence than their peers. The vast majority of ELL and special education students fail to reach proficiency in both reading and math (see Figures 6 and 7).

Figure 6: 2007 10th Grade HSA Reading Results. Special Education and ELL students less likely than AVID students to reach proficiency in reading



***Source*: Ed Trust-West analysis of Hawai'i Department of Education data.**

Figure 7: 2007 10th Grade HSA Mathematics Results. Special education and ELL students are less likely than AVID students to reach proficiency in math



***Source*: Ed Trust-West analysis of Hawai'i Department of Education data.**

What's next: Removing barriers and improving access

The Education Opportunity Audit (EOA) establishes a strong foundation and serves as a baseline for development of the "Blueprint for Implementation of the College-Ready and Career-Ready Curriculum for All Students." The blueprint is the action plan that will detail the steps necessary to transform the current course-taking patterns to the point where all students are enrolled in the full complement of courses required to be ready for a variety of postsecondary options.

As Kea'au High School, and indeed all the islands of Hawai'i, enters this next critical phase, school and Complex Area leaders will need to undertake and address eight key priorities.

1) *Change graduation requirements to align with the 2013 BOE Recognition Diploma and admission requirements to the University of Hawai'i–Manoa.*

   Among all the chokepoints and barriers, the gap between the courses Kea'au requires for graduation and the courses required for UH–M admission remains the most pervasive—and the most damaging. Continuously emerging research and the experience of high-performing schools and districts across the nation confirm that student performance will conform to the level of adult expectations. To prepare all students for college and careers,

both Kea'au and Complex Area leaders must require the necessary rigorous coursework for all students and cease to make it the exception for a select few.

2) *Develop early warning systems to identify struggling students as soon as possible.*

The initiative to prepare all students for college and careers cannot succeed solely as a high school endeavor. Not only must K-8 and preschool educators increase their expectations and the rigor of their instructional program, but Kea'au leaders must develop the systems to identify struggling students *before* they reach high school. Whether this entails a more effective data system, greater articulation between grades, increased communication, or more opportunities for professional development, students must not be allowed to languish in underachievement year after year while the opportunities for postsecondary success become further out of reach.

3) *Implement effective student supports.*

Some Kea'au students will require more support to experience success in a rigorous college and career-preparatory course sequence. All stakeholders cited the need to develop and implement effective systems capable of identifying struggling students early, remediating their academic difficulties, and putting them in a position to move forward. These supports may include shadow classes, targeted use of 0-period/seventh-period courses, and opportunities for students who live far from school to receive additional transportation opportunities so they may remain on campus later in the day. Regardless of which individual steps are taken, however, all supports must be evaluated and monitored for effectiveness and impact on student achievement.

4) *Implement effective teacher supports.*

Teachers and students at Kea'au agree that instructional rigor and expectations in general must increase across the school. Doing so will require a wide-reaching initiative, but a critical component must entail providing Kea'au teachers with greater access to effective professional development. Indeed, as Kea'au institutes a more rigorous high school curriculum, additional and varied teacher support will be critical. Teachers should have input into the process of selecting high-quality professional development, and strong measures must be in place to ensure all teachers are accountable for bringing their increased knowledge and skill into the classroom. Ineffective professional development offered by the school and Complex area must be stopped and these resources could be allocated to supports for teachers that actually impact student learning.

5) *Develop an effective community outreach strategy.*

The focus groups and community conversation confirmed that Kea'au families want students to leave high school prepared for college and careers. Moreover, all stakeholders said they believe that all students should take a course sequence that makes this possible. Kea'au and Complex Area leaders must improve communication with families and existing community-based organizations, particularly with regard to the details and importance of a college and career-prep course sequence. This outreach should include involving the community early in the process of developing new policy, as well as working to counter some of the negative associations with which Kea'au has been burdened in the past. Outreach is crucial for Kea'au in light of the size of the area the high school serves.

6) *Improve consistency of policies, practices, and leadership.*

Kea'au is emerging from a tumultuous period, where leadership was unstable or nonexistent. The school has seen numerous reforms—some successful, others less so. The challenge for Complex Area leaders is to coalesce around a clear agenda for change and ensure that Kea'au enjoys stable and effective leadership moving forward.

7) *Prioritize resources that enable reform.*

Hawai'i, and indeed the nation, is experiencing an unprecedented fiscal crisis. This requires districts to think carefully about resource allocation and focus on reforms that matter most. Streamlining processes, eliminating ineffective programs, and committing increased Title I funds from the federal stimulus package toward the goal of a default college and career-ready curriculum will support continued reform efforts, even in the face of financial hardship. Although some reforms will mean increased costs for schools, delay and obfuscation will prove far more costly over the long term.

8) *Develop Career Technical Education and align with rigorous academic standards.*

Career Technical Education (CTE) can provide students with rigorous and relevant academic experiences if implemented thoughtfully. Kea'au offers a wide variety of CTE courses within several career pathways, but there is little evidence of connected course completion or rigorous academic standards for these courses. The hodgepodge of courses typically taken by Kea'au students results in no tangible skills or certification that can serve students in the future. By developing articulation agreements with community colleges, Kea'au students will graduate with the necessary preparation to progress in their career path through postsecondary training. Along with developing more rigorous standards for these courses, ensuring that the staff are aware of the pathways offered and

how they can supplement the college and career ready curriculum for all students is crucial to the success of the CTE program.

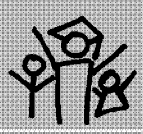
SPECIAL REPORT

Konawaena High School

EDUCATIONAL OPPORTUNITY AUDIT REPORT

EXECUTIVE SUMMARY

MAY 2009



The Education Trust–West

Executive Summary

THE ROAD TO RIGOR: KONAWAENA'S COMMITMENT TO REFORM

Our schools are calling out for change, and educational leaders across the islands of Hawai'i have heeded this call, committing to the goal of college and career readiness for all students. To realize this bold vision, the Hawai'i Board of Education (BOE) in 2003 began the process of instituting diploma requirements aligned to the demands of a 21st century economy. With Policy 2407, the BOE committed to preparing all students not only for proficiency on state standards but also for college and careers. State leaders subsequently passed SB688, which directed P-20 leaders to strengthen dramatically the existing high school curriculum.

Initially, the executive director of the P-20 initiative and senior staff at the Department of Education contacted The Education Trust–West (ETW) for assistance in analyzing the current educational experiences and outcomes for two high schools, Konawaena and Kea'au. These schools will serve as demonstration sites for implementing a college and career-readiness curriculum for all students.

With Konawaena High School, complex-area leaders and BOE officials have come together to chart an ambitious path toward graduating all students ready for college and careers. By working to improve the educational outcomes of all students—33 percent of whom are low-income and 13 percent of whom are in special education programs—Konawaena High School is among those leading the charge for equity and improved performances for some of the most marginalized student populations in Hawai'i.

This movement to prepare all students for college and careers is both timely and undeniably important. The trajectory of the global economy is changing the type of future young people in Hawai'i can seek. Increasingly, the jobs that pay a living wage require some type of postsecondary education, and the jobs that do not are disappearing. As young workers enter the workforce and progress in their careers, they will need to know more and do more than their peers from earlier generations. The more complex workplace requires every young person to possess the knowledge and problem-solving capabilities that once were reserved for a select few.

What this means, simply, is that it no longer is acceptable to prepare some young people for college and others for careers. The divisions between "college ready" and "career ready" are increasingly irrelevant and immaterial.

Schools must change accordingly. Translating these principles into standards and tangible academic programs may be a demanding process, but it is far from impossible. All students must have access to a rigorous, high-level curriculum and develop the knowledge, critical thinking, and problem-solving skills that are essential both to postsecondary work and to a living-wage career.

The 2013 BOE Recognition Diploma requirements, a 25-course sequence in ten different content areas, contain the rigor high school students need. These requirements, in conjunction with the admission requirements to the University of Hawai'i–Manoa (UH–M), represent both an ambitious target and a navigable path to raise expectations and outcomes for all Hawai'i students. For Hawai'i to remain economically competitive, this more rigorous course sequence must become the default curriculum and minimum graduation requirement for all high school students. Across the state, visionary school and complex-area leaders have begun to take the steps necessary to make a more rigorous, college and career-prep curriculum the standard for all students.

Hawai'i faces a daunting array of challenges in the years ahead. Clearly, a highly educated, highly skilled workforce remains central to the ability to grow the state's economy. It remains inexplicable that some still doubt whether we should be teaching our children to the highest levels of academic rigor.

The good news is that all major stakeholders in Konawaena High School understand the overarching importance of this work. In focus groups convened by The Education Trust–West, teachers, counselors, parents, and students repeatedly emphasized the importance of high academic standards. They affirmed their belief that all young people could successfully complete a college and career-preparatory high school curriculum.

Parents in focus groups said they expected their children to attend college, and participating students echoed these aspirations. Indeed, while students often were uncertain of the courses and other requirements for college admission, they believed they were capable of meeting all the requirements of a college-preparatory curriculum and wanted the

opportunity to do so. However, they expressed concern about their lack of preparation for life after high school because of low expectations and lack of rigor at Konawaena.

The parents also expressed concern about the level of Konawaena's educational quality. They, too, perceived the existence of low expectations. Parents acknowledged that they needed to become more involved and said they hoped to receive more and better information from school leaders. Finally, they found the lack of nearby colleges troublesome in that students would have to leave home to attend college.

Teachers commented on the sense of community and family ("Ohana") at Konawaena. But they also stressed the need for reforms. Although they acknowledged the lack of universal high expectations for students, they confirmed the importance of such expectations. They said an increase in rigorous course offerings combined with the necessary support structures could help ensure widespread student success. Strong, committed leadership and regular communication with the staff also are necessary elements, they suggested.

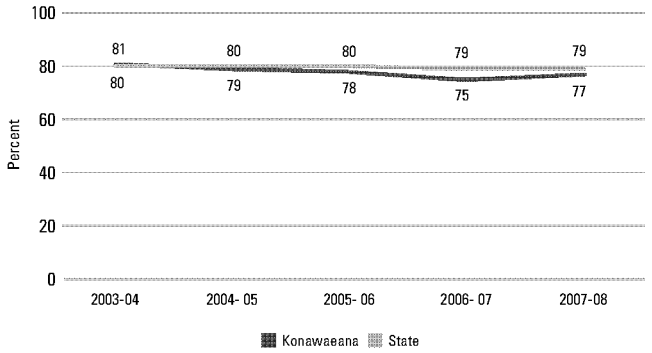
Where we are now: Student achievement at Konawaena

Before leaders at Konawaena and across Hawai'i can develop a comprehensive plan to implement a college and career-readiness curriculum, all stakeholders must have a clear sense of how students are currently performing. Together with the Konawaena data team, ETW studied senior transcripts, master schedules, and other pertinent artifacts as well as a host of publicly available data to gain an accurate picture of what happens as Konawaena students journey through high school.

Across Hawai'i, 79 percent of the class of 2008 graduated within four years; at Konawaena, 77 percent did so (see Figure 1). Still, in 2007-08 only 31 percent of Konawaena students met the more rigorous BOE Recognition Diploma requirements (see Figure 2). These success rates demonstrate a profound and troubling disparity in student outcomes. Without substantial reform, these patterns most likely will continue.

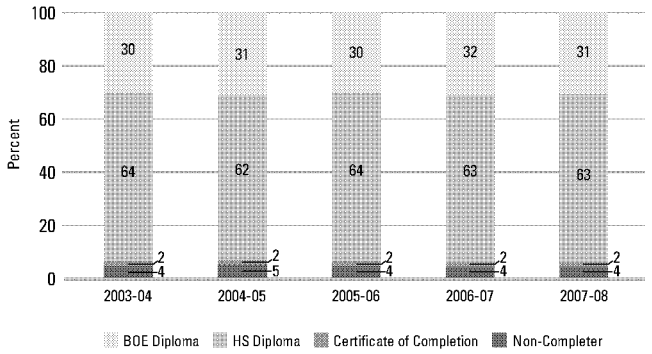
ETW analyzed transcripts from the class of 2009 and calculated a projected eligibility for successful completion of both the 2009 and 2013 BOE diploma requirements. Only 21 percent of seniors are projected eligible for the 2009 BOE diploma, and only 11 percent would be eligible for the more rigorous 2013 BOE diploma (see Figure 3).

Figure 1: Konawaena graduation rates are slightly lower than the Hawai'i state average, 2003-08.



Source: Accountability Resource Center Hawai'i (ARCH), Hawai'i Department of Education.

Figure 2: Konawaena completion rates by type of diploma or certificate, 2003-08.

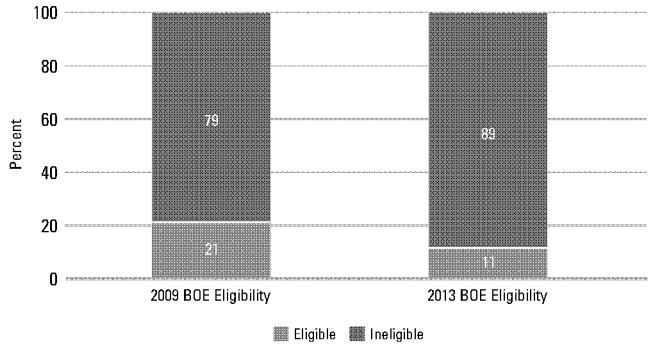


Source: Accountability Resource Center Hawai'i (ARCH), Hawai'i Department of Education.

Additionally, the transcript analysis reveals that 27 percent of the Class of 2009 meets the eligibility requirements for the University of Hawai'i–Manoa. Beneath this average lies a clear achievement gap. White students (45 percent) have the highest UH–M eligibility rates, while Hawai'ian (0 percent), Samoan (0 percent), Filipino (13 percent), and Asian (17 percent) students have the lowest (see Figure 4).

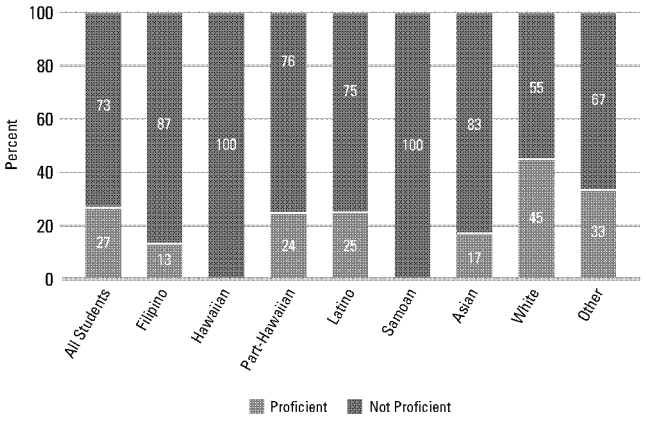
These rates of eligibility—both for the 2013 BOE diploma and UH–M admission—represent an unacceptably low level of success and clearly reveal the extent of work needed to improve access to and achievement in a rigorous high school curriculum.

Figure 3: Class of 2009 senior class eligibility for the 2009 and 2013 BOE Recognition Diplomas.



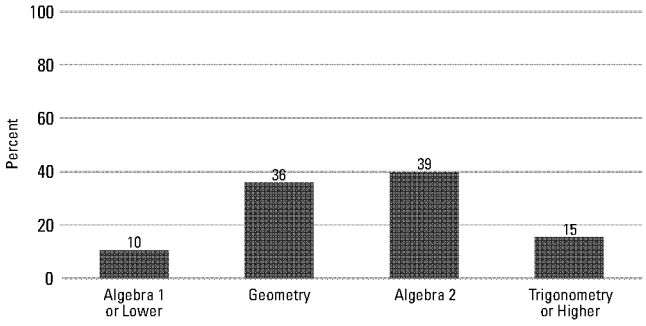
Source: Ed Trust-West analysis of Konawaena transcripts.

Figure 4: Projected UH–M eligibility by ethnicity, 2008-09.



Source: Ed Trust-West analysis of Konawaena transcripts.

Figure 5: Highest Math Course Completion - Only half of Konawaena seniors completed Algebra 2 or higher within four years.



Source: Ed Trust-West analysis of Konawaena transcripts.

Coming up short: Chokepoints and barriers to college readiness

The comprehensive transcript analyses ETW conducted with the Konawaena data team revealed several conditions and institutional practices that impede students' access to a rigorous, college-preparatory high school curriculum.

Graduation requirement chokepoints: The greatest barrier to increasing the proportion of students who graduate ready for college appears in the gaps between the general diploma requirements and the more rigorous and extensive BOE Recognition Diploma and UH–M admission requirements. In mathematics, both the BOE and UH–M requirements call for coursework through Algebra 2; the general diploma does not require a student to advance to any particular level of work. In science, the BOE diploma requires three credits, two of which must be biology, chemistry, or physics; again, the general diploma requires no specific coursework, and students may satisfy the graduation requirements with low-rigor, non-laboratory science courses. Similar patterns are evident in English, wherein the required number of courses remains constant between general diploma requirements and the BOE diploma and UH–M admission requirements.

Because students can satisfy Konawaena's general graduation requirements with low-level courses, many journey through high school without undertaking the more rigorous college-prep coursework in which they may otherwise succeed.

Course-taking patterns and chokepoints: A school's master schedule lays the foundation for teaching and learning. Although it is not entirely clear how the underlying decisions regarding schedules are made, the Konawaena High School master schedule reveals additional barriers to student access to a college-preparatory curriculum.

The most damaging chokepoint at Konawaena is the use of "tracking" to place students in certain courses. This is most prevalent in the English Language Arts courses. Research does not support the use of tracking to teach all students at high levels. It is used to maintain the status quo of low expectations for some students.

In mathematics, students often undertake a "regressive math sequence," enrolling in a lower level course from one year to the next. In addition, many Konawaena students never take higher level math courses such as Algebra 2. Little more than half (54 percent) of Konawaena's class of 2009 completed math courses at or above Algebra 2—the level needed for admission to UH–M as well as the 2013 BOE Recognition Diploma. Nearly one-half of students (46

Table 1: Some senior schedules lack rigor.

Student A	Student B	Student C
Auto Tech 2	Food Service 2	Psychology/ Sociology
Food Service 1	Logic and Reasoning	Social Dance Life
Asian Study/ Keyboarding	Asian Study/ American Problems	Free Period
Auto Body Repair and Refinishing	Eng. Lang Arts 4 (Grade 12)	Free Period
Free Period	Free Period	Free Period
Free Period	Free Period	Off Campus

Source: Ed Trust-West analysis of Konawaena transcripts.

percent) completed a math course no higher than Geometry (see Figure 5). This lack of rigorous coursework represented the most frequent course-taking chokepoint.

While most prevalent in math, the acceptance and complacency of low expectations for all students is especially evident in the proliferation of senior-year course-taking patterns that are devoid of all rigor and meaningful academic work (see Table 1).

Intervention chokepoints: Konawaena High School provides little support for students who struggle academically in any grade level. For students who receive a grade of F for a particular course, the intervention of choice is to repeat the course. Only in the ninth grade are support classes available for struggling students. Those in higher grades who need support are left to their own devices. Although tutoring is available, students do not consistently seek such help. The school does not offer parallel or shadow classes during the school day to provide students additional instruction or support in English or math.

This lack of meaningful intervention, coupled with the lack of processes and mechanisms to evaluate their effectiveness, is problematic and troubling. Worse still, it disproportionately affects English-language learners (ELLs) and special education students. These students, who comprise 10 percent and 13 percent of the student population respectively, typically complete a less rigorous course sequence than their peers. The vast majority of ELL and special education students fail to reach proficiency in both reading and math.

What's next: Removing barriers and improving access

The Educational Opportunity Audit (EOA) establishes a strong foundation and serves as a baseline for development of the "Blueprint for Implementation of the College-Ready and Career-Ready Curriculum for All Students." The blueprint is the action plan that will detail the steps necessary to transform current course-taking patterns to the point where all students are enrolled in the full complement of courses required to be ready for a variety of postsecondary options.

As Konawaena High School, and indeed all of Hawai'i, enters this next critical phase, school and complex-area leaders will need to undertake and address nine key priorities.

1) Change graduation requirements to align with the 2013 BOE Recognition Diploma and admission requirements to the University of Hawai'i–Manoa.

Among all the chokepoints and barriers, the gap between the courses Konawaena requires for graduation and those UH–M requires for admission remains the most pervasive—and the most damaging. Well-regarded research and the experience of high-performing schools and districts across the nation confirm that student performance will conform to the level of adult expectations. To prepare all students for college and careers, Konawaena and complex-area leaders must require the necessary rigorous coursework for all students and cease to make it the exception for a select few. Although the BOE mandates specific graduation requirements, no structures limit Konawaena school leaders from increasing curricular rigor and setting higher expectations for students.

2) End tracking in English and all other subjects.

To prepare all students for all postsecondary options, students must enroll in the necessary rigorous courses. This is not happening at Konawaena. Students are placed in one of three English levels. Those enrolled in the lower levels lack access to an English curriculum that would prepare them for college or careers.

3) Develop early warning systems to identify struggling students.

The initiative to prepare all students for college and careers cannot succeed solely as a high school endeavor. Not only must K-8 and preschool educators increase their expectations and the rigor of their instructional programs, but Konawaena and feeder-school leaders and teachers must develop the systems to identify struggling students

before they reach high school. Whether this entails a more effective data system, greater articulation between grades, increased communication, or more opportunities for professional development, students must not be allowed to languish in underachievement year after year while the opportunities for postsecondary success become further out of reach.

4) Implement effective support for students.
Some Konawaena students will require more support to succeed in a rigorous college and career-preparatory course sequence. Such support may include shadow classes, targeted use of 0-period/seventh-period courses, and extended learning opportunities. Regardless, school leaders must evaluate and monitor all supports for effectiveness and impact on student achievement.

5) Implement effective support for teachers.
Teachers and students agree that instructional rigor and general expectations must increase across the school. Doing so will require a wide-reaching initiative, but a critical component must entail providing Konawaena teachers with greater access to effective professional development. Indeed, as Konawaena institutes a more rigorous high school curriculum, additional and varied teacher support will be critical. Teachers should have input into the process of selecting high-quality professional development, and strong measures must be in place to ensure all teachers are accountable for bringing their increased knowledge and skill into the classroom. Ineffective professional development the school and complex area offers should end, and these resources should be diverted to support for teachers that actually affect student learning.

6) Develop an effective community outreach strategy.
The focus groups and community conversation confirmed that Konawaena families want students to leave high school prepared for college and careers. Moreover, all stakeholders said they believe that all students should take a course sequence that makes this possible. Konawaena and complex-area leaders must improve communication with families and existing community-based organizations, particularly with regard to the details and importance of a college and career-prep course sequence. This outreach should include involving the community early in the process of developing new policy.

7) Develop Career Technical Education pathways and align them with rigorous academic standards.
Career Technical Education (CTE) can provide students with rigorous and relevant academic experiences if implemented thoughtfully. Konawaena offers a wide variety of CTE courses within several career pathways, but there is little evidence that students complete a coherent set of connected courses or that rigorous academic standards exist for these courses. The hodgepodge of CTE courses Konawaena students typically take results in no tangible skills or certification that can serve students in the future. In addition to developing more rigorous standards for these courses, school leaders must ensure that staff are aware of the available CTE pathways and the ways these courses can supplement the college and career-ready curriculum.

8) Develop postsecondary opportunities in the complex area.
Konawaena has a unique challenge in that postsecondary options for students in the Kailua Kona area are limited. Consequently, Konawaena and complex-area leaders must explore ways for students to advance their education within the community after high school. This might include distance learning offered from Konawaena's campus. The University of Hawai'i also must reach out to Konawaena students. Discussion of adding a UH campus in the Kona area has not yielded results; it is time to act.

9) Prioritize resources that foster reform.
Hawai'i, and indeed the nation, is experiencing an unprecedented fiscal crisis. This requires districts to think carefully about resource allocation and focus on reforms that matter most. Streamlining processes, eliminating ineffective programs, and committing increased Title I funds from the federal stimulus package toward the goal of a default college and career-ready curriculum will support continued reform efforts, even in the face of financial hardship. Although some reforms will mean increased costs for schools, delay and obfuscation will prove far more costly over the long term.

ABOUT THE EDUCATION TRUST—WEST

The Education Trust promotes high academic achievement for all students at all levels—pre-kindergarten through college. We work alongside parents, educators, and community and business leaders across the country in transforming schools and colleges into institutions that serve all students well. Lessons learned in these efforts, together with unflinching data analyses, shape our state and national policy agendas. Our goal is to close the gaps in opportunity and achievement that consign far too many young people—especially those who are black, Latino, American Indian, or from low-income families—to lives on the margins of the American mainstream.

The Education Trust—West

1814 FRANKLIN ST., SUITE 220 OAKLAND, CALIF. 94612
T 510/465-6444 F 510/465-0539 www.EDTRUST.ORG

STATE OF HAWAII
BOARD OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

May 11, 2010

MEMO TO: The Honorable Garrett Toguchi, Chair
Board of Education

FROM: Dr. Lei Ahu Isa, Chairperson
Committee on Curriculum, Instruction & Student Support

SUBJECT: **DISCUSSION/RECOMMENDATION FOR BOARD ACTION ON PROPOSED COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS AND MATHEMATICS**

1. RECOMMENDATION

It is recommended that the Board of Education (Board) approve the draft version of the proposed Common Core State Standards (CCSS) for English Language Arts and Mathematics (Attachment A).

2. RECOMMENDED EFFECTIVE DATE

It is recommended that the adoption of the CCSS be effective upon Board affirmation of the final CCSS draft approval.

3. RECOMMENDED COMPLIANCE DATE (if different from the effective date)

It is recommended that the adoption of the CCSS be effective by the 2011-2012 school year.

4. DISCUSSION

a. Conditions leading to the recommendation

To develop the standards, the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) Center worked with representatives from participating states, a wide range of educators, content experts, researchers, national organizations, and community groups. The following is the timeline of the development of the standards:

- Winter 2009 -- NGA and CCSSO propose a project to develop common state standards in ELA and mathematics;
- Spring 2009 -- Governors and Commissioners of Education from 48 states, 2 territories, and the District of Columbia agree to support the project;
- June 2009 to January 2010: Drafts of College- and Career-Readiness and K-12 Standards are released to states; states submit several rounds of comment on successive drafts.
- March 10-April 2, 2010: Public release of draft on Common Core website and public comment period.
- May 2010: Final versions of the K-12 standards documents expected to be released.

b. Previous action of the Board on the same or similar matter

None.

c. Other policies affected

Board Policy 2015 "Hawaii Content and Performance Standards".

d. Arguments in support of the recommendation

The CCSS represents a set of expectations for student knowledge and skills that will result in high school graduates who are prepared for success in college and careers. CCSS is an opportunity to not only establish common expectations for teaching and learning between states, but further, it provides leverage to move forward and be innovative on behalf of students and teachers.

e. Arguments against the recommendation

The current version of the CCSS that is available is only a draft. The finalized documents are intended to be released near the end of May.

In addition, the capacity of the system to fully support teachers to be able to implement the CSSS with fidelity may be called into question.

f. Findings and conclusion of the Board committee

On May 11, 2010, the Committee on Curriculum, Instruction & Student Support recommended that the proposed draft of the CCSS be recommended to the full Board.

According to the Department of Education, the anticipated date for the final draft may not be until late May 2010. It is anticipated that the current final round of

revisions will not alter the documents in such a way as to make them suddenly unfavorable for adoption. Taking the initiative to approve the adoption of the CCSS at the July 2010 meeting will strengthen the state's RTTT application.

g. Other agencies or departments of the State involved in the action

None.

h. Possible reaction of the public, professional organizations, unions, Department staff and/or others to the recommendation

The capacity of the system to fully support teachers to be able to implement the standards with fidelity will be called into question. However, the plan for implementing the standards is the central focus of the state's Race To The Top (RTTT) application, and thus, the system has a plan in place to be proactive and responsive to implementation issues that must be addressed.

i. Educational implications

The Common Core State Standards will enable participating states to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development for educators is based on identified needs and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards expectations

j. Personnel implications

None.

k. Facilities implications

None.

l. Financial implications

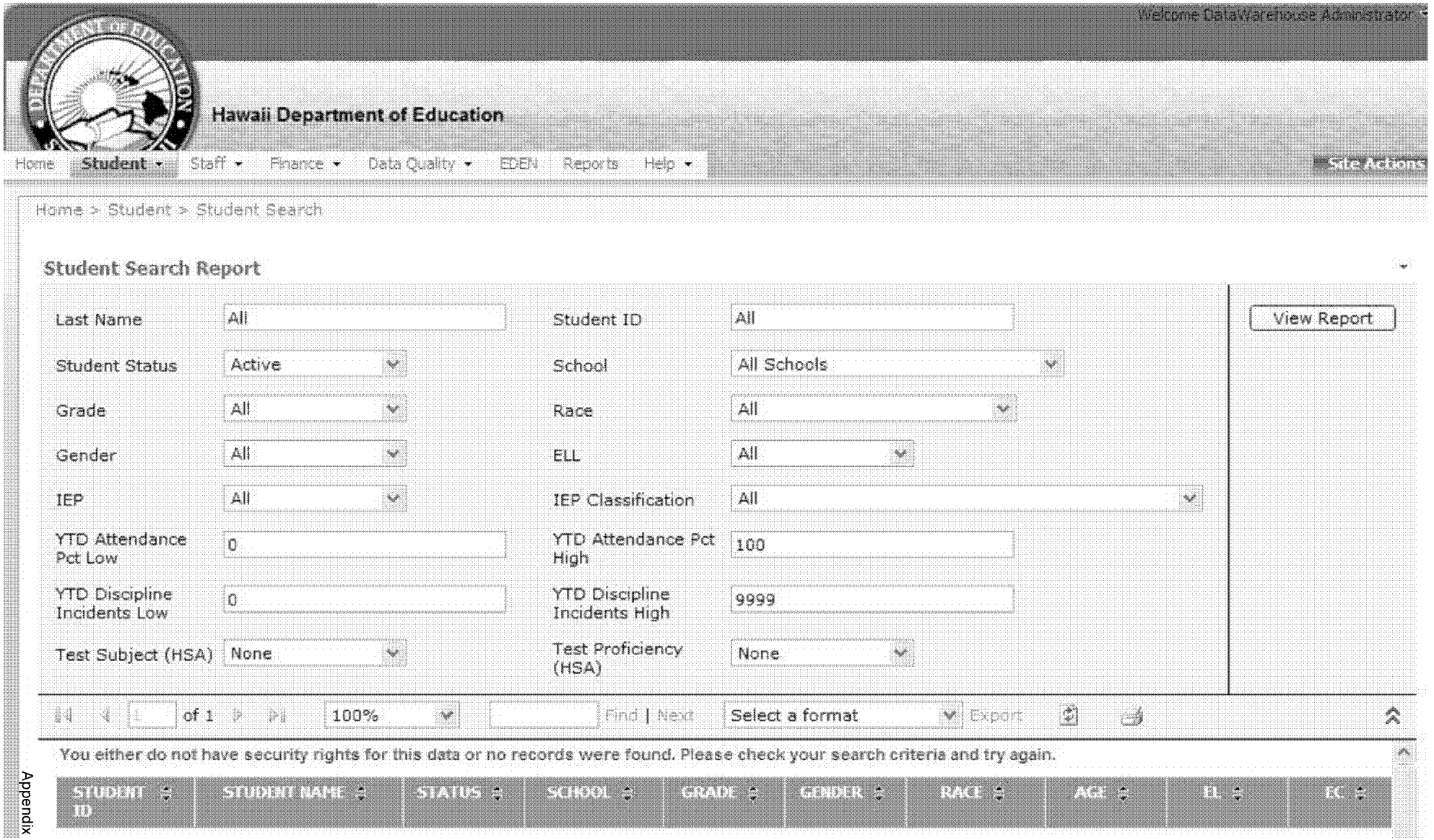
If Hawaii is awarded an RTTT grant, the financial support will exist for the system to be able to move forward with the implementation plan. If Hawaii is not awarded an RTTT grant, the system will need to rely on existing resources and

personnel to support schools and teachers with implementation of curricula aligned to the CCSS.

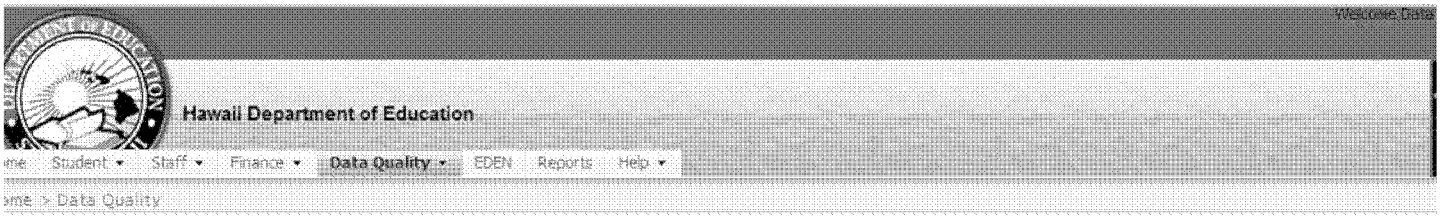
5. OTHER SUPPLEMENTAL RECOMMENDATIONS

None.

Attachment


Welcome DataWarehouse Administrator
Hawaii Department of Education
Home
Student
Staff
Finance
Data Quality
EDEN
Reports
Help
Site Actions
Home > Student > Student Search
Student Search Report
Last Name
All
Student ID
All
View Report
Student Status
Active
School
All Schools
Grade
All
Race
All
Gender
All
ELL
All
IEP
All
IEP Classification
All
YTD Attendance Pct Low
0
YTD Attendance Pct High
100
YTD Discipline Incidents Low
0
YTD Discipline Incidents High
9999
Test Subject (HSA)
None
Test Proficiency (HSA)
None
of 1
100%
Find | Next
Select a format
Export
You either do not have security rights for this data or no records were found. Please check your search criteria and try again.
STUDENT ID
STUDENT NAME
STATUS
SCHOOL
GRADE
GENDER
RACE
AGE
EL
EC

Home
Assessments
Attendance
Behavior
Data Quality
Enrollment
Grades
Health
IEP
Outcomes
Programs
Staff
Technology
Reports
Help
Home > Assessments > ACT
Assessments | ACT | Explore | SAT | Plan | PSAE
Time: By Year
Race: All
F/R L: All
Gender: All
Organization: All Schools + Charter
IEP: All
ACT/SAT Test Performance
Meets/Test Count
Does Not Meet/Test Count
100%
90%
85%
70%
60%
50%
40%
30%
20%
10%
0%
ACT English 2008-2009
ACT Math 2008-2009
ACT Reading 2008-2009
ACT Science 2008-2009



Organization: All Schools

Current Data Quality Index

Filter Mode

	Errors	% Incorrect	Grade
Student	1602	0.59%	A
Duplicate Students	80	0.04%	A
Invalid Diploma Granted Date	176	0.58%	A
Invalid Grade Code	0	0.00%	A
Invalid Graduate Grade Code	1316	4.33%	B
Invalid Graduate Withdraw Date	30	0.10%	A

Invalid Graduate Withdraw Date

The student has graduated but withdraw date is not defined.

Notes	Measure	School
STUDENT_ID=[redacted]035 WITHDRAW_CODE= DIPLOMA_GRANTED_DATE=06/08/2009 WITHDRAW_DATE=	Invalid Graduate Withdraw Date	Castle High School
STUDENT_ID=[redacted]014 WITHDRAW_CODE= DIPLOMA_GRANTED_DATE=06/08/2009 WITHDRAW_DATE=	Invalid Graduate Withdraw Date	Hilo High School
STUDENT_ID=368960007 WITHDRAW_CODE= DIPLOMA_GRANTED_DATE=06/08/2009 WITHDRAW_DATE=	Invalid Graduate Withdraw Date	Hilo High School
STUDENT_ID=302930094 WITHDRAW_CODE=	Invalid Graduate Withdraw Date	Kailua High School

LINDA LINGLE
GOVERNOR
THEODORE E. LIU
DIRECTOR
PEARL IMADA IBOSHI
DEPUTY DIRECTOR

DEPARTMENT OF BUSINESS, ECONOMIC DEVELOPMENT & TOURISM

No. 1 Capitol District Building, 250 South Hotel Street, 5th Floor, Honolulu, Hawaii 96813
Mailing Address: P.O. Box 2359, Honolulu, Hawaii 96804
Web site: www.hawaii.gov/dbedt

Telephone: (808) 586-2355
Fax: (808) 586-2377

March 31, 2010

Ms. Angela Baber
Senior Policy Analyst
Science, Technology, Engineering and Mathematics (STEM), Education Division
National Governors Association Center for Best Practices
444 North Capitol Street, Suite 267
Washington, DC 20001-1512

Dear Ms. Baber:

As the NGA STEM Center Grant Design Team Leader, I am extremely pleased to submit the final report for Hawaii's STEM Center Grant (Attachment A). The generous grant awarded in 2007 by the NGA Center for Best Practices, with funding from the Bill & Melinda Gates Foundation and Intel Corporation, enabled Hawaii to take advantage of the convergence of national and local interest in improving STEM education for all students.

Of particular importance, the NGA grant fostered a stronger communication between the State administration, the Department of Education (DOE), the University of Hawaii (UH), and industry. This has served Hawaii well in forging stronger links between education, workforce development, and economic development to build a better society for Hawaii's citizens.

As we close the STEM grant, I would like to provide a brief overview of the STEM Initiatives that have moved forward in Hawaii during the last few years.

In January 2007, Governor Linda Lingle announced the Innovation Initiative that would be a key component of the Administration's legislative package designed to transform Hawaii's economy to one reliant on the development of human capital. Innovation and the importance of a strong STEM education were featured in her State of the State address (Attachment B). The Innovation Initiative included the Innovation in Education companion bills (Attachment C) with seven proposals to improve Hawaii's ability to deliver an enhanced STEM education to all public school students. Governor Lingle's strong commitment was demonstrated by her personal appearance to testify on behalf of the bills (Attachment D). The proposals included:

- Creation of 14 Hawaii Excellence in Science & Technology (HiEST) Academies in volunteer high schools which would provide a rigorous science and math curriculum, teacher training and support, and laboratory furniture, equipment and supplies

provided through the Center for Occupational Research and Development (CORD) (Attachment E).

- Creation of the Fostering Inspiration and Relevance through Science & Technology (FIRST) Pre-academy program to expand robotics, the Research Experience for Teachers (RET) program, and other contextual learning opportunities in middle schools.
- Funding for professional development of in-service teachers.
- Funding for attracting STEM professionals to teaching through the Transition to Teaching program.
- Funding for increasing STEM internship/mentorship opportunities.
- Creation of a STEM scholarship program for students completing HiEST academies.
- Creation of a State fund to match private contributions for establishing STEM chairs at the University of Hawaii.

The Legislature also strongly supports STEM education, including versions of the first five initiatives in one of their education bills, resulting in the passage of Act 111, SLH 2007.

- HiEST: Act 111 provided $261,020 per year for two years to Kauai Community College (KCC) for a pilot program. KCC elected to use the funds to improve their math capacity. A limited pilot program at Waipahu High School for the 07-08 SY was also started. For the 08-09 SY, $1,923,330 was expended to continue the program in Waipahu High School and establish HiEST Academies in six new schools (Baldwin on Maui, Kau on the Big Island, and Campbell, Kahuku, Olomana, and Waialua on Oahu), reaching over 500 students. For 09-10 SY, $1,256,402 in federal stimulus funds and $1.9 million in 10-11 SY will fund an expansion of the program to 15 more schools. (Attachment F)
- FIRST: Act 111 appropriated $1,402,230 for FY 08 and the same sum for FY 09. Robotics was awarded $314,925 in each year of the biennium, and the Research Experience for Teachers (RET) program received $734,805 for each year. The FIRST Pre-academy program was effective in expanding robotics to more participating schools, reaching over 1,300 students. The RET program expanded from 4 to 25 schools, encompassing 65 teachers with access to over 14,000 students. In addition, the College of Engineering established the STEM Intercommunity Portal (SIP) to connect UH researchers with teachers and students. Maintenance funding was requested as part of the 2009 Administration budget, but was not appropriated. Fortunately Federal stimulus funds were granted and $3.1 million will be used over the next two years to fund FIRST pre-academies in every public middle school by SY2012. (Attachment G)
- Professional Development: Act 111 provided $175,000 for each year of the biennium to the UH College of Education. FY 08 funds provided intensive training to 20 elementary and 6 secondary math teachers, and 175 elementary and 75 secondary science teachers, impacting an estimated 3,800 elementary and 7,800 secondary

students. FY 09 funds trained 111 math teachers and 125 science teachers, reaching 5,280 elementary and 11,200 secondary students. DBEDT's request to the Governor for ARRA Part B funds to continue this program is pending.

- Transition to Teaching: Act 111 provided $175,000 for each year of the biennium to the UH College of Education. Fifteen students were supported in the first year with tuition stipends, Praxis™ support, professional development workshops and mentorships with experienced teachers in order to develop more secondary mathematics and science teachers. Second-year State funding was restricted, but funds from another Federal program serve a similar purpose. Internships/Mentorships: Act 111 provided $110,000 for each year of the biennium to DBEDT for this program. These funds were leveraged by supplementing an existing contract with the University of Hawaii for EPSCoR matching funds to establish the UH STEM Workforce Development Program. A workshop and surveys were carried out to establish needs and a Steering Committee was formed. Working with the Sustainable Saunders (now Sustainable UH) program a Sustainability Internship Program was developed. With funding from a grant submitted to the State Energy Division for ARRA funds, it is estimated that 1000-2000 students will be served this year.
- Internships/Mentorships: Act 111 provided $110,000 for each year of the biennium to DBEDT for this program. These funds were leveraged by supplementing an existing contract with the University of Hawaii for EPSCoR matching funds to establish the UH STEM Workforce Development Program. A workshop and surveys were carried out to establish needs and a Steering Committee was formed. Working with the Sustainable Saunders (now Sustainable UH) program a Sustainability Internship Program was developed. With funding from a grant submitted to the State Energy Division for ARRA funds, it is estimated that 1000-2000 students will be served.

  The STEM Workforce Development Program Office also created a mentoringagricultural pilot project in vertical farming techniques with the UH College of Tropical Agriculture and Human Resources. Fourteen schools received growing systems and teacher training and 300 students participated.

  Maintenance funding was requested as part of the FY10 Administration budget request for EPSCoR matching funds, but new funding was not appropriated. Federal stimulus funds are available to continue these activities and have been designated for this activity in the amount of $125,000 for FY10 and $250,000 for FY11.

  As a result of this work, it became apparent that Hawaii's STEM efforts would benefit from some sort of overall coordination and collaboration. The attached draft proposal for a STEM Collaboration Center (Attachment H) has benefitted from the interchange with the other NGA STEM Grantees, as well as best practices gleaned from research and interaction with the Education Development Center (EDC). An appropriate funding source is being sought to continue this effort.

Project EAST

In addition, the 2007 Legislature passed Act 271 providing $1.1 million to the Economic Development Alliance of Hawaii to maintain existing Project EAST (Environmental and Spatial Technology) programs in schools on the Neighbor Islands and expand the program to four schools on Oahu. This effective program, which is also supported by federal and private matching funds, provides students with equipment and training to carry out self-directed contextual learning programs aimed at providing community support. Hawaii students have been recognized at the national convention for the excellence of their projects. Since it began in 2000, it has involved 4,400 students. (Attachment I)

Robotics

When Governor Lingle announced the Innovation Initiative in January 2007, she also announced that she had secured a commitment from NASA for $1 million to hold a regional competition of the FIRST Robotics Competition in Hawaii for four years, beginning in the Spring of 2008. Governor Lingle had been inspired by meeting Dean Kamen, co-founder of FIRST. She immediately recognized the potential of robotics to capture the imagination of students and take the fear out of math and science while clearly demonstrating the relevance of these subjects. The importance attached to robotics is documented in the many press releases issued by Governor Lingle's office (Attachment J). Excerpts from a 2009 release indicate how integral robotics has become to Hawaii's STEM efforts:

> "The impressive number of students participating in robotics competition underscores the growing popularity of robotics education in Hawai'i's schools as a highly effective way for students to have fun while learning," said Governor Linda Lingle. "Students who engage in robotics, with the support of teachers and mentors from their schools and around our community, are gaining critical thinking skills that will help them in their education as well as their future careers. Through robotics, we are building the next generation of innovators who will find solutions to complex challenges facing our state and nation."
>
> .....
>
> Robotics is a critical component of the Lingle-Aiona Administration's Hawai'i Innovation Initiative because it engages students in science, technology, engineering and math (STEM) education. The competition also fosters students' teamwork, communication, critical thinking, and problem-solving skills that will better prepare them to enter the work force, regardless of what career they choose.
>
> "We are committed to expanding robotics programs to every school in our state," said Lt. Governor Aiona. "Robotics is a fun and exciting way for Hawai'i students to excel at science, technology, engineering and math. These young people are learning how to solve tomorrow's problems today."

Participation in robotics has expanded dramatically in the past three years, with support from the Governor's Office, DBEDT, Act 111 funding, NASA, the Robotics Organizing Committee, BAE Systems and other industry sponsors, and the hundreds of teacher advisors, industry mentors, parents and other volunteers that give tirelessly of their time, expertise, and funds. In January 2007, there were 95 programs. Today there are 422 programs in public, charter and private schools throughout the State, with many schools participating in more than one of the six major programs: FIRST LEGO League (FLL); Underwater Remote Operating Vehicle (ROV); VEX Robotics; Botball; FIRST Robotics Competition (FRC); and Micro Robotics. It is estimated that over 3,000 students now participate throughout the competition season.

NGA Grant

Hawaii continued its STEM momentum by becoming one of the six states to successfully compete for the prestigious STEM Grants from NGA. Hawaii's proposal was supported by the Administration, the Department of Education, the University of Hawaii, the Hawaii State Legislature and key industry leaders.

The three deliverables included an Outcomes Accountability System to assess the effectiveness of STEM programs, professional development for teachers to acquaint them with new STEM opportunities, and a STEM web portal to broadly provide information on the importance of STEM and STEM activities in Hawaii. Our progress in meeting these objectives is described in the attached reporting forms (Attachment A).

Although the challenging economic conditions over the past two years have thwarted attempts to get funding for the new STEM programs embedded in the State budget, every effort is being made to continue and expand the programs and the STEM education momentum with federal stimulus funds and other sources of funding until State revenues improve.

Creativity Academies

In 2008, DBEDT's Creative Industries Division took the lead in developing a cooperative effort between the UH Community Colleges, the Department of Education and science, technology and arts industries to engage students in STEM education via a fusion of creative disciplines into STEM course study. DBEDT provided seed funding of $370,000 matched by DOE Career & Technical Education (CTE) program and Kapiolani Community College cash or in-kind contributions to launch the pilot program, which included developing the curriculum to create a dynamic contextual learning module that engages a broader spectrum of Hawaii students in STEM education through the integration of animation, game design, creative writing and digital media for middle through high school.

The core standards of the first curriculum modules for Creativity Academies (CA) program are Art 112 and Physics 100; both courses are in the process of being fully articulated within the DOE and UH systems. Thirty-three teachers and from 26 schools participated in the pilot CA program for 2009. Federal stimulus funds in the amount of $1.9 million for FY10-11 have been designated to continue and expand the program to 35 schools statewide. (Attachment K)

Real World Design Challenge

Hawaii also demonstrated its commitment to STEM education leadership by signing on as one of the 10 states participating in the inaugural Real World Design Challenge (RWDC). The RWDC is an annual competition sponsored by NASA, FAA the US Department of Energy, Cessna, and PTC that provides high school students with the opportunity to apply the lessons of the classroom to important energy and environment technical problems currently encountered in the engineering field. The purpose of the RWDC is to ensure the future of our Nation's economic competitiveness by inspiring today's students to become tomorrow's engineers. State coordination has been provided by the UH STEM Workforce Development Coordinator (funded by DBEDT contract with UH for EPSCoR and Act 111) and the DBEDT Office of Aerospace Development.

Each participating school received free professional engineering design software, licenses and training from PTC worth about $1 million. Mastering the software and the physics needed to solve the challenge is very rigorous and requires a stretch for all students. The theme for the inaugural 2009 Challenge was "Aviation and Fuel Consumption." Hawaii's first place winner, an all-girl team from Iolani School, took first place at the national competition. The 2010 national competition, with 20 state winning teams vying for the best design, was held in Washington, D.C. March 26 and 27. Hawaii's winning team, again from Iolani School, represented Hawaii well, taking second place and also winning the prestigious Design Notebook Quality Award.

DOE Initiatives

In January 2009, the Department of Education and the University of Hawaii Community College System entered into a formal agreement called the "Career and Technical Education (CTE) Dual Credit Articulated Program of Study (DCAPS)" (Attachment L). DCAPS enables high school students who successfully master the specified standards/student learning outcomes common to both secondary- and postsecondary-level CTE programs of study to receive credit for college courses. Four of the six CTE career pathways are STEM-related. In addition the growing statewide enthusiasm for robotics is also building within the CTE program's Industrial Engineering & Technology (IET) pathway. Alignment is being developed between robotics and CTE standards to assist teachers in IET programs (Attachment M).

The DOE recently entered into a partnership with Discovery Education (DE), promoting 21st Century Learning through a Discovery Networks program (Attachment N). All K-8 students, schools, and their teachers are able to access Discovery Streaming, the largest library of digital content correlated to the Hawaii Content and Performance Standards III, and Discovery Education Science, the online instructional service supporting science inquiry with content developed for and tied to state science standards. The partnership was celebrated with a series of events on March 8th and 9th, including visits by Discovery Education's Chief Spokesperson for Environmental Education Philippe Cousteau to Waianae Intermediate School and Pauoa Elementary School. Discovery Education can be explored at www.discoveryeducation.com

Statewide Science & Technology Plan

The 2009 State Legislature enacted, and the Governor signed into law, Act 137 directing the Hawai'i Statewide EPSCoR Committee with the assistance of the High Technology Development Corporation, to develop a Hawaii statewide S&T strategic plan to achieve a level of research competitiveness that will fulfill the goals of our state to expand its S&T economic foundation. Although the plan is due to the Legislature by the beginning of the 2011 Session, the Committee submitted to the 2010 Legislature and the Governor, a Plan Framework (Attachment O) outlining a 2020 vision, strategic priorities, near-term goals, and enabling strategies that should guide the State's utilization of resources to achieve a vision of a vibrant S&T enterprise, including a diverse, well-prepared, STEM-enabled workforce. This S&T Strategic Framework, together with a comprehensive implementation plan with specific objectives and metrics, will comprise the Statewide Hawai'i S&T Plan mandated in Act 137.

Career and College Ready Graduation Standards

In October 2009, Governor Lingle, Superintendent of Education Patricia Hamamoto, and UH President M.R.C. Greenwood signed the historic Memorandum of Agreement (MOA) to Significantly Improve Student Achievement in Hawaii by Using American Reinvestment and Recovery ("ARRA") Resources to Advance Education Reform (Attachment P). Key objectives of the MOA include adopting common core standards for math and language arts; ensuring that curricula, supporting materials and assessments are aligned to college-and-career-ready standards; focusing on teacher quality; establishing a Pre-K to College and Career tracking system and using internationally benchmarked standards to measure performance; and closing the achievement gap between Hawaii's bottom and top performing schools. Included in the MOA is a commitment to adopt annual percentage attainment rates for the Career and College Ready Diploma (which requires Algebra II and three years of science, including two lab courses), with 100% participation by 2018.

Aerospace and STEM

Aerospace is one of the science & technology sectors where Hawaii has considerable natural advantages that have led to the development of a vibrant sector with many opportunities for engaging students in STEM. In October 2009, DBEDT's Office of Aerospace Development (OAD) organized the statewide Aerospace in Hawaii Week celebration (Attachment Q) in conjunction with World Space Week, whose 2009 theme was "Space for Education." Special emphasis was given in Hawaii to programs that underscore opportunities to enhance STEM education, with a broad range of community outreach programs in STEM education offered, including an aerospace industry lecture series at the State Capitol, public aerospace displays/demonstrations at community centers statewide, astronaut presentations at both public and private schools, and weeklong broadcasts of aerospace programs on the DOE's Teleschool network.

Other STEM education opportunities related to aerospace are coordinated by OAD and its partners, including:

- NASA Professional Mentoring Programs to provide K-12 students with unique space-related mentoring programs with professionals in the aerospace industry. In 2009, this program focused primarily on NASA's LCROSS (Lunar Crater Observation and Sensing Satellite) Program, and trained over 30 teachers to lead teams of students to monitor and receive/analyze data from the LCROSS Satellite.
- Aerospace Student Design Competition: This annual Hawaii event challenges both university and high school students statewide to develop credible designs for future human habitats on the Moon with the help of mentors from NASA and various aerospace companies nationwide.
- University/K-12 Aerospace Education and Training involves undergraduate seminars and teleconferences introducing students to basic skills in aerospace, as well as providing unique opportunities to directly interact with aerospace professionals at NASA centers and aerospace corporations nationwide.

In summary, these are just some of the STEM programs and initiatives that can be found in Hawaii and the list is not meant to be comprehensive. The MySTEM Hawaii web portal (www.mystemhawaii.org) will serve as the gateway to all the programs that have been in existence for a number of years or started are as the enthusiasm for STEM increases and spreads. Robotics classes are now being incorporated into the curriculum at several schools and robotics is reaching down into the elementary grades. There are several STEM charter schools. STEM is becoming infused into much of our education system and the ultimate goal is to integrate STEM into the curriculum and provide all Hawaii students with a sound foundation in STEM skills.

We are very grateful for the NGA grant which has helped Hawaii make fundamental changes in its approach to STEM education. We look forward to working closely with you and the other NGA staff on future endeavors.

Sincerely,

Theodore E. Liu

Attachments

List of Attachments

Hawaii NGA STEM Grant Final Report
March 31, 2010

A. NGA Reporting Forms and Attachments
   - A1. Data Quality Campaign Report for Hawaii, 09-10
   - A2. Hawaii STEM Communications Plan
   - A3. Report from Hawaii P-20 Partnership on the OAS
   - A4. SB 747 - 2009 Bill Submitted for Longitudinal Tracking
   - A5. SCR 146 - 2009 Senate Concurrent Resolution Adopted on Longitudinal Tracking
   - A6. SB 2122 - 2010 Bill Submitted for Data Sharing between Departments
   - A7. 08-09 SY STEM PD including STEM Programs
   - A8. Report on MySTEMHawaii.org Web Portal

B. Governor Linda Lingle's 2007 State of the State Address

C. SB 1354 - 2007 Innovation in Education Administration Bill

D. Governor Lingle's Testimony in Support of SB 1354

E. Description of Hawaii Excellence in Science & Technology (HiEST) Academy Program

F. HiEST Academy Program Report

G. FIRST Pre-academy Program Report

H. Draft Proposal for STEM Collaboration Center

I. Project EAST Program Report

J. Governor Lingle's STEM Press Releases - 2007 - 2010

K. Description of Creativity Academy Program

L. Career & Technical Education (CTE) Dual Credit Articulated Program of Study

M. CTE Standards Alignment

N. DOE Media Advisory on Discovery Education Partnership

O. Statewide Science & Technology Plan Framework

P. MOA to Improve Student Achievement - Administration - DOE - UH

Q. Aerospace in Hawaii Week Overview

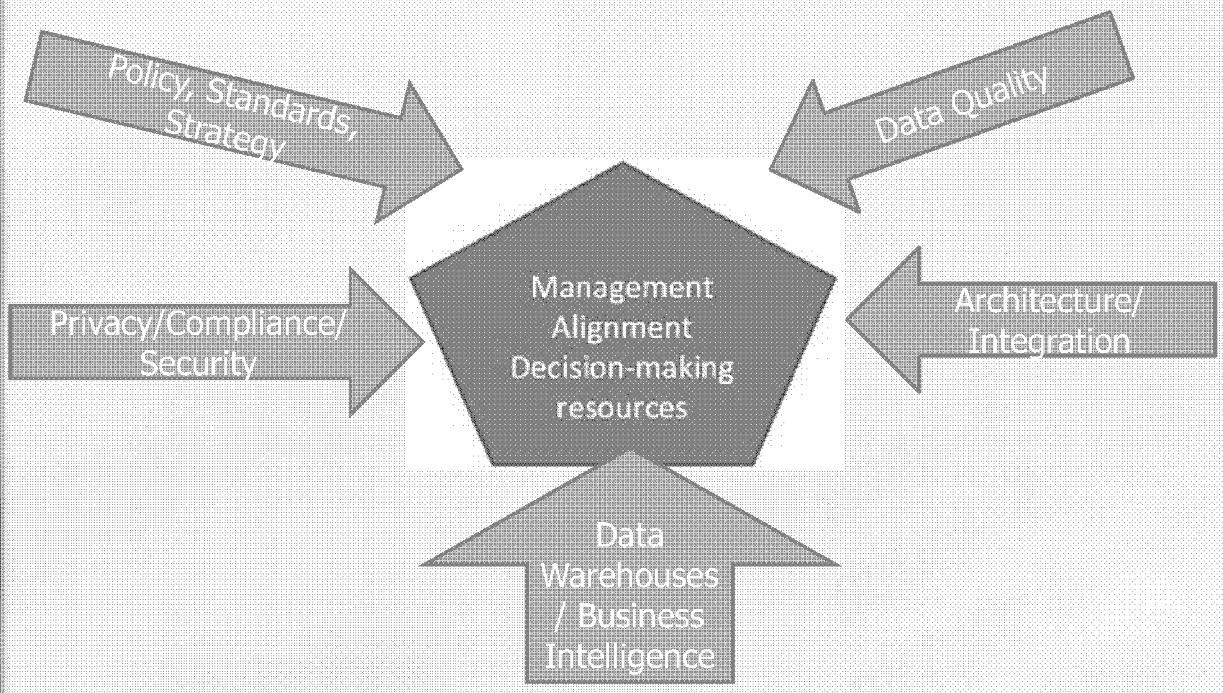
Data Governance

Developing a
culture of quality data
in Hawaii's Public Schools

Value Statement

Accurate accessible data are a fundamental component of a transparent, accountable, and continuously improving public school system focused on student achievement.

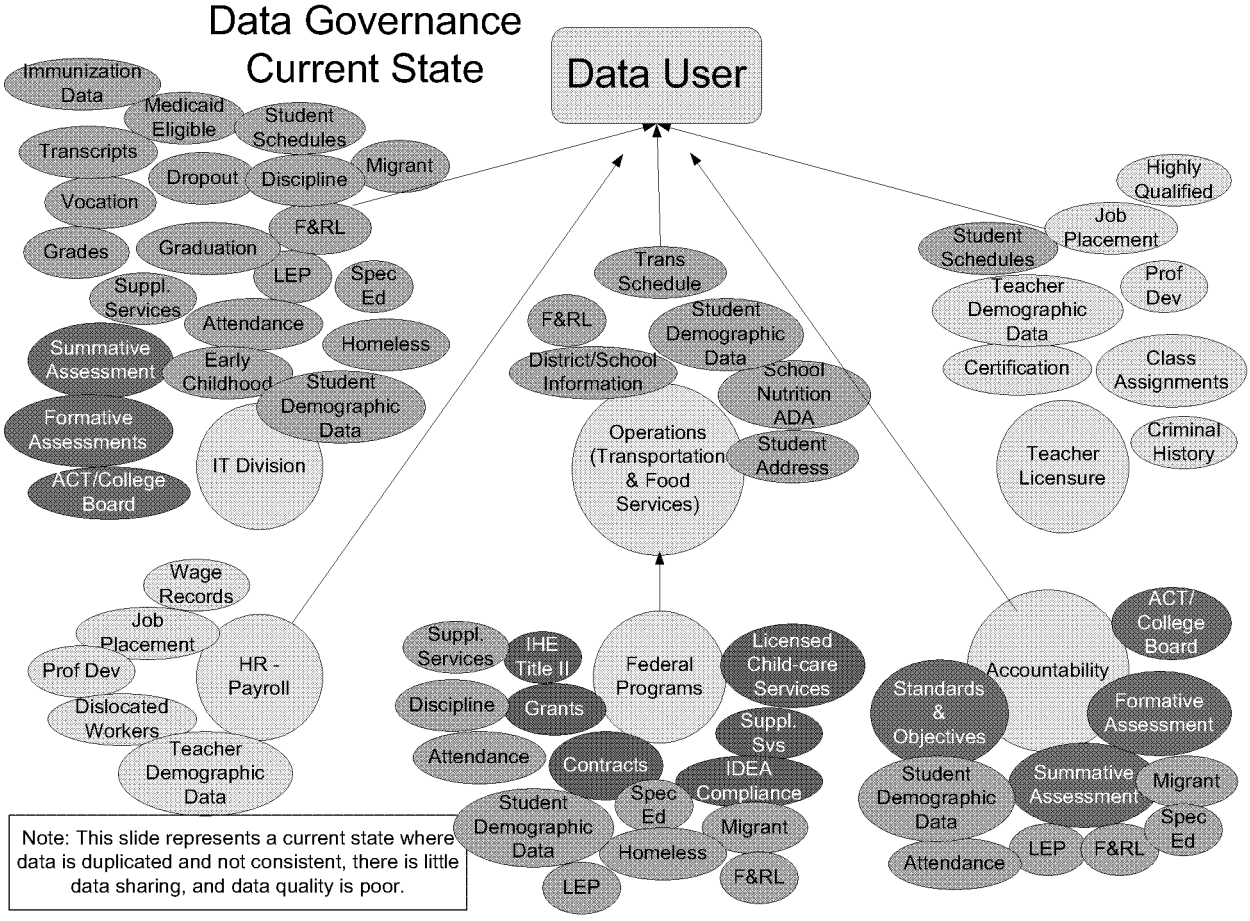
Focus: Management Support



Data Governance: Purpose

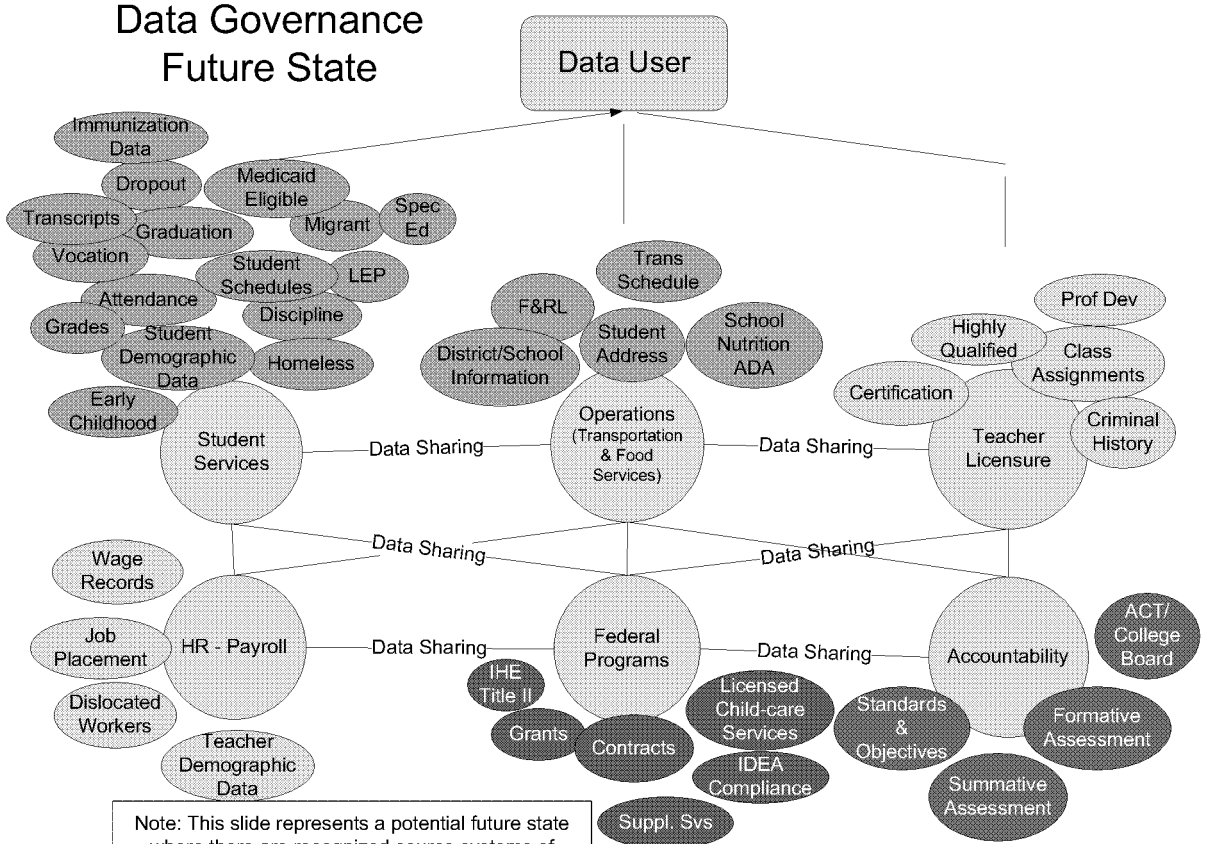
- To establish the policies and procedures
  - Accountable for data accuracy, accessibility, consistency, completeness, and maintenance.
- To define processes
  - Data collection, storage, access, and security.
- To develop standards and procedures defining how the data are to be used.
- To implement a set of controls and audit procedures
  - Ongoing compliance with government regulations.

Data Governance Current State



Note: This slide represents a current state where data is duplicated and not consistent, there is little data sharing, and data quality is poor.

Data Governance Future State



Note: This slide represents a potential future state where there are recognized source systems of record, very little duplicate data storage, increased data sharing and cooperation and higher data quality.

Guiding Principles

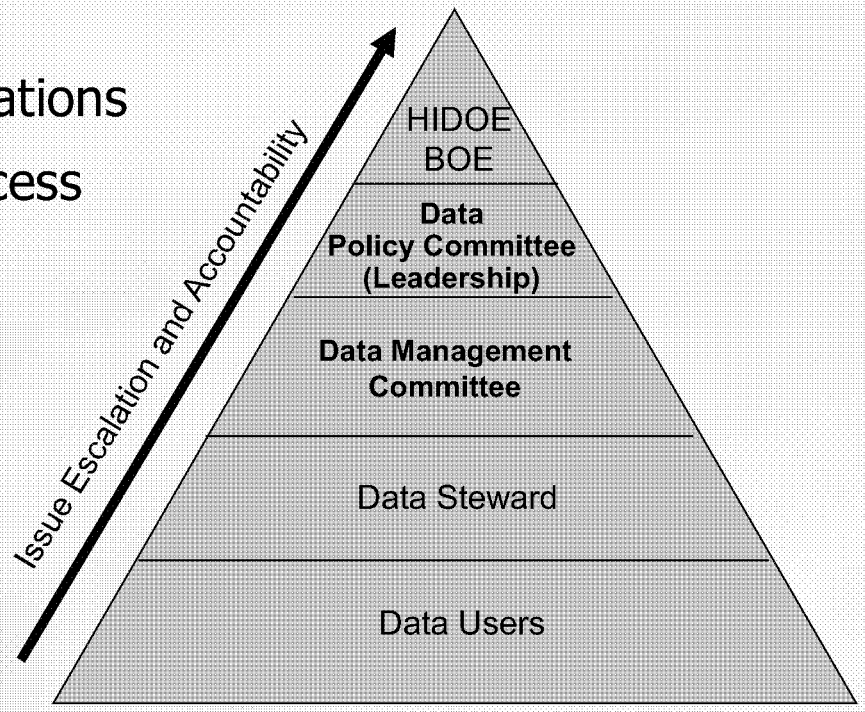
- Integrity
- Transparency
- Audit-ability
- Accountability
- Stewardship
- Checks-and-Balances
- Standardization
- Change Management

Goals

- Collect data one time
- Share data from their designated source system and data steward
- Build standard, repeatable, and transparent processes that reduce operational friction
- Protect the needs of data stakeholders
- Train management and staff to adopt common approaches to resolve data issues
- Reduce costs and increase effectiveness through coordination of efforts
- Enable better decision-making

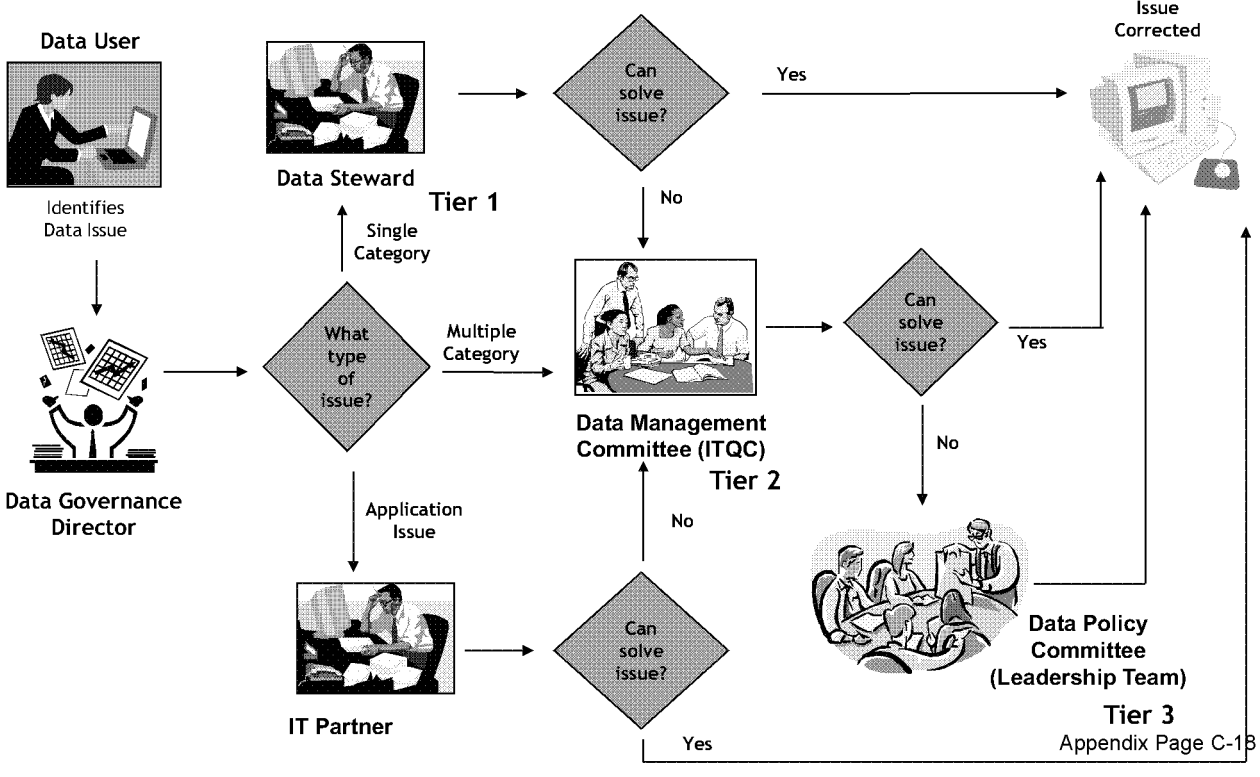
Issue Resolution

- Setting expectations
- Escalation Process



Bringing Data Stewards Together to Resolve Issues

Data Resolution Process



MEMORANDUM OF UNDERSTANDING

A Partnership between:
Hawai'i Department of Education
University of Hawai'i
Department of Labor and Industrial Relations

This Memorandum of Understanding (herein referred to as "MOU") is entered into by and between the State of Hawai'i, Department of Education ("DOE") whose address is 1390 Miller Street, Honolulu, Hawai'i 96813, the University of Hawai'i ("UH") whose address is 2444 Dole Street, Honolulu, Hawai'i 96822 and the Department of Labor and Industrial Relations, Unemployment Insurance Division ("DLIR", "UID") whose address is 830 Punchbowl Street, Honolulu, Hawai'i 96813 (herein collectively called "Partners") and shall be effective upon the date of the last signature affixed to this MOU by all parties.

PURPOSE

The purpose of this MOU is to enable the sharing of data to support research that will improve the educational and workforce outcomes for the citizens of Hawai'i. The Partners recognize that identifying specific research and evaluation questions is critical in order to determine appropriate access to data. The Partners will establish a *Data Governance and Access Committee* that will determine protocols to assess proposed research questions that inform educational and workforce outcomes and policies, as well as to approve requests for access to data provided by DOE, UH and DLIR based on institutional and role-based affiliation. The Data Governance and Access Committee will consist of representation by the Partners and meet on a quarterly basis, or as warranted.

In order to research questions posed by the Partners, UH, DOE and DLIR require access to individual student and workforce records. The exchange and merging of data and the de-identification of student-level records will enable educational and workforce related research for research, evaluation and audit purposes based on the merged database. For the purposes of this MOU, DLIR is considered to be an agent of the DOE and UH who will outsource data to DLIR for the purposes of evaluation, audit, or education and workforce-related research. DLIR will perform an institutional service by investigating the relationship between educational background and workforce outcomes and other types of related research as approved by the Data Governance and Access Committee.

The Partners enter into this MOU in order to develop a common understanding that all of the Partners to this MOU wish to comply with individual privacy interests and confidentiality rights to whom the data applies. To avoid the inappropriate use of data, the Partners agree to share data in a manner that safeguards the confidentiality of student data as defined by the federal Family Educational Rights and Privacy Act ("FERPA") and workforce data as provided by the Hawai'i Revised Statutes ("HRS") and/or the Hawai'i Administrative Rules ("HAR") and any other applicable laws and regulations. The Partners agree that the data will be used for educational research for the purpose of improving instruction, and that data will be reported in aggregate format rather than at the individual student level.

Further, the Partners agree that if issues/concerns arise with respect to the transmittal or use of data, the Partners, through the Data Governance and Access Committee will address and resolve the issue(s) utilizing resources available to the Committee, including legal counsel as warranted. Until agreement is reached, the data in question will not be transmitted.

PREAMBLE

WHEREAS, DLIR, UH and DOE agree to share unemployment/workforce and student data via Hawai'i P-20 as an administrative unit within the University of Hawai'i, Office of the Vice-President of Academic Planning and Policy, to track participation, performance and improve success throughout the public education and career pipeline.

WHEREAS, the Partners will coordinate the sharing of student and unemployment data concerning students who attend, or have attended DOE schools, and who have or are attending UH by: 1) facilitating the transfer of student and unemployment data from the Partners, and 2) ensuring the confidentiality of records and that the Partner's use of student data is consistent with FERPA, and the use of unemployment/workforce data is consistent with HRS and other applicable laws and regulations.

WHEREAS, the Partners participating in this MOU wish to conduct research to evaluate and improve their respective educational, workforce training, and employment programs through the analysis of demographic, student and wage data concerning public education students who have attended a DOE and/or UH institution, or who are now attending a DOE and/or UH institution.

WHEREAS, it is necessary for the Partners that choose to participate in this MOU to share student and unemployment data for the purpose of verifying student and employment status, evaluating and analyzing their respective educational and training programs and reporting to funding agencies (e.g. the Federal Government, or private foundations) as provided herein.

NOW THEREFORE, the Partners agree to the following terms of this MOU:

1. De-identifying student level data:
   FERPA as amended in 2008, under 34 CFR Section §99.31 (b) De-identified Records and Information recognizes that an educational agency or institution, may release de-identified student level data from education records for the purpose of education evaluation, audit and research by attaching a code to each record, provided that the following conditions are met. The Partners to this MOU agree that:
   a. The educational agency or institution will not disclose any information on how it generates and assigns a record code, or that would allow a recipient to identify a student based on a record code;
   b. The record code is used for no purpose other than identifying a de-identified record for purposes of education research and cannot be used to ascertain personally identifiable information about a student;
   c. The record code is not based on a student's social security number or any other personal information; and
   d. Hawai'i P-20 will coordinate the matching and de-identification of student-level records in order to protect the confidentiality and privacy of individual students.

2. Student and Unemployment Insurance Data Sharing:
   The Partners shall share student and unemployment insurance data which shall be provided at least annually, consistent with the dates agreed to by the Partners. Said data shall be provided in the manner and form agreed to by the designated representatives from the Partners.

   Under the guidance of the Data Governance and Access Committee, Partners will establish data coding, formatting and cleaning protocols. Partners are responsible for data cleaning as

specified by data coding and formatting procedures. Data uploads will occur as established by a timeline that is mutually determined by the Partners. The exchange of confidential data between the DOE, UH, DLIR to Hawai'i P-20 will be done via a secured data transfer mechanism, and will be subject to a separate written agreement requiring compliance with all applicable federal and state laws.

The types of data to be shared consists of demographics, wage/unemployment insurance data, graduation and diploma information, program/major, student transcript records, student test scores (e.g. Scholastic Achievement Test, Hawai'i State Assessment, placement test scores), survey data (e.g. Senior Exit Plans Survey) and other data as specified and agreed upon by partner representatives, through the Data Governance and Access Committee.

The use and distribution of the data will be determined by the University of Hawai'i President or designee, in consultation with the Director of DLIR or designee, and with the DOE Superintendent or designee. The Partners and its authorized representatives shall strictly adhere to the use and distribution decision.

At a minimum, each Partner will provide the following:

1. DOE:
   a. Student course taking (including grades, credits attempted and earned); diploma award information; student demographics.

2. UH:
   a. Student course enrollment (including grades, credits attempted and earned); program/major degree award information; test/placement scores, student demographics.

3. DLIR: Unemployment Insurance ("UI") data
   a. Employee name (first and last), social security number, wages, and employer account number.

4. Approved Uses of Data
   a. Matching of the Data to the Correct Person: Personally identifiable student and unemployment records that are matched upon the agreement on behalf of the Partners, are limited to satisfying, or contributing to evaluation, research and reporting requirements related to student educational or workforce outcome measures that must be specified in advance and approved by the Data Governance and Access Committee.

   b. Redaction of Identifiable Information After Matching: Once matched, personal identifiers, such as identification numbers assigned by DOE or UH, or social security numbers will be removed from all student- and worker-level data in order to ensure the confidentiality of all records. Data will be de-identified as specified by Item 1 De-identifying student level data. Once de-identified, the confidentiality of code source shall be strictly adhered to.

5. Legal Authority/Justification pertaining to DLIR, UI data
   DLIR, UID is the state agency charged with the administration of state UI law and stores information on employers in this State as prescribed by HRS §383-94 of the Employment Security Law, and HAR §12-5-17.

Legal authority for the release of UI data by UID is found in HRS §383-95 and the related regulations, HAR §12-5-211, 12-5-215, 12-5-219 and 12-5-220. Disclosure of UI data to a state agency shall be considered to be in the public interest only if such disclosure is in connection with its public duties and the information so disclosed will be used for the performance of such public duties, and the Director of DLIR has deemed that that the disclosure to DOE and UH meets these criteria. All UI data is considered confidential and authorized or requesting agencies shall enter into a confidentiality agreement with DLIR, UID in order to disclose information from employing units.

6. Confidentiality of Data
The Partners shall maintain the confidentiality of any and all data shared under this MOU. The confidentiality requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU. To ensure the continued confidentiality and security of the data processed, stored, or transmitted under this MOU, the entities shall establish a system of safeguards that will at minimum include the following:

a. Procedures and systems that ensure all data are kept in secured facilities and access to such data is limited to personnel who are authorized to have access to said data under this MOU.

b. All MOU Partners, their staff and/or faculty at the participating state agencies involved in receiving, handling, transmitting, and processing data provided under this MOU will be required to execute a confidentiality agreement requiring said personnel to maintain the confidentiality of all student and unemployment insurance data that contain personally identifiable information.

c. Procedures and systems shall be developed and implemented and shall require the use of secured passwords to access computer databases used to process, store, or transmit student or workforce data provided under this MOU.

d. Procedures and systems, such as good practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit student data provided under this MOU.

e. Procedures and systems shall be developed and implemented that ensure that all confidential student data processed, stored, transmitted under this MOU shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said student or unemployment insurance data.

f. The procedures and systems developed and implemented to process, store, or transmit data provided under this MOU shall ensure that FERPA and Hawai'i law relating to the privacy rights of students' educational records insofar as such laws are applicable to the parties to this MOU are complied with pursuant to HAR §20-20-3 Title 20, University of Hawai'i Chapter 20 Protection of Educational Rights and Privacy of Students, University of Hawai'i Executive Policy – Administration E2.214 Security and Protection of Sensitive Information and HAR §12-5-220.

g. The operational procedures and systems developed and implemented shall provide contingencies to ensure that unauthorized access to personally identifiable information is reported appropriately in accordance to HRS Chapter 487N.

7. Entire Agreement
This MOU states the entire agreement between the Partners with respect to its subject matter supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.

8. Execution
Each person signing this MOU on behalf of the Partners represents that he or she has authority to sign on behalf of and to bind such party.

9. Assignment
None of the signatories to this MOU or the state agencies he or she represents may assign their rights, duties, or obligations under this MOU, either in whole or in part.

10. Severability
If any provision of this MOU is held to be illegal, invalid, or unenforceable, such provision shall be fully severable. This MOU shall remain in full force and effect, unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this MOU.

11. Waiver
Waiver by any Partner to this MOU of any breach of any provision of this MOU or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this MOU shall not operate as a waiver of such right. All rights and remedies provided for in this MOU are cumulative.

12. Modification and Amendments
This MOU may be amended or modified at any time by mutual agreement in writing of the Partners to this MOU. The Partners further agree to amend this MOU to the extent amendments are required by an applicable law or policy issued by an appropriate regulatory authority, if the amendment does not materially affect the provisions of this MOU. However, if new laws, policies, or regulations applicable to the Partners are implemented which materially affect the intent of the provision of this MOU, the Partners through their authorized representatives shall meet within a reasonable period of time, e.g., within twenty (20) business days from the date of notice of such change of law, policy, or regulations to confer regarding how and/or if those laws, policies, or regulations will be applied or excepted.

13. Termination
Any Partner to this MOU may terminate its participation by delivering a written notice of its intent to terminate said participation within thirty (30) days of the effective date of termination to the Superintendent of State of Hawai'i Department of Education, President of University of Hawai'i and the Director of the Department of Labor and Industrial Relations. All data which is developed, prepared, or assembled prior to the effective date of termination shall be delivered to the respective educational institution.

14. Terms of this MOU
This MOU shall be in effect for the period commencing from the Effective Date as noted in paragraph 1 of this agreement until participation is terminated as noted in Item 13 Termination. Early termination of this MOU by any Partner shall not affect the data already shared by the terminating party.

State of Hawai'i
Department of Education

Patricia Hamamoto
Superintendent

Date 10.13.09

University of Hawai'i

M.R.C. Greenwood
President

Date 10.13.09

State of Hawai'i
Department of Labor and Industrial Relations

Darwin Ching
Director

Date 10/12/09

October 1, 2009

Board of Education

State of Hawai'i, Department of Education

BOE Policies

P.O. Box 2360
Honolulu, HI 96804
(808) 586-3332
Fax: (808) 586-3433

Title: Department of Education Data Information Availability and Access Policy
Series : 1200 SERIES-BOARD OF EDUCATION
Policy #: 1200-2

Email the BOE

BOE Home
About the BOE
Document Library
Meeting Notices
Meeting Minutes
Submit Testimony
Ombudsman
Member Profiles
Media Library
Site Map
Members

1200-2

DEPARTMENT OF EDUCATION DATA INFORMATION AVAILABILITY AND ACCESS

POLICY

The Board of Education believes it is essential to provide all educational stakeholders with data information about Hawaii's public schools. Facilitating data information availability and access supports the Department of Education's (Department) efforts to enhance data-driven decision making, system transparency and accountability, and educational research activities.

The Department recognizes the potential risks of releasing data information. Any release of data information by the Department shall be in compliance with all state and federal regulations governing the release of data information.

GOV. MSG. NO. 499

EXECUTIVE CHAMBERS

HONOLULU

LINDA LINGLE
GOVERNOR

April 20, 2010

The Honorable Colleen Hanabusa, President
and Members of the Senate
Twenty-Fifth State Legislature
State Capitol, Room 409
Honolulu, Hawaii 96813

Dear Madam President and Members of the Senate:

This is to inform you that on April 20, 2010, the following bill was signed into law:

SB2122 SD1

A BILL FOR AN ACT
RELATING TO RESEARCH.
ACT 041 (10)

Sincerely,

LINDA LINGLE

Approved by the Governor
on APR 2 0 2010

THE SENATE
TWENTY-FIFTH LEGISLATURE, 2010
STATE OF HAWAII

ACT 041

S.B. NO. 2122 S.D. 1

A BILL FOR AN ACT

RELATING TO RESEARCH.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

SECTION 1. The purpose of this Act is to require the sharing of data across state agencies to support research that will improve the educational and workforce outcomes for the citizens of Hawaii and meet the longitudinal data requirements of the federal American Recovery and Reinvestment Act of 2009.

SECTION 2. Chapter 302A, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"**§302A- Departmental data sharing.** (a) The department of education, the University of Hawaii, the department of labor and industrial relations, and other state agencies, as appropriate, shall share data to support research that will improve educational and workforce outcomes and meet the longitudinal data requirements of the federal American Recovery and Reinvestment Act of 2009, as amended. The data to be shared shall be determined jointly by the department of education, the University of Hawaii, the department of labor and industrial

relations, and other state agencies, as appropriate, and shall be shared no less than annually.

(b) The department of education, the University of Hawaii, the department of labor and industrial relations, and other state agencies, as appropriate, shall share data in a manner that safeguards the confidentiality of student education records, as defined by the federal Family Educational Rights and Privacy Act, and workforce data, as provided by applicable federal and state laws, rules, and regulations.

(c) The department of education, the University of Hawaii, the department of labor and industrial relations, and other state agencies, as appropriate, shall establish a data governance and access committee that meets on a quarterly basis to determine protocols to:

(1) Prioritize analyses and research questions that will provide information to improve educational and workforce outcomes and policies; and

(2) Approve requests for access to data provided by the department of education, the University of Hawaii, the department of labor and industrial, and other state agencies, as appropriate.

S.B. NO. 2122 S.D. 1

(d) All state agency directors shall consider sharing data for the statewide longitudinal data system."

SECTION 3. New statutory material is underscored.

SECTION 4. This Act shall take effect upon its approval.

APPROVED this 20 day of APR , 2010

GOVERNOR OF THE STATE OF HAWAII

D. Hawaii Teacher Standards Board

Note

Subpart heading reenacted by L 2001, c 312, pt of §10.

Conviction of a teacher for sexual offense; suspension of license; procedure for license revocation (repealed July 1, 2010 or upon adoption of rules, whichever is earlier). L 2008, c 164.

Professional development schools grant program. L 2001, c 313.

§302A-801 Hawaii teacher standards board established. (a) There is established the Hawaii teacher standards board, which shall be placed within the department for administrative purposes only. The board shall consist of fifteen members, including not less than six licensed teachers regularly engaged in teaching at the time of the appointment, three educational officers employed at the time of the appointment, the chairperson of the board of education or the chairperson's designee, the superintendent or the superintendent's designee, a representative of independent schools, the dean of the University of Hawaii college of education or the dean's designee, and two members of the public; provided that the dean's designee shall be chosen from the member institutions of the teacher education coordinating committee established under section 304A-1202.

(b) Except for the chairperson of the board of education, superintendent, and dean of the college of education, the governor shall appoint the members of the board pursuant to section 26-34, from a list of qualified nominees submitted to the governor by the departments, agencies, organizations representative of the constituencies of the board, and current members of the board; provided that the two members of the public shall be from lists of qualified nominees submitted to the governor by the Hawaii Business Roundtable, Hawaii P-20 council, and Hawaii workforce development council. To the extent possible, the board membership shall reflect representation of elementary and secondary school personnel from all islands.

(c) Appointed board members shall serve not more than three consecutive three-year terms.

(d) Board members shall receive no compensation. When board duties require that a board member take leave of the board member's duties as a state employee, the appropriate state department shall allow the board member to be placed on administrative leave with pay and shall provide substitutes, when necessary, to perform that board member's duties. Board members shall be reimbursed for necessary travel expenses incurred in the conduct of official board business.

(e) The chairperson of the board shall be designated by the members of the board.

(f) The board may employ an executive director for a term of up to four years, who shall be appointed by the board of education without regard to chapters 76 and 89; provided that the board shall submit a nominee to the board of education for approval or disapproval; provided further that if the nominee is disapproved, the board shall submit another nominee to the board of education for approval or disapproval.

The board may terminate the executive director's contract for cause;

provided that the board shall submit the recommendation for termination to the board of education for approval or disapproval. [L 1996, c 89, pt of §2; am L 1999, c 218, §3; am L 2001, c 312, pt of §10; am L 2006, c 75, §9; am L Sp 2009, c 2, §2]

Cross References

Definitions, see §302A-501.

Previous Vol05_Ch0261-0319 Next

§302A-802 Licensing standards; policies. (a) The board shall establish licensing standards that govern teacher licensing in Hawaii. Licensing standards established by the board shall be adopted as rules under chapter 91 unless otherwise specified in this subpart.

(b) In the development of its standards, the board shall consider the existing teacher applicant pool that is available in the State and the level of the qualification of these applicants, as well as the nature and availability of existing preservice higher education teacher training programs.

(c) The board shall adopt policies, exempt from chapters 91 and 92, to initiate the following:

(1) Develop criteria allowing more individuals with trade or industry experience to teach in vocational, technical, and career pathway programs, and criteria for the issuance of permits allowing qualified individuals to teach when recommended by the superintendent. The department shall be responsible for the review and acceptance of the relevant licenses, certificates, or other qualifications related to an individual's vocational, technical, or career pathway education-related experience that the department deems necessary for a permit. The department shall have the authority to waive the requirement of a bachelor's degree to teach in a vocation, technical, or career pathway education program;

(2) Develop a plan to accept teachers from any state as long as they have completed state-approved teacher education programs and pass relevant Hawaii teacher examinations or their equivalent;

(3) Clarify the requirements, on a state-by-state basis, for out-of-state licensed teachers to obtain a license in Hawaii;

(4) Develop a plan to facilitate licensing for those who intend to teach in Hawaii immersion programs, the island of Niihau, or any other extraordinary situation as defined by the superintendent or the superintendent's designee;

(5) Pursue full teacher license reciprocity with all other states; and

(6) Issue a license to a teacher with a valid out-of-state license who has passed similar, though not identical, tests in basic skills, pedagogy, and subject matter to those required for licensure in the State; provided that upon the effective date of the adoption of administrative rules addressing the recognition of out-of-state teacher licenses, those administrative rules shall supersede the requirements of this paragraph. [L 1996, c 89, pt of §2; am L 2001, c 312, pt of §10, §13; am L 2002, c 16, §18; am L 2005, c 159, §12; am L 2006, c 226, §2; am L 2007, c 146, §2]

Note

Notification to house and senate education committee chairs on adoption of rules relating to out-of-state teacher licenses. L 2007, c 146, §3.

Previous Vol05_Ch0261-0319 Next

[§302A-805.5] Approval of teacher education programs; professional development of teachers. The board shall be responsible for approving teacher education programs that meet the standards established by the board. The board may engage in efforts relating to the improvement of instruction through teacher education and professional development, and to attract qualified candidates for teacher training from among the high school graduates of the State. [L 2001, c 312, pt of §2]

Previous Vol05_Ch0261-0319 Next

§302A-605 Principals and vice-principals. (a) Principals shall meet the department's certification requirements and shall have not less than five years of appropriate school-level experience of which at least three years shall have been as a teacher.

(b) Vice-principals shall meet the department's certification requirements and shall have appropriate school-level experience as determined by the department.

(c) On a case-by-case basis, the department may waive the certification requirements and school-level experience for vice-principal candidates with appropriate administrative experience. The department shall establish criteria and reasons for waivers pursuant to chapter 91. [L 1996, c 89, pt of §2; am L 2000, c 31, §1; am L 2001, c 256, §2 and c 287, §1]

Previous Vol05_Ch0261-0319 Next

GOV. MSG. NO. 492

EXECUTIVE CHAMBERS

HONOLULU

LINDA LINGLE
GOVERNOR

April 19, 2010

The Honorable Colleen Hanabusa, President
and Members of the Senate
Twenty-Fifth State Legislature
State Capitol, Room 409
Honolulu, Hawaii 96813

Dear Madam President and Members of the Senate:

This is to inform you that on April 19, 2010, the following bill was signed into law:

SB2120 SD1

A BILL FOR AN ACT
RELATING TO THE CERTIFICATION OF PRINCIPALS AND VICE-PRINCIPALS.
ACT 034 (10)

Sincerely,

LINDA LINGLE

Approved by the Governor
on APR 19 2010

THE SENATE
TWENTY-FIFTH LEGISLATURE, 2010
STATE OF HAWAII

ACT 034

S.B. NO. 2120 S.D. 1

A BILL FOR AN ACT

RELATING TO THE CERTIFICATION OF PRINCIPALS AND VICE-PRINCIPALS.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

SECTION 1. The legislature finds that the department of education currently has requirements for the certification of its principals and vice-principals. The legislature also finds that the federal American Recovery and Reinvestment Act of 2009 provides educational funds for states that pursue educational reform and additional funds for those states that qualify for Race to the Top funds by advancing educational reform. One of the selection criteria for Race to the Top funds is providing alternative routes to certification for teachers and principals; however, section 302A-605, Hawaii Revised Statutes, currently provides for one pathway to certification and exceptions on a case-by-case basis.

The purpose of this Act is to require the department of education to establish alternative routes to certification for principals and vice-principals. The alternative requirements shall meet the federal government's Race to the Top fund selection criteria.

SECTION 2. Section 302A-605, Hawaii Revised Statutes, is amended to read as follows:

"**§302A-605 Principals and vice-principals.** (a) Principals shall meet the department's certification requirements and shall have [~~not less than~~] at least five years of appropriate school-level experience [~~of which~~] including at least three years [~~shall have been~~] as a teacher.

(b) Vice-principals shall meet the department's certification requirements and shall have appropriate school-level experience as determined by the department.

[~~(c) On a case by case basis, the department may waive the certification requirements and school level experience for vice-principal candidates with appropriate administrative experience. The department shall establish criteria and reasons for waivers pursuant to chapter 91.~~]

(c) The department shall establish alternative routes to certification for principals and vice-principals pursuant to rules adopted under chapter 91.

(d) For purposes of this section, "alternative routes to certification" has the same meaning as determined by United States Department of Education regulations for state applications for Race to the Top fund allocations under section

14001 of the federal American Recovery and Reinvestment Act of 2009, as amended."

SECTION 3. Statutory material to be repealed is bracketed and stricken. New statutory material is underscored.

SECTION 4. This Act shall take effect upon its approval.

APPROVED this 19 day of APR , 2010

GOVERNOR OF THE STATE OF HAWAII

Name of Alternative Certification Program	Post-baccalaureate Certificate in Secondary Education	Post-baccalaureate Certificate in Special Education	Master of Education in Teaching	Teach for America	Bachelor of Arts in Special Education (BASE)	Alternative Route to Licensure in Special Education (ARLISE)	Master of Education in Secondary Education	University of Phoenix Hawaii Campus	Halau Wanana	University of Hawai'i- Hilo, Kahuawaiola, Indigenous Teacher Education Program
Sponsor organization for program	Institute for Teacher Education, College of Education, University of Hawaii at Manoa	Department of Special Education, College of Education, University of Hawaii at Manoa	College of Education, University of Hawaii at Manoa, some partnership with TFA	Teach for America	HIDOE/City University of Seattle, WA (partnership sponsor)	HIDOE Office of Human Resources, Personnel Development Branch	Hawaii Pacific University	University of Phoenix, Hawaii Campus	non-IHE based teacher preparation program administered by Kanu o ka 'Āina Learning 'Ohana (KALO), a non-profit organization	University of Hawaii, Hilo
Brief description of program (or link to program description on-line) including target population of teacher candidates and/or students/schools served.	Leads to initial licensure in secondary Art (K-12), English, Math, Science, Social Studies, Foreign Language, ESL, or Health/Physical Education (K-12). Targets candidates with a BA in subject area, including career changers. Candidates with a teaching position (emergency hires) can use their classroom for field experience and student teaching.	Targets candidates with a bachelor's degree in an area other than special education, including Educational Assistants in Special Education who want to become fully licensed teachers	Two-year field based masters program. Students placed in schools entire time with seminars and support provided. Elementary or secondary (math, science, English, social studies) licensure at the end of year 1. Year 2 consists of full time teaching with intense mentoring;	This is a post-baccalaureate licensure program (with an M.Ed option) for TFA cadets. It is an accelerated program than can be completed with one year. It is a 30 credit program for licensure and 45 credits for an M.Ed degree	The Hawaii Department of Education, in partnership with City University of Seattle, offers a 2-yr alternate route to teacher certification program, culminating in a Bachelor of Arts in Education degree with certification in Special Education. Teacher candidates accepted into the program will complete a comprehensive course of study, inclusive of six quarters of academic classroom instruction.	Target population: individuals hired in contracted special education positions in DOE or charter schools statewide. Individuals without SATEP earn a post-baccalaureate alternative certification valid in Hawaii and the coursework taken through Chaminade University can be used towards Chaminade's Master's Program. Individuals who already have a SATEP in another area: through HTSB's Add a Field to Existing License Option C, upon program completion, teachers may add special education to their license	The Master of Education in Secondary Education (M.Ed) develops professional educators who are reflective practitioners dedicated to the scholarship of teaching and school renewal. The program is based on an innovative, standards-driven, field based curriculum that employes cutting edge educational technology to integrate content and pedagogy. Employing a digital portfolio-based assessment system, university faculty and mentor teachers will guide the candidate's progress in achieving professional standards and proficiencies.	Program attracts mid-career working professionals who want to earn a degree in Education and seek state licensure.	Hālau Wānana Indigenous Center for Higher Learning is Hawai'i's first Indigenous Institution of Higher Learning. Fiscally administered by KALO, Hālau Wānana consists of four departments with more programs in development.	The Kahuawaiola Indigenous Teacher Education Program is a three-semester post-baccalaureate program, delivered primarily through the medium of Hawaiian, specifically designed to prepare *Mauli Ola Hawai'i* (Hawaiian identity nurturing) teachers of the highest quality to teach in Hawaiian language medium schools, Hawaiian language and culture programs in English medium schools, and schools serving students with a strong Hawaiian cultural background.
Type of Teacher Preparation	Secondary Art (K-12), English, Math, Science, Social Studies, Foreign Language, ESL, or Health/Physical Education (K-12); http://www.coe.hawaii.edu/ite/pbcse	Special Education (SPED) teachers; http://www.coe.hawaii.edu/sped/postbacc	Elementary or secondary education teachers (math, science, English, social studies); http://www.coe.hawaii.edu/ite/medt/cohort	Urban and rural public school teachers; http://www.teachforamerica.org/corps/placement_regions/hawaii/hawaii.htm	Special Education (SPED) teachers; http://www.rrsc.k12.hi.us/udep/base/index.html	Special Education teachers	Secondary (7-12), Computer Education, English, Mathematics	M.Ed. In Special Education (K-12), Elementary Education (K-6), Secondary Education (7-12) for Math, English, Science and Social Studies		**LEVEL ONE - "CERTIFICATE COMPLETER"** - Certificate in Indigenous Education from UH Hilo. (Application for Gradation required.) LEVEL TWO - "PROGRAM COMPLETER" - In addition to completing the certificate, candidates ALSO complete remaining Praxis exams required for licenses which they will seek from the Hawai'i Teacher Standards Board (HTSB). Only after successful completion of Praxis exams are candidates recommended by Kahuawaiola to the HTSB for licensure.
Target Audience	Individuals with a BA in corresponding subject area including career changers	Individuals with a BA in an area other than special education, including Educational Assistants in Special Education that want to become fully licensed teachers	Individuals with an existing BA, career changers, recent graduates	Recent college graduates from all backgrounds and interests	HIDOE Educational Assistants who have an interest in pursuing a teaching degree in special education and currently do not have a bachelor's degree or higher.	Those seeking licensure in Special Education	Individuals who have completed an accredited teacher education program.	Mid-career working professionals seeking an M.Ed and state licensure	Hālau Wānanaīs Teacher Education Program, which currently completing its third cohort, was developed in 2001 to license highly qualified teachers interested in teaching at Hawaiian-focused charter schools, as well as other Hawaiī public schools with high concentrations of native Hawaiians	teach in Hawaiian language medium schools, Hawaiian language and culture programs in English medium schools, and schools serving students with a strong Hawaiian cultural background.
Special Features	Candidaes with a teaching position (emergency hires) can use their classroom for field experience and student teaching.	Open to anyone with a BA in any area other than special education.	2-year field based masters program. Students placed in schools entire time with seminars and support provided	Accelerated program that can be completed within one year.	An internationally recognized 2-yr alternative to teacher certification, culminating in a BA with certification in Special Education		Field experiences to accompany every course. Web courses and digital portfolios. Mentorship by content area in both private and public school settings.		We require 8 four-credit courses over the two-year program duration. Many more hours are spent in full-time teaching placements during that same period than is reflected in the listed number of credit hours.	
Number of teachers that successfully completed program in the 2008-09 academic year	47	8	64	25	14 teachers in cohort III	35 total, 27 w/o SATEP, 8 added a field to their license	20	81		2005-15/15; 2006-no offered; 2007-12/12; 2008-5/7; 2009-not offered

Name of Alternative Certification Program	Post-baccalaureate Certificate in Secondary Education	Post-baccalaureate Certificate in Special Education	Master of Education in Teaching	Teach for America	Bachelor of Arts in Special Education (BASE)	Alternative Route to Licensure in Special Education (ARLISE)	Master of Education in Secondary Education	University of Phoenix Hawaii Campus	Halau Wanana	University of Hawai'i- Hilo, Kahuawaiola, Indigenous Teacher Education Program
To what extent is your alternative certification program . . .										
Selective in accepting candidates	a great deal	a great deal	a great deal	a great deal	a great deal	Some	A great deal	very little	In 2007–15/23 werea accepted; in 2009–15/20 were accepted	1) B.A. or B.S. degree; 2) 3.0 or higher GPA in major and cumulative; 3) 4 years of Hawaiian language, minimum 2.75 GPA; 4) completion of HAW 490, HWST 111, 211, or 213, HWST 205, 471, 472, 472, 474; 5) 50 hours teaching experiences through the medium of Hawaiian or 30 hours each (60 total) teaching experiences and curriculum development; 6) Passing scores on PRAXIS I and PRAXIS II content assessment relevant to secondary level licenses; 7) Interview with unit faculty
Minimum GPA required for your alt cert program?	Minimum 2.75 in all post-secondary institutions as well as the content major; GPA of 2.50 for math & science majors;	# Bachelor's degree from an accredited institution, any field # Cumulative GPA of 2.75	minimum 3.0 GPA; Those with GPAs of at least 2.70 will be considered only after those with the higher GPA are reviewed.	2.75	minimum 2.0 GPA		2.75		2.5	3
Minimum GPA required for your traditional cert program?				N/A	N/A		2		n/a	n/a
How many of your candidates are considered mid-career (or transition to teaching) candidates?				N/A			39		Approximately four in twenty; it varies with each cohort.	4
For students that are considered mid-career candidates, do you consider their work experience and job performance in your admissions decision? If you do, please explain how.				Yes, via the letters of recommendation			Applicants may choose to submit letters of recommendation and refer to their work experience and job performance in their admissions essay or admissions interview.		The Teacher Education Program at Halau Wanana Indigenous Center of Higher Learning has an indigenous culturally-driven focus. Teacher candidates must already be employed at Hawaiian focused charter schools or schools serving high concentrations of native Hawaiians. In addition to employment position, we require applicants to submit an application with a nominal fee, a transcript of undergraduate coursework and proof of degree, as well as records of any relevant subject-matter or professional tests taken. Potential candidates are evaluated on the basis of their personal statement, interview and the level of administrative and team support that their school is willing to provide, in order to ensure the teacher candidate's ability to fulfill HW's requirement to design and implement place-based curriculum. We only consider their current position as an inservice teacher.	Yes, their work experience is considered, discussed via interview and with admission committee to determine extent and type of clinical practicum necessary for candidate to meet desired proficiency levels.
For your candidates seeking to teach in secondary school, does your alternative certification program require a specific major in the subject the candidate is choosing to teach?				For the TFA alternative licensure program we accept PRAXIS II results in lieu of an undergraduate major in the subject area.			While a specific major is not required, NCATE requires specific coursework in the subject that the candidate is preparing to teach. Therefore, a subject-specific transcript analysis is conducted at admissions. Any coursework not complete upon admissions must be taken as co-requisite course(s) while enrolled in the program.		No. Passing the subject matter tests required by the state is considered sufficient.	no

Name of Alternative Certification Program	Post-baccalaureate Certificate in Secondary Education	Post-baccalaureate Certificate in Special Education	Master of Education in Teaching	Teach for America	Bachelor of Arts in Special Education (BASE)	Alternative Route to Licensure in Special Education (ARLISE)	Master of Education in Secondary Education	University of Phoenix Hawaii Campus	Halau Wanana	University of Hawai'i- Hilo, Kahuawaiola, Indigenous Teacher Education Program
Does your alternative certification program allow prospective candidates to demonstrate their knowledge through a subject-matter test in lieu of a major?				Teacher candidates must achieve a passing score on the PRAXIS II Content Knowledge exam.			no		If a candidate has a bachelors degree in one field, but an interdisciplinary teaching position that involves another content area that s/he would like to become licensed in, we permit that person to demonstrate content knowledge proficiency through the Praxis test that is required by the state.	no
Does your alternative certification program provide practice teaching opportunities in the summer/semester before participants start to teach?				Yes			no		Teachers are already inservice teachers, so they teach from the first day that the program begins.	yes
Providing supervised, school-based experiences for candidates	a great deal	a great deal	a great deal	a great deal	a great deal	a great deal	A great deal	a great deal		
Providing ongoing support such as effective mentoring and coaching for candidates	a great deal	a great deal	a great deal	a great deal	a great deal	a great deal	A great deal	a great deal		
Providing ongoing support such as effective mentoring and coaching for program completers/graduates	none	some	some	a great deal	a great deal	some	some	very little		
Does your program provide a mentor to visit the teacher's classroom at least once a week, even during their first semester of teaching?				Yes			no		Mentors and teacher candidates meet weekly for the entire two years of the program.	Most candidates clinical practicum placements are within the classroom of a mentor teacher. All candidates are formally "visited" observed and assessed minimally 8 times per semester by mentor teacher and university supervisors. These visits are scheduled throughout the semester, the first normally within the first weeks of placement.
Limiting the amount of coursework required	some	some	some	a great deal	none	some	none	very little		
Providing options to test out of courses	none	none	very little	very little	none	very little	none	very little		
Upon completion, award same level of certification that traditional preparation programs award upon completion	a great deal	a great deal	a great deal	a great deal	a great deal	a great deal	A great deal	a great deal		
What is the cost of your alternative certification program?				Tuition: $14,800 plus $84 per course for online coursework.			$700 per credit x 33 credits = $23,100.		Tuition rates are comparable with the local branch of University of Hawaii. We seek funding support from a variety of organizations in order to offset program costs not covered by tuition receipts.	Cost for 37 credits (graduate level) is currently $12,516 + student fees, books, etc.
Do you collect and analyze measurable data on your alternative certification program's and graduate's effectiveness?				Yes			No		We have extensive qualitative data and evidence of teacher candidate proficiency in fulfilling the ten Hawaii Teacher Performance standards, however it does not lend itself to reporting in this forum.	Course evaluations and candidates self evaluations are used to manage and improve program effectiveness. Data on graduate's effectiveness is measured through surveys of the graduates and employers.
Please provide the name and contact information for the point person for this program.	Jeff Moniz, Secondary Director, Institute for Teacher Education, jmoniz@hawaii.edu	Amelia Jenkins, Chair, Department of Special Education, amelia@hawaii.edu	Joe Zillox, zillox@hawaii.edu, Chris Sorenson, sorens@hawaii.edu (808-956-7703)	Ms. Katherine Kawaguchi@chaminade.edu; Dr David Grossman david.grossman@chaminade.edu 808-739-4652	Dr. Donald Enoki, Faculty/Program Coordinator, Phone: (808) 587-5580 ext. 492 Email: don_enoki @notes.k12.hi.us	Cynthia Azama, State Office Teacher, Personnel Development Branch, Phone: (808) 586-4077; email: Cynthia_Azama@notes.k12.hi.us	Valentina M. Abordonado, Ph.D., Director, School of Education, College of Humanities and Social Sciences, Hawai`i Pacific University, 1188 Fort Street Mall, Ste 254, Honolulu, HI 96813, (808) 544-1143, vabordonado@hpu.edu http://www.hpu.edu/med	Deborah Hornsby, Campus College Chair, University of Phoenix; Phone: (808) 524-9870; Email: deborah.hornsby@phoenix.edu	Zanette Johnson email: zanette@kalo.org; Phone: (808) 887-1117; Halau Wanana Indigenous Center for Higher Learning; PO Box 6511; Kamuela, HI 96743	Makalapua Alencastre makalapua@leoki.uhh. hawaii.edu 200 W. Kawili St. PB-12, Hilo HI 96720, 808-974-7589

SCHOOL ADMINISTRATOR CERTIFICATION TRACKS

	ACE	ACE-I (TA-VP ALTERNATIVE)	ACE-III (LICENSED AND EXPERIENCED ASSISTANT PRINCIPAL/VP OR MASTER'S DEGREE IN ED ADMIN ALTERNATIVE)		ACE-IV (LICENSED AND EXPERIENCED PRINCIPAL ALTERNATIVE)	PROPOSED ACE-V (ALTERNATIVE FOR NON-EDUCATIONAL APPLICANTS)	PR (ALTE LIC EXPERI ADMI
	State Level Screening	Assignment as TA-VP by Principal; Subsequent Application by TA-VP to ACE Program	DOE Application/Interview		DOE Application/Interview	DOE Application/Interview	DOE App
	Five Years of Teaching (Tenured) in DOE	Five Years of Teaching (Tenured) in DOE	Five Years of Teaching & Two Years of Licensed Assistant Principal/VP Experience or Master's Degree in Ed Admin		Five Years of Teaching & Two Years of Licensed Principal Experience	Five years of executive/management level experience and Master or higher degree	Five years experience experience administra
TRAINING	Leadership Institute I	Leadership Institute I	Leadership Institute I		Leadership Institute I	Leadership Institute I	Instructi
TA-VP)	Temporary School Administrator Certificate (TSAC)	Temporary School Administrator Certificate (TSAC)	Temporary School Administrator Certificate (TSAC)		Temporary School Administrator Certificate (TSAC)	Temporary School Administrator Certificate (TSAC)	
	Yes	Yes	Waived (Admin License or Master's in Ed Admin)		Waived (School Level Administrative License/Certificate)	Yes	
GNMENT	OJT 1 yr	TA-VP/OJT 2 yrs	No Experience TA-VP/OJT 2yrs	With Experience TA-VP Assignment 2 yrs	TA-VP or TA-Principal Assignment 2 yrs	TA-VP (or TA-Principal?) OJT 3 yrs	Instruc
KSHOPS/ PS	Yes	Yes	Yes	Yes	Workshops and/or New Principals Academy	Workshops	W
VP)	Initial School Administrator Certificate (Temporary)* (ISAC-T)	Initial School Administrator Certificate (Temporary)* (ISAC-T)	Initial School Administrator Certificate (ISAC)	N/A	N/A	Initial School Administrator Certificate (Temporary)* (ISAC-T)	Instruc Ce
NARS/ ATION	Yes 1 yr	Yes 1 yr	Yes 2 yrs	Yes Retro Probation for 2 yrs TA	Seminars waived Retro Probation for 2 yrs TA	Yes 2 yrs	
TION)	Professional School Administrator Certificate* (PSAC)	Professional School Administrator Certificate* (PSAC)	Professional School Administrator Certificate (PSAC)	Professional School Administrator Certificate (PSAC)	Professional School Administrator Certificate (PSAC)	Professional School Administrator Certificate (PSAC)	Track is recei Lead

is not completed, the certificate will be the Initial School Administrator Certificate (Temporary) (ISAC-T)

Agreement of Concepts Regarding System Transformation Process Between Hawaii State Teachers Association (HSTA) and the State of Hawaii Board of Education and Department of Education (BOE/DOE) For Bargaining Unit 5 Employees

This AGREEMENT is entered into this 10th day of May, 2010, by and between the Hawaii State Teachers Association, hereinafter called the Union, and the State of Hawaii, Board of Education and Department of Education, hereinafter called the Employer.

WHEREAS, this Agreement was reached following numerous meetings with stakeholder groups commencing in the fall of 2009 and continuing through April 2010, brought about initially by working towards a successful application for the Race To The Top (RTTT) competitive grant, round one and round two, with such grant being authorized pursuant to the American Reinvestment and Recovery Act (AARA);

In addition to the RTTT competitive grant, the DOE has applied for and obtained authorization for monies for the U.S. Department of Education's School Improvement Grants (SIG), with such grants having many of the same requirements as the RTTT grant;

Furthermore, in recognition of the need to improve the public school system in the State of Hawaii, the parties commit to undergo systemic changes in the areas noted below, with the hope and expectation that such changes will result in an improved educational system that produces greater student learning growth. The parties commit to undergo changes whether or not the Employer is awarded the RTTT Grant.

The Union and Employer engaged in a collaborative, interest based approach to reaching consensus concerning common goals and desires with respect to RTTT, SIG, and the future of K-12 public education in the State of Hawaii. Over the course of a number of days of facilitated meetings, the Union and the Employer identified and dealt with the fundamental, underlying, and substantive issues raised by the requirements of RTTT and SIG, with numerous options explored and considered. In addition, the parties commit to work towards system change within the DOE, which will provide the necessary system of support.

NOW THEREFORE, the parties agree to the following:

1. Unless otherwise expressly noted, the Agreement applies to BU5 members currently employed by the Employer as classroom teachers (hereinafter "teachers.")

2. By entering into this Agreement, neither party waives its right to assert that certain matters are subject to negotiations, consult and confer, or constitute rights of the Employer, that may or may not be negotiable.

3. Although implementation of certain provisions of this Agreement may occur beyond the end date of the existing 2009-11 BU5 Contract, it is not the parties' intent to extend the master BU5 Contract beyond June 30, 2011. Where appropriate, negotiations will take place for the next Master Agreement encompassing July 1, 2011 through June 30, 2013.

4. New Annual Evaluation System

    a. The new annual evaluation system is expected to commence in the schools within the Zones of Innovation. These Zones will include the priority schools, defined as the lowest 5% of the Title I in-status schools, plus all other schools within the complex of the in-status schools, in SY 2011-12. Should adequate support systems be in place to handle all participants, the Employer may invite additional schools/complexes to participate in the new evaluation system during or after this same period. In addition, the Employer may invite up to approximately 40 additional schools during SY 2012-13 to participate. The new evaluation system is expected to be implemented state-wide by SY2013-14.

        i. During SY 2011-12 and 2012-13, the new evaluation system will be reviewed, analyzed, and perfected in order to assure that it is adequately addressing the needs and purposes for an effective teacher evaluation.

ii. The new evaluation system will include an annual evaluation of each teacher, although non-summative assessments may be used in alternating years for teachers previously evaluated as "Effective." The parties agree to develop the instrument jointly and negotiate, where appropriate, implementation of the new evaluation system.

b. Initially, in SY 2011-12, the evaluation instrument will reflect 35% student learning and 15% of other measures of student growth as defined by RTTT regulations (hereinafter "student growth") to be determined by the individual schools. In SY 2012-13, the evaluation instrument will reflect 40% student learning and 10% of other measures of student growth to be determined by the individual schools.

c. The new annual evaluation instrument will be comprised of a variety of measures of student growth, cumulatively accounting for 50% of the evaluation 2013-14. Various methods of measuring student growth comparable across classrooms will be implemented, including a combination of interim benchmark and summative assessments.

5. Granting of Tenure

Conceptually, the parties agree that a minimum continuous three year probationary period prior to earning tenure is ideal. The three year probationary period shall consist of six semesters of paid teaching service under probationary appointment during the regular school year as determined by the Employer. The employee must be rated "effective" on the new evaluation instrument or "satisfactory" on the current evaluation instrument in order to receive credit for earning tenure. For probationary employees a marginal rating shall mean continuation of probation or non-renewal of contract, whichever is appropriate. The Employer may extend the probationary period of employees for an additional period not to exceed five years. If tenure is not achieved within five years, the employee shall be terminated by the Employer.

6. Compensation

The parties agree to develop a new compensation system that ties compensation and/or rewards to teacher effectiveness demonstrated by annual evaluations. Examples of such compensation may include annual increments, incentives, stipends, bonuses, alternative salary schedules, and/or rewards to teachers individually, as a group, and/or to their respective schools.

7. Expanded Learning Time

The parties acknowledge and understand that there may be a need to negotiate the terms and conditions of expanded learning time. Examples may include twelve month schedules, longer school day, and flexible schedules.

8. Movement of School Personnel

a. The parties acknowledge and understand that there are certain requirements of the RTTT grant and School Improvement Grants that require movement of school personnel. When such movement is necessary during the transition period, it will not be considered as disciplinary or due to poor performance.

b. During the transition period, if movement of school personnel is necessary, the employer will make every effort to assure that employees understand that movement is due to the requirements of the grant(s) and is not disciplinary or performance related.

c. Following the movement of such personnel, the remaining employees who work at those schools implementing the new evaluation system will have the right to be placed into a vacancy at a different school if they so choose.

9. Commitment by Employer

The parties agree that commitment by the Employer to develop and implement systemic change is critical for success in implementing the changes necessary to improve the future of K-12 public education in the State of Hawaii. The parties further agree that without fulfillment of the commitments by the Employer listed below, the provisions of this Agreement will become null and void.

a. The new evaluation system will be designed to assist teachers by providing customized support and professional development.

b. The Employer intends to develop and administer training programs to teachers, administrators, and Complex Area Superintendents prior to implementation of the new teacher evaluation instrument.

c. The Employer intends to implement various methods of measuring student learning including, but not limited to, using individual students' year-over-year change on summative multi-state assessments aligned with Common Core State Standards.

d. The Employer intends to develop vertically scaled assessments that will provide data reflecting year-over-year student growth for each individual student.

e. The Employer intends to begin to administer the multi-state Common Core assessments in SY 2013-14.

f. The Employer intends to make student assessment baseline growth data available to teachers and school administrators annually, commencing in approximately SY 2010-11.

g. The Employer intends to provide relevant coaching, induction support, and/or professional development for teachers including, but not limited to, providing

state-wide instructional improvement systems that give teachers, principals, and administrators information and resources they need to improve their instructional practices, decision-making and overall effectiveness.

10. The parties agree that a joint HSTA/DOE committee will be formed for the purpose of working together to resolve any issues that may arise concerning implementation of the above listed commitments by the Employer, as deemed necessary by either party.

11. The parties acknowledge and understand that in order to implement the cost item provisions of the Agreement funds must be received from RTTT, SIG, other federal or state categorical programs, and/or the State budget. The parties agree to commence negotiations within 30 days from receipt of notice that funds from RTTT will be provided in order to reach consensus on the amount and type of incentives, stipends, bonuses, alternative salary schedules, and/or rewards that can be given based upon funding.

FOR THE EMPLOYER:

Garrett Toguchi, Chairperson
Board of Education

FOR THE UNION:

Wilfred Okabe, President
Hawaii State Teachers Association

Kathryn S. Matayoshi, Interim Superintendent
Department of Education

Alvin Nagasako, Executive Director
Hawaii State Teachers Association

SB3238, SD2, HD2, CD1

Act 51: Reinventing Education Act of 2004

as amended by HB2002, HD2, SD1, CD2

Description: *Establishes a weighted student formula; provides additional information technology; empowers principals through a Hawaii principals academy and other means; strengthens community involvement through school community councils and parent-community networking centers; provides more mathematics textbooks; lowers class size in kindergarten, grade one, and grade two; provides full-time, year-round student activity coordinators; provides support for students who need additional help to succeed in school; establishes a national board certification incentive program for teachers; enhances teacher education; reduces the bureaucracy that hampers the effectiveness of the department of education; improves the educational accountability system; requires the board of education members to hold community meetings in their districts. (CD1)*

THE SENATE
22ND LEGISLATURE, 2004
STATE OF HAWAII

S.B. NO. 3238
S.D. 2, H.D. 2, C.D. 1

A BILL FOR AN ACT
relating to education.

Be it enacted by the Legislature of the State of Hawaii:

PART I
PURPOSE

SECTION 1. Although many responsibilities are laid upon education, ultimately education must do no less than advance the endowment of human culture itself, so that each succeeding generation finds itself further along the road towards peace, social justice, and environmental sustainability in a society guided by creativity, compassion, and curiosity. This Act is a road map for a critical phase in that ongoing journey.

The legislature finds that significant changes need to be made to enhance Hawaii's public education system to ensure the success of that journey. Although the State's students, parents, teachers, school administrators, departmental staff, and other educational stakeholders strive to achieve excellence, their efforts will never be completely successful until various aspects of the system around them are improved.

The legislature has supported and will continue to support efforts by the department of education to improve Hawaii's schools as a means of enhancing the academic achievement, safety and well being, and civic commitment of students, to meet the evolving needs of today's communities.

The coordinated package of initiatives in this Act aims to implement comprehensive education reform in Hawaii's public schools and shall be known as the "Reinventing Education Act of 2004." Its main elements include:

(1) Establishing a weighted student formula;

(2) Providing additional information technology;

(3) Empowering principals through a Hawaii principals academy and other means;

(4) Strengthening community involvement through school community councils and parent-community networking centers;

(5) Providing more mathematics textbooks;

(6) Lowering class size in kindergarten, grade one, and grade two;

(7) Providing full-time, year-round, high school student activity coordinators;

(8) Providing support for students who need additional help to succeed in school;

(9) Establishing a national board certification incentive program for teachers;

(10) Enhancing teacher education;

(11) Reducing the bureaucracy that hampers the effectiveness of the department of education;

(12) Improving the educational accountability system; and

(13) Requiring board of education members to hold community meetings in their districts.

Research shows that student performance is significantly higher in smaller schools. While establishing smaller schools throughout the State is not financially feasible, some schools have taken it upon themselves to create smaller and more manageable learning communities within their schools. Research also strongly supports the need for early childhood education and the establishment of a coherent system that spans all levels of education. The department of education, teamed with the University of Hawaii and Good Beginnings Alliance to create a vision for such a system, which was presented in 2002, is now being implemented.

Despite these efforts, more needs to be done. Currently, public school principals are faced with a nearly impossible task, as they are asked to attend to every detail of operating their schools without enough institutional support or discretion to expend funds. While some support and additional school leadership is provided by the school/community-based management (SCBM) system at many schools throughout the State, SCBM plays a far more limited role at some locations, and has not been implemented at all at others.

Recently, departmental leadership was decentralized through the creation of the complex area system, including the hiring of complex area superintendents. While replacing the old district system with this new structure was an important first step, further changes need to be made to allow meaningful authority to exist as close to the schools as possible. The complex area structure will serve as an excellent base upon which to build these continued reforms. It is the legislature's intent to place a far greater number of decisions, and a much higher percentage of moneys, directly in the hands of individual schools and their leaders.

Another area of improvement necessary to promote excellence in learning is the method by which moneys are allocated to individual schools. Hawaii currently receives high marks nationally for funding

equity, as being organized as a single unified system enables the State to fairly disburse moneys to schools. In other states, local revenue sources such as property taxes account for a significant portion of school and district funding, resulting in massive financial disparities between schools in more and less affluent areas.

Although the State avoids this particular pitfall, further improvements can be made to ensure that moneys go to the schools that truly have the greatest need, and to place more moneys at the discretion of individual schools. While the current funding system takes into account certain criteria when allocating moneys to schools, it does not comprehensively address the fact that some students are more costly to educate than others. For example, students with special needs, such as those with limited proficiency in English, or who have physical, psychological, or other impediments to learning, are more expensive to teach than students who are not faced with these barriers.

One method that can be used to address these funding issues is a weighted student formula. Under such a system, moneys are allocated to schools based on a system of weighted characteristics that apply to every student in the public schools.

Under a weighted student formula there are several advantages. Among other things:

(1) The relative cost of educating students can be much more accurately assessed, based upon the unique learning needs of each student;

(2) Funds follow students to whichever school they attend; and

(3) The budget process becomes more transparent as it is based on dollars, not staff positions.

However, establishing a weighted student formula cannot be effective in a vacuum. Other reform measures must be implemented as well. Principals will be empowered to act as the educational leaders of their schools, with more authority relating to budgeting, and more flexibility to expend funds. With these expanded powers, principals will be held accountable for their performance through a system that includes rewards, assistance, and sanctions. Principals will also need more training and support if they are required to take on additional duties, and are expected to advance student success. Furthermore, community involvement and support of schools will need to be enhanced if schools are to work effectively.

The department of education is also faced with significant impediments that will likely reduce its ability to effectively implement the weighted student formula. With educational responsibilities spread throughout numerous state agencies, there are various roadblocks to progress that could prevent the department of education and individual schools from successfully performing their duties and effectively using a new funding system.

The legislature finds that a comprehensive effort addressing all of these issues is required for Hawaii's public schools to maximize student achievement. Accordingly, the purpose of this Act is to enhance educational outcomes in Hawaii's public schools by:

(1) Implementing the weighted student formula by:

(A) Requiring the department of education to provide supplementary allocations to those schools whose budgets are adversely affected by the weighted student formula for no more than three years beginning with the 2006-2007 school year;

(B) Establishing a committee on weights within the department of education to determine the unit value of student weights and recommend a weighted student formula to the board of education at least annually, and appropriating $10,000 to support the operation of the committee;

(C) Requiring the department of education to adopt a weighted student formula in allocating funds to public schools;

(2) Appropriating $2,000,000 to the department of education to facilitate field support, security, and privacy for the telecommunications network, and training regarding information technology infrastructure used to enhance accountability, compliance with the federal No Child Left Behind Act of 2001, and implementation of school reform including the weighted student formula;

(3) Supporting and empowering principals by:

(A) Requiring the department of education, with the invited participation of the exclusive bargaining agent of educational officers of the department of education, to propose salary schedules and other terms and conditions of employment of principals and vice principals based upon a twelve-month term of service, and report findings back to the legislature no later than twenty days prior to the regular session of 2005;

(B) Requiring the board of education to classify all educational officer positions of the department of education to adopt two separate classification/compensation plans for educational officers:

(i) One for principals and vice principals (based on the general pattern of a school administrator's career development and associated school administrator's qualification requirements); and

(ii) One for all other educational officers (reflective of the career development pattern and qualification requirements for the respective professional field of expertise), and including classification appeals procedures for both;

(C) Convening a working group to create a plan for the implementation of performance contracts for principals;

(D) Establishing a Hawaii principals academy to support and train complex area superintendents, principals, and prospective principals, and appropriating $500,000 to operate the academy;

(E) Clarifying the authority and responsibility of principals;

(F) Appropriating $183,780 to operate the department of education's administrator certification for excellence (ACE) program; and

(G) Appropriating $400,000 to compensate principals recalled to work

by the department, outside of their regular term of service, for professional development and any other activities that may enhance their effectiveness as leaders of their schools;

(4) Enhancing community involvement in schools by:

(A) Appropriating $350,000 for training and other activities needed to facilitate the transition from the current SCBM system into a mandatory school community council system to be implemented at each public school, excluding new century charter schools and new century conversion charter schools;

(B) Clearly articulating the balance and reciprocity of powers and responsibilities between the principal and school community council; and

(C) Appropriating $1,743,900 to support and enhance parent-community networking centers;

(5) Directly, concretely supporting the academic achievement and holistic development of students by:

(A) Appropriating $2,500,000 for mathematics textbooks and other mathematics learning materials in schools; provided that mathematics curriculum is aligned within the school complex;

(B) Appropriating $2,143,350 to reduce class size in kindergarten, grade one, and grade two by hiring seventy-five elementary school teachers;

(C) Appropriating $460,000 for full-time, year-round, high school student activity coordinators; and

(D) Appropriating $100,000 for programs that support parents in working with students who need additional help to succeed in school; provided the programs have measurable outcomes;

(6) Directly, concretely supporting teachers by:

(A) Establishing a national board certification incentive program to be administered by the Hawaii teacher standards board to continue comparable efforts initiated under a memorandum of understanding between the department of education and Hawaii teacher standards board which expires on June 30, 2005, and appropriating $480,000 to execute the memorandum of understanding during fiscal year 2004-2005;

(B) Appropriating $92,000 for the administration of the Hawaii teacher standards board; and

(C) Increasing the pool of qualified teachers and administrators by appropriating $500,000 to fund seven teacher education positions and one education administration faculty position at the college of education of the University of Hawaii;

(7) Reducing bureaucracy that hampers the effectiveness of the department of education by:

(A) Requiring the department of education to convene an interagency working group to address systemic impediments to the efficient management and operation of schools;

(B) Transferring certain key functions from various state agencies to the department of education; and

(C) Requiring the board of education to adopt a single school calendar for all public schools to apply beginning with the 2006-2007 school year;

(8) Enhancing educational accountability by:

(A) Requiring academic achievement, safety and well being, and civic responsibility of individual students to be assessed and tracked;

(B) Expanding the accountability provision to include fiscal accountability;

(C) Including complex area superintendents and principals in the accountability system;

(D) Requiring clear, easily understandable report cards on key performance indicators for schools, school complexes, and the public school system; and

(E) Requiring the board of education to hold community meetings in each school district;

(9) Appropriating $400,000 for the piloting of school community councils and development of academic and financial plans at selected schools prior to the statewide implementation of the weighted student formula; and

(10) Requiring the department of education to submit findings and recommendations to the legislature prior to the 2005 regular session relating to the implementation of this Act.

PART II
WEIGHTED STUDENT FORMULA

SECTION 2. The department of education, from within appropriations provided to the department of education, shall provide supplementary allocations to those schools whose budgets are adversely affected upon the implementation of the weighted student formula, as determined by the superintendent, for no more than three years beginning with the 2006-2007 school year.

SECTION 3. Chapter 302A, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"**§302A- Committee on weights.** (a) There is established within the department of education the committee on weights to develop a weighted student formula pursuant to section 302A- . The committee shall:

(1) Create a list of student characteristics that will be weighted;

(2) Create a system of weights based upon the student characteristics that may be applied to determine the relative cost of educating any student;

(3) Determine specific student weights, including their unit value;

(4) Determine which moneys shall be included in the amount of funds to be allocated through the weighted student formula;

(5) Recommend a weighted student formula to the board of education;

(6) Perform any other function that may facilitate the implementation of the weighted student formula; and

(7) Meet not less than annually to review the weighted student formula and, if the committee deems it necessary, recommend a new weighted student formula for adoption by the board of education.

(b) The composition of the committee on weights shall be determined by the board of education based on recommendations from the superintendent of education and dean of the University of Hawaii at Manoa college of education and include principals, teachers, and other members with the appropriate professional skills, experiences, and qualifications needed to facilitate the work of the committee. The superintendent or the superintendent's designee shall chair the committee on weights.

(c) The committee on weights may form advisory subcommittees to obtain input from key stakeholders as determined necessary by the committee.

(d) The members of the committee on weights shall serve at the pleasure of the board of education and shall not be subject to section 26-34. Members of the committee on weights shall serve without compensation but shall be reimbursed for expenses, including travel expenses, necessary for the performance of their duties."

SECTION 4. Chapter 302A, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"§302A- **Weighted student formula.** Based upon recommendations from the committee on weights, the board of education, not less than annually, shall adopt a weighted student formula for the allocation of moneys to public schools which takes into account the educational needs of each student. The department, upon the receipt of appropriated moneys, shall use the weighted student formula to allocate funds to public schools. Principals shall expend moneys provided to the principals' schools. This section shall only apply to new century charter schools and new century conversion charter schools for fiscal years in which the new century charter schools and new century conversion charter schools elect pursuant to section 302A- to receive allocations according to the weighted student formula.

SECTION 5. Section 302A-101, Hawaii Revised Statutes, is amended by amending the definition of "public schools" to read as follows:

""Public schools" means all academic and noncollege type schools either established and maintained by the department , or issued a charter by the board of education, in accordance with law. All other academic and noncollege type schools are "private schools", irrespective of the hours during which the sessions take place."

SECTION 6. Chapter 302A, Hawaii Revised Statutes, is amended by adding a new definition to be appropriately inserted and to read as follows:

""Weighted student formula" means a formula for allocating operating moneys to individual public schools that includes a system of weighted characteristics affecting the relative cost of educating each student attending a public school."

SECTION 7. There is appropriated out of the general revenues of the State of Hawaii the sum of $10,000, or so much thereof as may be necessary for fiscal year 2004-2005, to support the operations of the committee on weights.

SECTION 8. The sum appropriated shall be expended by the department of education for the purposes of this part.

PART III
INFORMATION TECHNOLOGY

SECTION 9. The department of education uses technology to support instructional, student information, fiscal, human resources, and outcome-based research systems. To meet the information needs of the principals, teachers, and the school community councils as they develop academic and fiscal plans for individual schools, the requirements of the No Child Left Behind Act, and the Felix consent decree, the department must improve its administrative support information systems.

SECTION 10. There is appropriated out of the general revenues of the State of Hawaii the sum of $2,000,000, or so much thereof as may be necessary for fiscal year 2004-2005, for:

(1) Positions to provide technical support to school level information systems uses;

(2) Infrastructure to meet the security and privacy requirements of the telecommunications network;

(3) Customization of the student information system software; and

(4) Training regarding the use of information technology.

SECTION 11. The sum appropriated shall be expended by the department of education for the purposes of this part.

PART IV
PRINCIPALS

SECTION 12. The department of education, with the invited participation of the exclusive bargaining agent of educational officers of the department of education, shall propose salary schedules and other terms and conditions of employment of principals and vice principals based upon a twelve-month term of service. The department of education shall submit their findings to the legislature no later than twenty days prior to the convening of the regular session of 2005.

SECTION 13. Section 302A-619, Hawaii Revised Statutes, is amended to read as follows:

"**§302A-619 Classification, educational officers.** The board shall classify all educational officer positions of the department and shall adopt two separate classification/compensation plans for educational officers. One classification/compensation plan shall be for principals and vice principals and shall be based on the general pattern of a school administrator's career development and associated school administrator's qualification requirements. A separate classification/compensation plan shall be for all other educational officers and shall be reflective of the career development pattern and qualification requirements for the respective professional field of expertise; provided that both classification/compensation plans shall include classification appeals procedures."

SECTION 14. The superintendent of education shall select and convene a working group to create a plan for

performance contracts for principals to be implemented beginning with the 2006-2007 school year. The working group shall include:

(1) The superintendent of education;

(2) Representatives of complex area superintendents;

(3) Representatives of school principals; and

(4) Representatives of any other agency, organization, or group as deemed appropriate by the superintendent of education.

The superintendent shall request the exclusive representative for collective bargaining unit 6 to participate in the working group.

The working group shall:

(1) Establish appropriate performance criteria which shall be used in individual performance contracts for principals, including:

(A) Core criteria to be incorporated into performance contracts statewide; and

(B) Criteria that may be used at the discretion of individual schools;

(2) Determine appropriate performance benchmarks, or methods of devising performance benchmarks, that may be used to assess principal performance relative to expected standards; provided that such performance benchmarks, at a minimum, shall include those elements related to principals in the educational accountability system;

(3) Determine appropriate rewards, assistance, and sanctions to be included or considered for inclusion in performance contracts; and

(4) Address any other issues necessary for the implementation of performance contracts.

The department of education shall submit findings, including proposed legislation, to the legislature no later than twenty days prior to the convening of the regular session of 2005.

SECTION 15. Chapter 302A, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"**§302A- Hawaii principals academy.** There is established within the department the Hawaii principals academy. The academy shall support and train department complex area superintendents, principals, and prospective principals in areas including but not limited to:

(1) Becoming better leaders;

(2) Improving students' academic achievement, safety and well being, and civic responsibility;

(3) Collaborating with the school community councils;

(4) Developing curriculum alignment;

(5) Managing school budgets; and

(6) Establishing partnerships with the private sector."

SECTION 16. Section 302A-1103, Hawaii Revised Statutes, is amended to read as follows:

"**§302A-1103 Principal; authority and responsibility.** The role of the principal shall include but not be limited to over-seeing the day-to-day management of the school, the primary function of which is to develop and deliver instructional services to students in accordance with statewide educational policy and to enable students to meet or exceed statewide academic standards. The principal shall:

(1) Ensure that the curriculum facilitates the achievement of the statewide student performance standards adopted for the public school system;

(2) Develop and present to the school community council for its review and approval, academic and financial plans relating to the school;

(3) Exercise authority over the implementation of the budget, policies, and operations of the school; and

(4) Collaborate with other principals in the principal's school complex to ensure that:

(A) Logical, sequential curricula are adopted within the school complex;

(B) Best practices are shared among and implemented by schools within the school complex;

(C) The goals and objectives of the school complex are being met;

(D) The use of school complex-based personnel and contractors who divide their time between more than one school in a school complex is coordinated to maximize efficiency; and

(E) The passage of students through the continuum of grades is coordinated in a manner consistent with section 302A-1004."

SECTION 17. There is appropriated out of the general revenues of the State of Hawaii the sum of $1,083,780, or so much thereof as may be necessary for fiscal year 2004-2005, to be expended as follows:

(1) $500,000 to establish and operate the Hawaii principals academy;

(2) $183,780 for the operation of the administrator certification for excellence (ACE) program; and

(3) $400,000 to compensate principals who are recalled to work by the department, outside of their regular term of service, for professional development and any other activities that may enhance their effectiveness as leaders of their schools.

SECTION 18. The sum appropriated shall be expended by the department of education for the purposes of this part.

PART V
COMMUNITY INVOLVEMENT

SECTION 19. One of the most important means of improving educational outcomes and public confidence in those outcomes in schools is by enhancing community involvement. This part seeks to accomplish this by:

(1) Establishing school community councils for each public school, excluding new century charter schools and new century conversion charter schools, to provide a mechanism whereby parents, the community,

and other key stakeholders can have a substantially increased voice in the affairs of their local schools, with a clear and concrete enunciation of powers and responsibilities, and how these are shared with those of the principal; and

(2) Supporting and enhancing parent-community networking centers, a mechanism for improving community and parental involvement with a proven track record of success.

The legislature finds that there is also overwhelming research evidence of the critical need for an integrated comprehensive system of family support, parent education, teacher-parent partnerships, and volunteer and resource development.

Parent-community networking centers serve to create supportive partnerships among the home, school, and community for the purposes of improving student achievement and building a sense of family among all.

The purpose of this part is to:

(1) Establish school community councils at each school, excluding new century charter schools and new century conversion charter schools; and

(2) Appropriate funding for:

(A) Facilitating the transition from school/community-based management to school community councils by training and other necessary activities; and

(B) Parent-community networking centers for:

(i) Supplies, equipment, and telephones; and

(ii) A minimum of one part-time parent facilitator in each school.

SECTION 20. School/community-based management councils shall prepare for the transition to school community councils pursuant to this section in the 2005-2006 school year. All policies or bylaws adopted, and all decisions made, by a school/community-based management council shall remain in effect until repealed or revised by members of the new school community council. The department of education shall ensure that schools not participating in the school/community-based management system are prepared for the implementation of school community councils in the 2005-2006 school year.

SECTION 21. Section 89-10.6, Hawaii Revised Statutes, is amended to read as follows:

"**§89-10.6 Schools; waiver of policies, rules, or procedures.** Any school may initiate a waiver from policies, rules, or procedures, including collective bargaining agreements, as provided for in section 302A-1126."

SECTION 22. Section 302A-101, Hawaii Revised Statutes, is amended by deleting the definition of "school/community-based management system".

SECTION 23. Section 302A-202, Hawaii Revised Statutes, is repealed.

SECTION 24. Section 302A-601, Hawaii Revised Statutes, is repealed.

SECTION 25. Section 302A-1124, Hawaii Revised Statutes, is amended to read as follows:

"**§302A-1124 Mandate to initiate school community councils.** (a) The department, through the board and its superintendent, shall establish a school community council system under which each public school, excluding new century charter schools and new century conversion charter schools, shall create and maintain a school community council. Each school community council shall:

(1) Review and evaluate the school's academic plan and financial plan, and either recommend revisions of the plans to the principal, or recommend the plans for approval by the complex area superintendent;

(2) Ensure that the school's academic and financial plans are aligned with the educational accountability system under section 302A-1004;

(3) Participate in principal selection and evaluation, and transmit any such evaluations to the complex area superintendent; and

(4) Provide collaborative opportunities for input and consultation.

(b) School community councils shall be exempt from the requirements of chapters 91 and 92. The school community councils shall:

(1) Make available the notices and agendas of public meetings:

(A) At a publicly accessible area in the school's administrative office so as to be available for review during regular business hours; and

(B) On the school's Internet web site, not less than six calendar days prior to the public meeting, unless a waiver is granted by the superintendent in the case of an emergency; and

(2) Make available the minutes from public meetings on a timely basis in:

(A) The school's administrative office so as to be available for review during regular business hours; and

(B) On the school's Internet web site.

(c) Complex area superintendents may require revisions to a school's academic and financial plans if the plans are in violation of law or conflict with statewide educational policies and standards, or are otherwise in the best interests of the school.

(d) The superintendent of education may recommend to the board of education dissolution of a school community council and establish an interim school community council if the school community council engages in any act or omission that would constitute gross negligence, wilful and wanton misconduct, or intentional misconduct. The superintendent may recommend to the board the removal of any member of a school community council. The superintendent shall appoint or facilitate the creation of an interim school community council at any school that has not established a council or has had its council dissolved. In appointing or facilitating the creation of an interim school community council at any school that has had its council dissolved, the superintendent may appoint individuals who were previously members of the council.

(e) Unless otherwise specified, each school community council shall establish policies governing the council's

composition, election, staggered terms of office for members, operation, and vacancies; provided that:

(1) The number of school personnel in any school community council shall be equal to the number of primary stakeholders on the school community council;

(2) At the elementary and middle school levels, each school community council shall be composed of the principal and at least one member representing each of the following groups:

(A) Parents elected by ballots distributed among and collected from the parents of the school's students;

(B) Teachers elected by ballots distributed among and collected from teachers of the school;

(C) Noncertificated school personnel elected by ballots distributed among and collected from noncertificated personnel of the school;

(D) Community representatives elected by ballots distributed among and collected from parents of the school's students; and

(E) Student representatives selected by the student council of the school; and

(3) At the high school level, each school community council shall be composed of the principal and at least one member representing each of the following groups:

(A) Parents elected by ballots distributed among and collected from parents of the school's students;

(B) Teachers elected by ballots distributed among and collected from teachers of the school;

(C) Noncertificated school personnel elected by ballots distributed among and collected from noncertificated personnel of the school;

(D) Community representatives elected by ballots distributed among and collected from the parents of the school's students; and

(E) Student representatives selected by the student council of the school.

For the purposes of this subsection, "primary stakeholders" means students, parents, and community members.

(f) School community councils shall elect officers, including:

(1) A chairperson;

(2) A vice-chairperson;

(3) A secretary; and

(4) Other officers as needed to perform stated duties in support of the work of the council.

(g) The principal shall have the authority to set aside any decision made by the school community council if the principal determines it to be in the best interests of the school; provided that the principal notifies the school community council. If the school community council opposes a decision of the principal, an appeal shall first be brought to the complex area superintendent for resolution and, if necessary, to the superintendent and, finally, to the board of education.

(h) Complex area superintendents shall assist the school community councils and principals within their respective complex areas in:

(1) Obtaining the support and services of the department; and

(2) Ensuring the progress and success of the school's academic and financial plan."

SECTION 26. Section 302A-1126, Hawaii Revised Statutes, is amended to read as follows:

"**§302A-1126 Waiver of policy, rule, or procedures.** Any state agency that may be required to act under state law on a matter affecting an individual school or its school community, shall waive otherwise applicable policies, rules, or procedures when requested to do so by a school community council unless the agency, within thirty days, can justify a denial to the appropriate authority. The board shall adopt procedures necessary to process waivers initiated by a school community council. Any general waiver of policy, rule, or procedures granted by the board to a specific school or schools may be extended by the board to apply to other schools under comparable circumstances. This section shall apply to collective bargaining agreements as provided for in all relevant collective bargaining agreements negotiated pursuant to chapter 89."

SECTION 27. Section 302A-1306, Hawaii Revised Statutes, is repealed.

SECTION 28. Section 302A-1307, Hawaii Revised Statutes, is repealed.

SECTION 29. Section 302A-1309, Hawaii Revised Statutes, is repealed.

SECTION 30. Section 302A-1505, Hawaii Revised Statutes, is amended by amending subsection (b) to read as follows:

"(b) Prior to meeting with the department to advise it of a school's repair and maintenance needs, the school's principal and the business and fiscal officer shall consider the recommendations made by the school community council or the local school board, if the school is a new century conversion charter school.

SECTION 31. Section 302A-1507, Hawaii Revised Statutes, is amended to read as follows:

"**§302A-1507 Classroom cleaning project; established.** (a) There is established a classroom cleaning project in all public schools excluding new century charter schools and new century conversion charter schools. Each school, through its school community council, may develop mechanisms to provide for classroom cleaning, including but not limited to having parent, student, or other community groups clean the classrooms on a regular, continuing basis.

(b) Schools may use any available resources to achieve the purposes of this section; provided that no full-time custodial staff employed at the school shall be displaced."

SECTION 32. There is appropriated out of the general revenues of the State of Hawaii the sum of $2,093,900, or so much thereof as may be necessary for fiscal year 2004-2005, to be expended as follows:

(1) $350,000 for training and other activities needed to facilitate the transition from school/community-

based management councils to school community councils; and

(2) $1,743,900 for parent-community networking centers including:

(A) $483,000 for supplies, equipment, and telephones; and

(B) $1,260,900 for a minimum of one part-time parent facilitator in each school.

SECTION 33. The sum appropriated shall be expended by the department of education for the purposes of this part.

PART VI
STUDENTS

SECTION 34. Ultimately all education reform must be driven by the needs of students. Students are the primary clients served by the public education system and they must be served well by providing them with access to the tools they need to succeed, a nurturing environment conducive to learning, and supplementary opportunities for growth that facilitate their development.

The legislature finds that much of an individual's cognitive, emotional, and social development takes place in their earliest years of life. To a significant extent, opportunities during this age set the parameters for an individual's development throughout the rest of the individual's life. The legislature further finds that grade three is a pivotal year in preparation for the No Child Left Behind Act's assessment plans. For this reason, children in the preceding grades should be provided with the instructional support needed to ensure superior performance in assessment instruments mandated by the No Child Left Behind Act.

For these reasons, the Legislature finds that a class size of not more than twenty-five students per teacher to be advisable in kindergarten, grade one, and grade two classrooms.

The purpose of this part is it to appropriate funding to:

(1) Provide mathematics textbooks and other mathematics learning materials;

(2) Reduce class size in kindergarten, grade one, and grade two;

(3) Provide for full-time, year-round, high school student activity coordinators; and

(4) Programs that support parents in working with students who need additional help to succeed in school provided the programs have measurable outcomes.

SECTION 35. There is appropriated out of the general revenues of the State of Hawaii the sum of $5,203,350, or so much thereof as may be necessary for the fiscal year 2004-2005, to be expended as follows:

(1) $2,500,000 to purchase mathematics textbooks and other mathematics learning materials for schools; provided that the mathematics curriculum within a school complex shall be aligned;

(2) $2,143,350 to reduce class size in kindergarten, grade one, and grade two in public schools, excluding new century charter schools and new century conversion charter schools, by hiring seventy-five full time equivalent (75.00 FTE) regular elementary teachers for kindergarten, grade one, and grade two;

(3) $460,000 for full-time, year-round, high school student activities coordinators in all public high schools; and

(4) $100,000 for programs that support parents in working with students who need additional help to succeed in school provided the programs have measurable outcomes.

SECTION 36. The sum appropriated shall be expended by the department of education for the purposes of this part.

PART VII
TEACHERS

SECTION 37. The National Commission on Teaching and America's Future, a national organization with twenty partner states, including Hawaii, is focused on improving student learning by ensuring that there is a caring, competent, and qualified teacher in every classroom.

The Hawaii policy group of the National Commission on Teaching and America's Future, composed of a representative group of educational stakeholders, completed an inventory of state policies relating to teacher quality and, based on this inventory, made recommendations for improving teaching in Hawaii.

Other than home and societal factors, teacher quality was determined to be the single most influential factor in student achievement. National board certification prompts candidates to analyze their practice in very profound ways. It is, therefore, important to continue to identify, support, recognize, and reward public school teachers who voluntarily undergo the national board certification process.

National board certification requires a tremendous commitment of time and professional risk-taking. The application fee represents a large financial investment. To be successful, certification candidates need a strong support program, access to the program and testing facilities, and release days to organize and prepare the documents and portfolio required for submittal.

The legislature finds that, in addition to supporting and recognizing highly accomplished teaching, the overall pool of qualified teachers in the State of Hawaii should be expanded. Currently the University of Hawaii lacks the stable, ongoing resource base needed to fund college of education faculty positions necessary to produce enough teachers for Hawaii's public schools.

While the department of education hires over one thousand three hundred new teachers each year, the college of education of the University of Hawaii at Manoa and the education department of the University of Hawaii at Hilo are only able to prepare four hundred to four hundred fifty teachers each year.

Furthermore, the legislature also finds that there is a shortage of school principals, necessitating additional faculty in the area of educational administration.

The purpose of this part is to:

(1) Establish a national board certification incentive program to be

administered by the Hawaii teacher standards board to continue comparable efforts initiated under a memorandum of understanding between the department of education and Hawaii teacher standards board which expires on June 30, 2005, and appropriate funding to execute the memorandum of understanding during fiscal year 2004-2005;

(2) Appropriate funding to the Hawaii teacher standards board to provide training and support for national board certification applicants; and

(3) Appropriate funding for eight faculty positions at the college of education of the University of Hawaii.

SECTION 38. Chapter 302A, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"**§302A- Teacher national board certification incentive program.** (a) There is established within the department the teacher national board certification incentive program to recognize and support exemplary teaching practice by supporting public school teachers who have achieved national board certification under the certification program of the National Board for Professional Teaching Standards. The teacher national board certification incentive program shall provide:

(1) A $5,000 bonus per year for each public school teacher who maintains current national board certification;

(2) $1,500 upon completing the certification program of the National Board for Professional Teaching Standards; and

(3) A reimbursement of the remainder of the national board certification application fee upon achievement of national board certification.

(b) The incentive program shall include a mentoring component that encourages and enables national board-certified teachers to assist other teachers and share their teaching expertise."

SECTION 39. There is appropriated out of the general revenues of the State of Hawaii the sum of $572,000, or so much thereof as may be necessary for fiscal year 2004-2005, to be expended as follows:

(1) $480,000 to provide salary differentials and reimbursements for national board certification candidate support to public school teachers, including those of new century charter schools and new century conversion charter schools; and

(2) $92,000 for training, assistance, conducting candidate recognition initiatives, and operational expenses, including the establishment of a temporary position, associated with national board certification candidate support by the Hawaii teacher standards board.

The sum appropriated shall be expended by the department of education for the purposes of this part.

SECTION 40. There is appropriated out of the general revenues of the State of Hawaii the sum of $500,000, or so much thereof as may be necessary for fiscal year 2004-2005, for seven full-time equivalent (7.00 FTE) teacher education positions and one full-time equivalent (1.00 FTE) educational administration position.

The sum appropriated shall be expended by the University of Hawaii for the purposes of this part.

PART VIII
REDUCTION OF BUREAUCRACY

SECTION 41. A wide variety of state agencies perform many services for the department of education. In some cases this is an efficient, cost-effective means of organizing state government. The legislature finds that that in other cases, however, this system hampers the efficiency of the State's public educational system. The services provided to the department of education by the department of accounting and general services, department of budget and finance, department of human resources development, department of the attorney general, and department of human services need to be scrutinized to reduce bureaucracy and improve the responsiveness and service delivery of the department of education. Such a reorganization is an integral part of a comprehensive, multi-faceted education improvement initiative. However, it is also clearly a significant reorganization of state government and must be taken with prudent precaution at each step. For that reason, each phase in the reduction of bureaucracy, with targeted transfer dates of certain key rights, powers, functions, duties, and resources from various state agencies to the department of education, is subject to repeal by subsequent legislation.

SECTION 42. (a) The department of education shall convene an interagency working group to develop comprehensive plans for transferring certain rights, powers, functions, duties, and resources, including positions, from the departments of accounting and general services, budget and finance, health, human resources development, the attorney general, and human services to the department of education. Rights, powers, functions, duties, and resources including positions to be transferred shall include but not be limited to:

(1) The expending of capital improvement funds for construction of new school facilities and resources, for repairs and maintenance services;

(2) The funding of collective bargaining agreement increases;

(3) The securing, administering, use, and expending of federal funds and other aid, including their custodial supervision;

(4) The capital improvement project allotment process;

(5) The determination of retirement and other employee benefits;

(6) The operation of a human resources system including the recruitment, certification, examination, management, classification, and compensation of department of education employees and labor relations;

(7) Negotiating workers' compensation claims and labor-management relations within the department of education;

(8) Conducting employment background checks for the after-school plus program, private vendors, and other

employees and trainees who work with public school students; and

(9) School health aides.

(b) The comprehensive plans shall identify:

(1) Each position to be transferred by position number; and

(2) All moneys budgeted in support of each position to be transferred, including moneys for direct and indirect employee benefits, at the lowest level on the state program structure.

(c) The working group shall include the following individuals or their designees:

(1) The superintendent of education;

(2) The comptroller;

(3) The director of human resources development;

(4) The director of human services;

(5) The director of health;

(6) The director of finance;

(7) The attorney general;

(8) The exclusive bargaining agents of affected employees; and

(9) Any community members that may be appointed by the superintendent.

(d) The department of education may recommend to the legislature deletion or addition of rights, powers, functions, duties, and resources, including positions, that are to be transferred as a result of the working group's deliberations which shall be included and reflected in the required plans and legislation. The working group shall submit its comprehensive plans, including proposed legislation, to implement the transfer of rights, powers, functions, duties, and resources, including positions relating to the:

(1) Department of accounting and general services and department of human resources development not less than thirty days prior to the convening of the regular session of 2005; and

(2) Department of budget and finance, department of the attorney general, department of health, and department of human services not less than thirty days prior to the convening of the regular session of 2006.

SECTION 43. The working group on interagency relations shall cease to exist on June 30, 2007.

SECTION 44. All the rights, powers, functions, duties, and resources, excluding positions unless transferred under the Supplementary Appropriations Act of 2004, of the department of accounting and general services relating to school physical plant operations and maintenance, including moneys in:

(1) The state educational facilities repair and maintenance account; and

(2) The school physical plant operations and maintenance account; are transferred to the department of education effective July 1, 2004.

SECTION 45. All the rights, powers, functions, duties, and personnel relating to the Hawaii 3R's school repair and maintenance fund, are transferred to the department of education effective July 1, 2004.

SECTION 46. (a) All the rights, powers, functions, duties, and resources of:

(1) The department of accounting and general services relating to capital improvement programs, including the:

(A) Expending of capital improvement funds for the acquisition and development of land, the design and construction of new facilities, and the making of renovations or additions to existing facilities, including moneys in the state educational facilities improvement special fund; and

(B) Buying, purchasing, renting, leasing, or otherwise acquiring of any good, service, or construction, including the description of requirements, selection and solicitation of sources, preparation and awarding of contracts, payment of vendors, and all other phases of contract administration;

(2) The department of accounting and general services relating to repair and maintenance functions not transferred to the department of education under section 44 of this Act; and

(3) The department of human resources development relating to the:

(A) Operation of a centralized human resources system that encompasses the classes of work performed by department of education employees, and that integrates payroll, records, transactions, leaves, and reports; and

(B) Recruitment, certification, examination, management, classification, and compensation of department of education employees, including labor relations; are transferred to the department of education effective July 1, 2005, subject to repeal by subsequent legislation.

(b) All moneys budgeted in support of each position to be transferred to the department of education, including moneys for direct and indirect employee benefits, are transferred to the department of education effective July 1, 2005, subject to repeal by subsequent legislation.

SECTION 47. (a) All the rights, powers, functions, duties, and resources of:

(1) The department of budget and finance relating to the:

(A) Funding of collective bargaining agreement increases; and

(B) Securing, administering, use, and expending of federal funds and other aid, including their custodial supervision;

(2) The department of the attorney general relating to:

(A) The negotiating of workers' compensation claims; and

(B) Labor-management relations within the department of education;

(3) The department of human services relating to the conducting of employment background checks for the after-school plus program, private vendors, and other employees and trainees who work with public school students; and

(4) The department of health relating to school health aides and public

health nurses who supervise school health aides; are transferred to the department of education effective July 1, 2006, subject to repeal by subsequent legislation.

(b) All moneys budgeted in support of each position to be transferred to the department of education, including moneys for direct and indirect employee benefits, are transferred to the department of education effective July 1, 2006, subject to repeal by subsequent legislation.

SECTION 48. All resources, appropriations, records, equipment, databases, software, programming, machines, files, supplies, contracts, books, papers, documents, maps, and other personal property heretofore made, used, acquired, or held by the department of accounting and general services, department of budget and finance, department of human services, and department of health relating to the functions transferred to the department of education shall be transferred with the functions to which they relate.

SECTION 49. No later than July 1, 2005, the board of education shall adopt a single school calendar for all public schools beginning with the 2006-2007 school year, provided that this section shall not apply to multi-track schools, new century charter schools, and new century conversion charter schools.

SECTION 50. Section 36-35, Hawaii Revised Statutes, is amended as follows:

1. By amending subsections (a) and (b) to read:

"(a) There is created in the state general fund under EDN 100 (school based budgeting) the state educational facilities repair and maintenance account, into which shall be deposited legislative appropriations to the account designated for use solely to eliminate the backlog of school repair and maintenance projects, including the repair or replacement of fixtures, furnishings, and equipment, existing on June 30, 2000. Expenditures from the account shall be subject to sections 37-31 and 37-33 to 37-40. Based on the prioritization approved by the department of education as prescribed by section 302A-1505, appropriations or authorizations from the account shall be expended by the superintendent of education.

(b) The department of education shall review the existing condition of school facilities and establish specific vision plans for each school complex based on current repair and maintenance requirements and overall repair and maintenance priorities."

2. By amending subsections (e), (f), and (g) to read:

"(e) The expenditure of funds for any project with an estimated total cost of less than $100,000 shall be exempt from chapter 103D and section 464-4; provided that:

(1) The superintendent of education shall develop internal policies and procedures for the procurement of goods, services, and construction, consistent with the goals of public accountability and public procurement practices, but not subject to chapter 103D. However, where possible, the superintendent of education is encouraged to use the provisions of chapter 103D; provided that the use of one or more provisions of chapter 103D shall not constitute a waiver of the exemption of chapter 103D and shall not subject the superintendent of education to any other provision of chapter 103D;

(2) Insofar as is practical, and based on specifications developed, adequate and reasonable competition of no fewer than three proposals shall be solicited for each project, based on rules adopted by the superintendent of education;

(3) Considering all factors, including quality, warranty, and delivery, the award shall be made to the vendor with the most advantageous proposal;

(4) The procurement requirements shall not be artificially divided or parceled so as to avoid competitive bidding or competitive proposals; and

(5) Formal design for projects shall be done when there is a clear need to preserve structural integrity, health and safety, or to clearly communicate construction requirements.

For all projects, the superintendent of education shall develop a strategy for the efficient and cost-effective use of government and private-sector workforces and consider increased flexibility through public-private partnering, design-build options, cost plus, job order contracts, performance-based contracts, request for proposals, and any other means to improve communications and accelerate repairs while preserving the quality of the repairs.

(f) The superintendent of education shall ensure that all repair and maintenance projects achieve maximum cost-efficiency by emphasizing functional or performance criteria, uniformity of design, and commonality of products, and by avoiding unique or custom requirements that increase costs. The superintendent of education shall develop project specifications based on generic specifications or prescriptive specifications using standard commercial products. Prescriptive specifications may include a qualified product list.

For the purposes of this subsection:

"Generic specification" means a technical specification that is written in a clear, unambiguous, and nonrestrictive manner establishing:

(1) Design, performance, or functional requirements to identify the work to be performed; and

(2) Material standards to be used on a project.

"Prescriptive specification" means a technical specification:

(1) Establishing that the required work to be performed is written in a clear, unambiguous, and nonrestrictive manner; and

(2) Listing manufacturers or products that are acceptable for use on the project.

"Standard commercial product" means a product or material that in the normal course of business is customarily maintained in stock by, or readily available for marketing from a manufacturer, distributor, or dealer.

This subsection shall not apply to any school facility designated a historic property pursuant to section 6E-5.5.

(g) The superintendent of education shall submit an annual report to the legislature, which shall include a financial statement of the account and the status of repair and maintenance projects undertaken pursuant to this section, no later than twenty days prior to the convening of each regular session. Expenditures for repair and maintenance projects undertaken pursuant to this section shall be posted electronically on the Internet by the department of education within thirty days of each project's completion."

SECTION 51. Section 36-36, Hawaii Revised Statutes, is amended as follows:

1. By amending subsection (a) to read:

"(a) There is created in the state general fund under [AGS 807 (physical plant operations and maintenance)] EDN 400 (school support) the school physical plant operations and maintenance account, into which shall be deposited all legislative appropriations to the account.

The moneys in the account shall be used solely for school repairs and preventive maintenance projects scheduled after June 30, 2001. Expenditures from the account shall be subject to sections 37-31 and 37-33 to 37-40. Based on the prioritization approved by the department of education as prescribed by section 302A-1505, appropriations or authorizations from the account shall be expended by the superintendent of education."

2. By amending subsections (d) and (e) to read:

"(d) The expenditure of funds made under this Act for any project with an estimated total cost of less than $100,000 shall be exempt from chapter 103D and section 464-4; provided that:

(1) The superintendent of education shall develop internal policies and procedures for the procurement of goods, services, and construction, consistent with the goals of public accountability and public procurement practices, but not subject to chapter 103D. However, where possible, the superintendent of education is encouraged to use the provisions of chapter 103D; provided that the use of one or more provisions of chapter 103D shall not constitute a waiver of the exemption of chapter 103D and shall not subject the superintendent of education to any other provision of chapter 103D;

(2) Insofar as is practical, and based on specifications developed, adequate and reasonable competition of no fewer than three quotations shall be solicited for each project based on rules adopted by the superintendent of education;

(3) Considering all factors, including quality, warranty, and delivery, the award shall be made to the vendor with the most advantageous quotation;

(4) The procurement requirements shall not be artificially divided or parceled so as to avoid competitive bidding or competitive proposals; and

(5) Formal design for projects shall be done when there is a clear need to preserve structural integrity, health and safety, or to clearly communicate construction requirements.

(e) The superintendent of education shall submit an annual report to the legislature, which shall include a financial statement of the account and the status of school repair and preventive maintenance projects undertaken pursuant to this section, no later than twenty days prior to the convening of each regular session. The department of education shall post the following reports electronically on the Internet and update them quarterly:

(1) Expenditures for school repair and preventive maintenance projects undertaken pursuant to this section, shall be posted within thirty days of each project's completion; and

(2) A list of each school's repair and maintenance needs to be undertaken."

SECTION 52. Section 37-41.5, Hawaii Revised Statutes, is amended to read as follows:

"**§37-41.5 Department of education; carryover of funds.** (a) The department of education may retain up to five per cent of any appropriation, except for appropriations to fund financing agreements entered into in accordance with chapter 37D, at the close of a fiscal year and the funds retained shall not lapse until June 30 of the first fiscal year of the next fiscal biennium. The department of education shall submit:

(1) A report to the director of finance ninety days after the close of each fiscal year, which shall be prepared in the form prescribed by the director of finance and shall identify the total amount of funds that will carry over to the next fiscal year; and

(2) A copy of this report to the legislature, as well as a report identifying the carryover of funds on a school-by-school basis, at least twenty days prior to the convening of the next regular session of the legislature.

(b) Appropriations allocated to the schools shall remain within the budget of the school to which they were originally allocated; provided that the retention of an appropriation shall not be used by the department as a basis for reducing a school's future budget requirements."

SECTION 53. Section 37-74, Hawaii Revised Statutes, is amended by amending subsection (d) to read as follows:

"(d) No appropriation transfers or changes between programs or agencies shall be made without legislative authorization; provided that:

(1) Authorized transfers or changes, when made, shall be reported to the legislature;

(2) Except with respect to appropriations to fund financing agreements under chapter 37D, the University of Hawaii shall have the flexibility to transfer appropriated funds and positions for the operating cost category among programs, among cost elements in a program, and between quarters, as applicable; except with respect to appropriations to fund financing agreements under chapter 37D, the department of education shall have the flexibility to transfer appropriated funds and positions for the operating cost category among programs and among cost elements in a program, and between quarters, as applicable; and the Hawaii health systems corporation shall have the flexibility to transfer special fund appropriations among community hospitals facilities

as applicable; provided that the Hawaii health systems corporation shall maintain the integrity and services of each individual facility and shall not transfer appropriations out of any facility that would result in a reduction of services offered by the facility, with due regard for statutory requirements, changing conditions, the needs of the programs, and the effective utilization of resources; and

(3) The university and the department of education shall account for each transfer implemented under this subsection in quarterly reports to the governor and annual reports at the end of each fiscal year to the legislature and the governor, which shall be prepared in the form and manner prescribed by the governor and shall include information on the sources and uses of the transfer."

SECTION 54. Section 302A-1502.4, Hawaii Revised Statutes, is amended by amending subsection (q) to read as follows:

"(q) The superintendent of education shall submit an annual report of the progress of the Hawaii 3R's school repair and maintenance fund no later than twenty days prior to the convening of each regular session of the legislature."

PART IX
EDUCATIONAL ACCOUNTABILITY

SECTION 55. As a result of the passage of Act 238, Session Laws of Hawaii 2000, a report was conducted by The Accord Group, LLC. This report synthesized input from a wide variety of stakeholders throughout the State and was designed to ascertain "what the State of Hawaii – from the top of the system to the bottom – must do to hold 183,000 students, and 260+ schools accountable, and what kinds of 'public accounting' must be done by the Board of Education, District and State Offices of the Board of Education, the Governor, parents, the business community, the Legislature, and other key stakeholders in the overall system."

The collaborative fact-finding process found agreement among the stakeholders on three primary goals that the public educational system should foster among students: academic achievement, safety and well being, and civic responsibility. Specific performance and competency indicators in these areas remain somewhat difficult to formulate, as the proxies used to measure success in these broad areas must be valid and broadly accepted by the major stakeholders. Nevertheless, the prompt development of such indicators remains critical to the ongoing implementation of a comprehensive and systematic educational accountability system that is straightforward and easily tracked over time.

Areas in which performance and competency indicators in academic achievement should be developed include such laudable goals as:

(1) Achieving reading proficiency by the end of third grade;

(2) Developing personalized education plans for each student;

(3) Teaching students the ability to think critically; and

(4) Producing graduates who do not need remediation.

Similarly, safety and well being could be measured by proxies such as:

(1) Attendance;

(2) Comprehensive student support system plans in place to support each student with a personalized classroom climate, differentiated classroom practices, family involvement, early intervention, support for transitions between grades, community outreach and support, and specialized assistance and crisis or emergency support; and

(3) Disciplinary offenses as provided by the board of education administrative rules.

The third area identified in the Accord Group report, civic responsibility, is the most abstract and difficult to measure. General concepts that should be addressed include:

(1) Knowledge of the fundamental processes of American democracy;

(2) Skills necessary to actively engage in a democratic society;

(3) Understanding and awareness of community and global issues;

(4) Respect for self and others and ability to work together as part of a team; and

(5) Participation in school and community organizations.

The legislature finds that the indicators for programmatic and fiscal accountability that are used should be made available annually to the governor, legislature, board of education, parents, and general public in a format that is easy to comprehend. The department of education shall report trend data as such data becomes available.

Measures in existence on the effective date of this Act shall be reported to the legislature and the governor no later than twenty days prior to the convening of each regular session. New measures to be developed by the department of education shall be reported no later than twenty days prior to the convening of each regular session thereafter. The department of education shall report trend data as such data becomes available.

The purpose of this part is to:

(1) Assess and track the academic achievement, safety and well being, and civic responsibility of individual students;

(2) Adding fiscal provisions to accountability statutes;

(3) Adding provisions to hold complex area superintendents and principals accountable; and

(4) Requiring the department of education to report back the legislature no later than twenty days prior to the 2005 regular session regarding specific performance and competency indicators that should be used to measure academic achievement, safety and well being, and civic responsibility among students.

SECTION 56. Section 302A-1004, Hawaii Revised Statutes, is amended to read as follows:

"**§302A-1004 Educational accountability system; annual reports.** (a) The

department shall implement a comprehensive system of educational accountability to motivate and support the improved performance of students and the education system. This accountability system shall:

(1) Include student accountability; school or collective accountability; individual professional accountability for teachers, principals, and other employees; and public accounting to parents, community members, businesses, higher education, media, and political leadership;

(2) Link authority and resources to responsibility;

(3) Define clear roles for all parties and lines of responsibility and mutual obligation and develop a collaborative process with stakeholders, including representatives of appropriate bargaining units, parents, administration, and students;

(4) Assess and track measures of academic achievement, safety and well being, and civic responsibility of individual students at selected grade levels and report trend data on these measures over time annually;

(5) Invoke a full and balanced set of appropriate consequences for observed performance, including rewards and recognition for those schools that meet or exceed their goals, assistance to those that fall short, and sanctions for those that, given adequate assistance and ample time, continue to fail to meet goals;

(6) Involve an annual statewide assessment program that provides a report card containing trend data on school, school complex, and system performance at selected benchmark grade levels with performance indicators in areas relating to student achievement, safety and well being, and civic responsibility. These performance indicators shall include but not be limited to:

(A) Student performance relative to statewide content and performance standards; and

(B) School attendance and drop-out rates;

(7) Require that teachers and administrators engage in the continuous professional growth and development that ensure their currency with respect to disciplinary content, leadership skill, knowledge, or pedagogical skill, as appropriate to their position. This requirement may be established by the department in terms of credit hours earned or their equivalent in professional development activity certified by the department as appropriate in focus and rigor;

(8) Establish an explicit link between professional evaluation results and individual accountability through professional development of the knowledge, skill, and professional behavior necessary to the position, by requiring that results of the professional evaluation be used by the department to prescribe professional development focus and content, as appropriate;

(9) Include an annual statewide fiscal accountability program, which includes a published report card that contains trend data on school, school complex, and system-wide plans and results, including:

(A) Amounts allocated;

(B) Amounts expended;

(C) Amounts carried over; and

(D) Any significant changes to the budget, with an explanation for the change;

(10) Include an evaluation of the effectiveness of complex area superintendents and principals in supporting:

(A) Students' academic achievement, safety and well being, and civic responsibility; and

(B) The satisfaction of stakeholders affected by the work of the complex area superintendents and principals, which may be measured by broadbased surveys; and

(C) Fiscal accountability.

(b) The department shall submit to the legislature, the governor, and the board of education at least twenty days prior to the convening of each regular legislative session a report of the specifics of the implementation of the comprehensive accountability system, as well as the fiscal requirements and legislative actions necessary to maintain and improve the accountability system.

(c) The department shall submit to the legislature and to the governor, at least twenty days prior to the convening of each regular session, an educational status report that includes but is not limited to the following:

(1) Results of school-by-school assessments of educational outcomes;

(2) Summaries of each school's standards implementation design;

(3) Summary descriptions of the demographic makeup of the schools, with indications of the range of these conditions among schools within Hawaii;

(4) Comparisons of conditions affecting Hawaii's schools with the conditions of schools in other states;

(5) Other such assessments as may be deemed appropriate by the board; and

(6) Any other reports required by this section.

(d) The department shall provide electronic access to computer-based financial management, student information, and other information systems to the legislature and the auditor. The department shall submit to the legislature and to the governor, at least twenty days prior to the convening of each regular session, a school-by-school expenditure report that includes but is not limited to the following:

(1) The financial analysis of expenditures by the department with respect to the following areas:

(A) Instruction, including face-to-face teaching, and classroom materials;

(B) Instructional support, including pupil, teacher, and program support;

(C) Operations, including non-instructional pupil services, facilities, and business services;

(D) Other commitments, including contingencies, capital improvement projects, out-of-district obligations, and legal obligations; and

(E) Leadership, including school management, program and operations management, and district management; and

(2) The measures of accuracy, efficiency, and productivity of the department, districts, and schools in delivering resources to the classroom and the student.

(e) The superintendent of education is responsible for the development and implementation of an educational accountability system. The system shall include consequences and shall be designed through a collaborative process involving stakeholders that shall include parents, community members, the respective exclusive representatives, as well as others deemed appropriate by the superintendent.

For the purposes of this section, negotiations under chapter 89 shall be between the superintendent or the superintendent's designee and the respective exclusive representative, and shall be limited to the impact on personnel arising from the superintendent's decision in implementing the educational accountability system. After the initial agreement is negotiated, provisions on the impact of the accountability on personnel may be reopened only upon mutual agreement of the parties."

SECTION 57. Section 302A-1301, Hawaii Revised Statutes, is amended to read as follows:

"**§302A-1301 School system financial accountability.** (a) Beginning with the 1995-1997 fiscal biennium, the department's administrative expenditures shall not exceed 6.5 per cent of the total department operating budget unless approved by the legislature.

(b) Not less than seventy per cent of appropriations for the total budget of the department, excluding debt service and capital improvement programs, shall be expended by principals."

SECTION 58. Chapter 302A, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"**§302A- Board of education; community meetings.** The board shall hold not less than two community meetings annually in each departmental school district in addition to their regular meetings to discuss and receive input from the community on public education and public library issues. The board chairperson shall designate board members to attend the community meetings. These community meetings shall not be held for the purpose of formulating educational policy. The community meetings shall be exempt from sections 92-2.5, 92-7, 92-9, and 92-41, provided that the board shall give written public notice of each community meeting. The meeting notice shall indicate the date, time, and place of the meeting, and shall be filed in the office of the lieutenant governor and in the board's office for public inspection six calendar days before the meeting. The notice shall also be posted at the site of the meeting."

PART X
PILOT

SECTION 59. There is appropriated out of the general revenues of the State of Hawaii the sum of $400,000 or so much thereof as may be necessary for fiscal year 2004-2005, for the piloting of school community councils and development of academic and financial plans at least at one school in each complex area. The pilot program shall begin no later than January 1, 2005.

SECTION 60. The sum appropriated shall be expended by the department of education for the purposes of this Act.

PART XI
FINDINGS AND RECOMMENDATIONS

SECTION 61. The department of education shall submit findings and recommendations to the legislature no later than twenty days prior to the convening of the regular session of 2005 including:

(1) A report regarding progress made in and the impact on the public education system of:

(A) Establishing a weighted student formula;

(B) Providing additional information technology;

(C) Empowering principals through the Hawaii principals academy and other means;

(D) Strengthening community involvement through school community councils and parent-community networking centers;

(E) Providing more mathematics textbooks;

(F) Lowering class size in kindergarten, grade one, and grade two;

(G) Providing full-time, year-round, high school student activity coordinators;

(H) Providing support for students who need additional help to succeed in school;

(I) Establishing a national board certification incentive program for teachers;

(J) Enhancing teacher education;

(K) Reducing the bureaucracy that hampers the effectiveness of the department of education;

(L) Improving the educational accountability system; and

(M) Requiring the board of education members to hold community meetings in their districts; and

(2) A list of statutes, rules, policies, or procedures that need to be amended, removed, or enacted to enable the effective implementation of the weighted student formula, implementation of school community councils, and enhance transparency in financial reporting; and

(3) A list of programs recommended to be repealed to enable the department and individual schools to have greater flexibility in budgeting, operations, and curriculum management.

PART XII
MISCELLANEOUS

SECTION 62. For the purposes of this Act, any appropriation made for public schools shall exclude new century charter schools and new century conversion charter schools unless otherwise included.

SECTION 63. In the event of a conflict between this Act and section 89-10(d) or 89-19, Hawaii Revised Statutes, this Act shall control.

SECTION 64. The sums appropriated by this Act for fiscal year 2004-2005 shall be deemed part of the Supplemental Appropriations Act of 2004 for the department of education and University of Hawaii for the purposes of developing and submitting the executive budget request for the biennium budget for fiscal years 2005-2006 and 2006-2007, except for the one-time supplemental appropriation for mathematics textbooks and mathematics learning materials in schools made in section 35 of this Act. The department of budget and finance shall consider the sums appropriated by this Act as if appropriated in the Supplemental Appropriations Act of 2004, except for the one-time supplemental appropriation for mathematics textbooks and mathematics learning materials in schools made in section 34 of this Act.

SECTION 65. The legislative reference bureau shall conduct a study to determine conforming amendments to the Hawaii Revised Statutes that may be necessary as a result of the amended definition of "public school" in section 5, to effectuate the purposes of this Act without altering either the effect or intent of existing statutory language.

The legislative reference bureau shall submit its findings, including any proposed legislation, to the legislature no later than twenty days prior to the convening of the regular session of 2005.

SECTION 66. Statutory material to be repealed is bracketed and stricken. New statutory material is underscored.

((-- Note: In this copy, bracketed material has already been stricken and new material is not underscored --))

SECTION 67. This Act shall take effect upon its approval, provided that:

(1) Sections 7, 8, 10, 11, 15, 17, 18, 32, 33, 35, 36, 39, 40, 50, 51, 52, 53, 54, 59, and 60 shall take effect on July 1, 2004;

(2) Sections 5, 13, 16, 21, 22, 23, 24, 25, 26, 30, 31, and 38 shall take effect on July 1, 2005, and shall apply to the 2005-2006 school year; and

(3) Sections 2, 4, 6, 27, 28, 29, and 57 shall take effect on July 1, 2006, and shall apply to the 2006-2007 school year.

HB2002, HD2, SD1, CD 2 also included the following sections which add new sections that directly affect the Reinventing Education Act of 2004:

SECTION 5. Chapter 302A, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"**§302A- New century charter schools and new century conversion charter schools; weighted student formula.** Notwithstanding section 302A-1185 and beginning on September 1, 2006, new century charter schools and new century conversion charter schools shall elect whether to receive allocations according to the weighted student formula adopted pursuant to section 302A- by the board of education; provided that:

(1) All new century charter schools and new century conversion charter schools, as a group, shall elect whether to receive allocations through the weighted student formula;

(2) Any election by new century charter schools and new century conversion charter schools to receive allocations, or not to receive allocations, through the weighted student formula shall be made by September 1 of each even-numbered year, and such election shall apply to the fiscal biennium beginning July 1 of the following year; and

(3) The election to receive allocations, or not to receive allocations, through the weighted student formula shall be communicated to the department through the charter school administrative office."

SECTION 13. The department of education shall submit to the legislature no later than twenty days prior to the convening of the regular session of 2005 a report detailing the programs and functions that would need to be placed under the control of individual schools to achieve certain benchmark figures in enabling principals to expend an increased percentage of the appropriations for total department of education budget, excluding debt service and capital improvement programs. The report shall include:

(1) A list of functions and programs for which moneys would be expended by school principals at each of:

(B) Eighty per cent; and

(C) Ninety per cent

of the appropriations for the total department of education budget, excluding debt service and capital improvement programs;

(2) A description of required department infrastructure and system support, including any buyback programs for services, to achieve the benchmark figures in paragraph (1); and

(3) A description of any other requirements foreseen by the department to be necessary to achieve the benchmark figures in paragraph (1).

[§302A-638] Evaluation of teachers and educational officers. The department shall establish an evaluation program for all teachers and educational officers. The evaluation shall be performed at least once in each school year. The program shall define the criteria for evaluation and assign responsibilities for the application of the criteria. The evaluation of a teacher or educational officer shall be on the basis of efficiency, ability, and such other criteria as the department shall determine. [L 1996, c 89, pt of §2]

Previous Vol05_Ch0261-0319 Next

§302A-630 [Teachers; additional benefits or credits.] (a) Teachers with special assignments, where their responsibilities are greater, may be provided additional benefits by the department.

(b) Teachers in Hawaiian language medium education whose responsibilities are greater or unique and require additional language skills may be provided additional benefits by the department.

(c) In determining additional benefits for vocational agriculture and technical school teachers, the department may allow credit for practical experience.

(d) In determining additional benefits for teachers, staff, and administrators in Hawaiian language medium education, the department may allow credit for practical experience. [L 1996, c 89, pt of §2; am L 2004, c 133, §3]

Cross References

Hawaiian language medium education, see chapter 302H.

Previous Vol05_Ch0261-0319 Next

[§302A-632] Additional benefits to certain [school personnel and] teachers. The department shall provide additional benefits to grade level chairpersons, department heads, registrars, and librarians in schools. The department shall also provide additional benefits to teachers assigned to schools in areas designated as limited environment communities by the department. [L 1996, c 89, pt of §2]

Previous Vol05_Ch0261-0319 Next

C. Staff Development and Incentives

§302A-701 Incentive packages for quality teachers, principals, and vice-principals. Teachers, principals, and vice-principals in the public school system may accept incentive packages provided by local communities for the purpose of retaining those teachers, principals, and vice-principals in schools with high teacher, principal, or vice-principal turnover. Packages may include such items as:

(1) Provision of housing;
(2) Provision of mileage reimbursement;
(3) Provision of discounts at local businesses; and
(4) Other items not covered by chapter 89, and agreed upon by the community. [L 1996, c 89, pt of §2; am L 2001, c 256, §6]

Cross References

Other incentives, see chapter 304A.
Teachers' housing, see §§302A-831 to 835.

Previous Vol05_Ch0261-0319 Next

§302A-704 Tuition assistance for exemplary teachers to attend the University of Hawaii. (a) The superintendent, subject to the availability of funds, may award tuition assistance to exemplary teachers who want to become vice-principals in Hawaii's public schools, and who are:

(1) Residents of the State, as defined by the board of regents pursuant to section [304A-402]; and

(2) Taking courses that will lead to certification as a public school principal, on any campus of the University of Hawaii.

(b) The superintendent shall adopt rules in accordance with chapter 91 to carry out the purposes of this section. The rules shall include:

(1) A definition of "exemplary teacher" as determined under section 302A-703(b);

(2) Descriptions of the minimum academic qualification of students who may be awarded full or partial tuition assistance under this section;

(3) Listings of acceptable fields of study, degrees, and periods of eligibility for students who may be awarded tuition assistance under this section;

(4) Procedures for demonstrating the ongoing, satisfactory academic performance of students who have accepted tuition assistance under this section;

(5) Explanations of any obligations for students who have accepted tuition assistance under this section;

(6) Procedures for administratively transferring moneys for tuition assistance awarded under this section from the department of education to the University of Hawaii; and

(7) Procedures for enforcing this subsection.

(c) Chapters 42F, 103D, and 103F shall not apply to this section. [L 2001, c 256, pt of §1; am L 2006, c 75, §8]

Previous Vol05_Ch0261-0319 Next

§302A-706 Teacher national board certification incentive program. (a) There is established within the department the teacher national board certification incentive program to recognize and support exemplary teaching practice by supporting public school teachers who have achieved national board certification under the certification program of the National Board for Professional Teaching Standards. The teacher national board certification incentive program shall provide:

(1) A $5,000 bonus per year for each public school teacher who maintains current national board certification;

(2) $1,500 upon completing the certification program of the National Board for Professional Teaching Standards;

(3) A reimbursement of the remainder of the national board certification application fee upon achievement of national board certification; and

(4) An additional $5,000 bonus per year for each public school teacher who maintains current national board certification and who teaches at:

(A) A school that is in restructuring under the No Child Left Behind Act, Public Law 107-110;

(B) A school with a high turnover rate, as determined by the department;

(C) A school that is not making adequate yearly progress, but is not in restructuring under the No Child Left Behind Act, Public Law 107-110; or

(D) A hard-to-fill school, as determined by the department.

(b) The incentive program shall include a mentoring component that encourages and enables national board-certified teachers to assist other teachers and share their teaching expertise. [L 2004, c 51, §38; am L 2007, c 228, §1]

Previous Vol05_Ch0261-0319 Next

§302A-1114 Power of appointment, removal. The department, from time to time, may appoint and remove such teachers, educational officers, and other personnel as may be necessary for carrying out the purposes of sections 302A-201, 302A-301, 302A-401 to 302A-410, 302A-601, 302A-1001 to 302A-1004, 302A-1101 to 302A-1122, 302A-1301 to 302A-1305, 302A-1401 to 302A-1403, and 302A-1501 to 302A-1506, and regulate their duties, powers, and responsibilities, when not otherwise provided by law. [L 1996, c 89, pt of §2; am L 1999, c 62, §4]

Note

Section 302A-601 referred to in text is repealed.

Previous Vol05_Ch0261-0319 Next

Regulation #5109

GENERAL CONDITIONS OF RECRUITMENT, EMPLOYMENT AND TERMINATION

ADMINISTRATIVE REGULATIONS

TRANSFERS

A. Transfer Requests

1. Any eligible certificated employee (inservice or returning from leave) may request transfer from present school/office to other schools/office within the district or the State.
2. A teacher holding a temporary certificate is not eligible for transfer.
3. Requests for transfer shall be submitted on the form and within the deadline prescribed by the Department.
4. A teacher unable to consummate a transfer shall remain assigned to the school or district from which transfer was sought, depending upon assignment status at the time transfer is requested.

B. Emergency/Hardship Transfer Requests

1. An emergency/hardship transfer may be granted provided acceptable justification is offered and a vacancy exists.
2. A certificated employee requesting emergency/hardship transfer shall apply in writing to the principal/supervisor who will forward the application to the district superintendent/assistant superintendent with recommendation, if any.

C. Intra-District Transfers

1. The district superintendent may transfer vice-principals and principals within the district during the school year.
2. The district superintendent may, for the good of the district, transfer teachers within the district during the school year.

D. Inter-District Transfers

1. District superintendents, by mutual agreement, may transfer vice-principals and principals between districts for the good of the Department.

Regulation #5109

General Conditions of Recruitment,
Employment and Termination - Transfers (continued)

2. District superintendents, by mutual agreement, may transfer teachers between districts for the good of the districts concerned.

E. Superintendent-Directed Transfers

The Superintendent may, in extraordinary situations, when considering the welfare of the students, the school or the good of the Department, direct the transfer of any teacher or any educational officer.

Revised 9/1/70; Amended 10/74; Amended 6/86; Amended 1/97

5100-66

GOV. MSG. NO. 869

EXECUTIVE CHAMBERS

HONOLULU

LINDA LINGLE
GOVERNOR

May 30, 2007

The Honorable Colleen Hanabusa, President
and Members of the Senate
Twenty-Fourth State Legislature
State Capitol, Room 409
Honolulu, Hawaii 96813

Dear Madam President and Members of the Senate:

This is to inform you that on May 30, 2007, the following bill was signed into law:

SB885 SD2 HD3 CD1 — A BILL FOR AN ACT RELATING TO EDUCATION.
(ACT 111)

Sincerely,

LINDA LINGLE

Approved by the Governor
on MAY 30 2007

THE SENATE
TWENTY-FOURTH LEGISLATURE, 2007
STATE OF HAWAII

ACT 111

S.B. NO. 885 S.D. 2 H.D. 3 C.D. 1

A BILL FOR AN ACT

RELATING TO EDUCATION.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

PART I

SECTION 1. The legislature finds that economic growth that benefits all Hawaii residents depends on enhancing the State's human resources.

Providing students with the specific skills needed for job entry and broad, transferable skills that help students to obtain employment in other fields is an integral part of developing these human resources.

Career and technical education that includes:

(1) Pathway programs of study such as graphic design, computer networking, and management information systems;

(2) Academies for various focuses of study, including the performing arts, travel, and science, technology, engineering, and mathematics; and

(3) School activities such as project EAST (environmental and spatial technology) and robotics,

are important in assisting Hawaii's students in gaining the necessary skills required to compete in the global economy.

The legislature further finds that with the decline of the sugar and pineapple industries in Hawaii, agricultural lands are evolving into small diversified agricultural farms. Further, with the demand for landscaping by many public and private businesses, the landscaping industry is purportedly as large as the diversified agriculture industry in Hawaii. The legislature further finds that the need for agricultural workers, including landscaping and other agriculture industry-related workers, runs the gamut in terms of skill level. There is a critical need for government support to establish an educational infrastructure that prepares students for work in the agriculture and agriculture-related industries. Appropriate programs would assist in preparing students, who may not pursue higher education, for jobs that are in demand.

To further ensure the success of Hawaii's students in the global economy, they must be provided with innovative educational programs, particularly in the fields of science, technology, engineering, and mathematics.

Hence, the purpose of this Act is to:

(1) Support and enhance the career and technical education efforts of both the department of education and University of Hawaii system, as well as other public and private business efforts, to prepare Hawaii's students for further education and employment;

(2) Broaden the agriculture education program of the department of education to offer educational opportunities in the fields of farming, diversified agriculture, landscaping, and related fields such as market development and science and technology, and require its coordination with culinary arts programs;

(3) Provide contextual learning experiences such as participation in robotics;

(4) Make an array of experiential learning opportunities available to students to afford them experience in the working world, improve their career choices, and provide opportunities for local employers to network with the future workforce; and

(5) Improve the quality of teaching in science, technology, engineering, and mathematics at Hawaii's public schools by providing professional development opportunities for practicing teachers, as well as

attracting to the teaching profession highly qualified individuals who hold degrees in these subject areas.

PART II

SECTION 2. Chapter 302A, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"**§302A- Career and technical education program.** The department shall establish and administer a career and technical education program that shall meet the requirements of the federal Perkins Act of 2006. The department's program may include:

(1) Pathway programs of study, including but not limited to natural resources, graphic design, computer networking, and management information systems;

(2) Academies for various focuses of study, including the performing arts, travel, and science, technology, engineering, and mathematics;

(3) An agriculture education program;

(4) Specialized programs, including project EAST (environmental and spatial technology); and

(5) Other school activities, including robotics.

The department's program may be offered jointly by or in partnership between the department, the University of Hawaii, including its community colleges, or other public or private entities.

PART III

SECTION 3. Section 302A-431.7, Hawaii Revised Statutes, is amended to read as follows:

"[~~[~~] §302A-431.7 [~~] Vocational agriculture~~] Agriculture education program. (a) The department shall establish and administer a [~~vocational~~] comprehensive agriculture education program[~~.~~] aligned with the natural resources career pathway. The agriculture education program shall include adequate staffing of individuals trained or experienced in the field of [~~vocational~~] agriculture to coordinate the program and to provide assistance to school [~~districts~~] complexes for the coordination of the activities of related student [~~agricultural~~] organizations and associations.

(b) The [~~vocational~~] agriculture education program shall be administered by a director who shall:

(1) [~~Assess~~] Assist in assessing the agricultural needs of the [~~State~~] state and devise methods of meeting those

needs with the [~~vocational~~] agriculture education program;

(2) Assist school districts in establishing [~~vocational~~] agriculture education programs;

(3) Review school district applications for approval of [~~vocational~~] agriculture education programs;

(4) Evaluate existing programs[~~,~~] and design complementary programs;

(5) Plan research and studies for the improvement of curriculum materials for specialty areas of [~~vocational~~] agriculture[~~,~~], including aquaculture and incumbent worker training;

(6) Ensure that the standards and criteria developed under this section satisfy the mandates of federally-assisted [~~vocational~~] career and technical education;

(7) Develop in-service programs for teachers and administrators of [~~vocational~~] agriculture[~~,~~] education programs;

(8) Review applications for [~~vocational~~] agriculture teacher certification;

(9) Assist in teacher recruitment and placement in [~~vocational~~] agriculture education programs;

(10) Serve as a liaison with the Future Farmers of America, representatives of business, industry, appropriate public agencies, and institutions of higher education, including the Hawaii Farm Bureau Federation, to facilitate dissemination of information;

(11) Promote improvement of [~~vocational~~] agriculture education programs; and

(12) Assist in the development of adult [~~and~~], continuing education, and college-level education programs in [~~vocational~~] agriculture[~~,~~]

[~~(13) Establish an advisory task force of agriculturists, who represent the diverse areas of the agricultural industry in the State, that shall make annual recommendations on the development of curriculum, staffing, and strategies to establish a source of trained and qualified individuals in agriculture and strategies for developing the state program in vocational agriculture education, including youth leadership throughout the public schools~~].

(c) The agriculture education program shall coordinate with culinary arts programs to teach students healthy eating habits and encourage culinary arts, farming, diversified

agriculture, and related fields such as market development and science and technology, as career options. The department of agriculture shall assist the department with the implementation of this program.

[~~(e)~~] (d) The department may adopt rules pursuant to chapter 91 to effectuate this section.

(e) For purposes of this section, "agriculture" or "agricultural" includes the fields of farming, diversified agriculture, landscaping, aquaculture, and related industries such as market development and science and technology."

SECTION 4. The department of education shall consult with the department of agriculture and the University of Hawaii's college of tropical agriculture and human resources and college of education in the development and implementation of the agriculture education program established under this Act.

SECTION 5. The department of education shall submit a report to the legislature regarding:

(1) Its activities toward implementation of the agriculture education program;

(2) Its coordination between the agriculture education and culinary arts programs; and

(3) Any requests for funding to further implement the agriculture education program,

no later than twenty days prior to the convening of the regular sessions of 2008 and 2009. The first report shall include a description of department activities between July 1, 2006, and June 30, 2007, toward implementing Act 233, Session Laws of Hawaii 2006, codified as section 302A-431.7, Hawaii Revised Statutes, which established a vocational agriculture education program.

SECTION 6. There is appropriated out of the general revenues of the State of Hawaii the sum of $350,000 or so much thereof as may be necessary for fiscal year 2007-2008 and the same sum or so much thereof as may be necessary for fiscal year 2008-2009 to support and maintain a comprehensive agriculture education program in the public schools as provided in section 3 of this part.

The sums appropriated shall be expended by the department of education for the purposes of section 3 of this part.

PART IV

SECTION 7. There is established the Hawaii excellence through science and technology academy pilot program to be administered by Kauai community college, in partnership with the

department of education, at two public schools. The purpose of the pilot program shall be to establish science, technology, engineering, and mathematics academies, which may include an applied learning focus, at the public schools and to add resources and support to the department of education to increase the readiness and motivation of Hawaii high school graduates to pursue post-secondary training and career options in science, technology, engineering, and mathematics disciplines.

SECTION 8. Kauai community college, in collaboration with the department of education, shall submit reports to the legislature as follows:

(1) A progress report on its plans for the pilot program, no later than twenty days prior to the convening of the regular session of 2008;

(2) A progress report on its implementation of the pilot program, no later than twenty days prior to the convening of the regular session of 2009; and

(3) A final report on the pilot program, including associated costs and any recommendations for the expansion of the academies to other public schools, no later than twenty days prior to the convening of the regular session of 2010.

SECTION 9. There is appropriated out of the general revenues of the State of Hawaii the sum of $261,020 or so much thereof as may be necessary for fiscal year 2007-2008 and the same sum or so much thereof as may be necessary for fiscal year 2008-2009 to establish the Hawaii excellence through science and technology academy pilot program, including three positions within Kauai community college.

The sums appropriated shall be expended by Kauai community college for the purposes of this part.

SECTION 10. There is appropriated out of the general revenues of the State of Hawaii the sum of $26,730 or so much thereof as may be necessary for fiscal year 2007-2008 and the same sum or so much thereof as may be necessary for fiscal year 2008-2009 for a position within the department of education to collaborate with Kauai community college to establish the Hawaii excellence through science and technology academy pilot program.

The sums appropriated shall be expended by the department of education for the purposes of this part.

PART V

SECTION 11. Chapter 304A, Hawaii Revised Statutes, is amended by adding three new sections to be appropriately designated and to read as follows:

"§304A-A Fostering inspiration and relevance through science and technology pre-academy program; established. (a) There is established within the University of Hawaii, the fostering inspiration and relevance through science and technology pre-academy program, which shall be administered by the University of Hawaii college of engineering. The mission of the fostering inspiration and relevance through science and technology pre-academy program shall be, with respect to middle schools, to provide additional resources and expertise for the department of education to stimulate the interest and achievement of students in science, technology, engineering, and mathematics skills.

To achieve its mission, the fostering inspiration and relevance through science and technology pre-academy program shall house and provide direction for the robotics and problem-based, applied learning program under section 304A-B and the research experiences for teachers program under section 304A-C.

(b) The goals of the pre-academy program shall be to:

(1) Serve students between fourth and eighth grades, with problem-based, applied learning experiences in science, technology, engineering, and mathematics-

related skills in a manner that complements the academic program at public high schools; and

(2) Motivate and engage students in science, technology, engineering, and mathematics programs.

(c) The pre-academy program shall encourage partnerships with other relevant programs within the University of Hawaii system, department of education, project EAST (environmental and spatial technology) program, and appropriate public and private agencies, to establish a program of problem-based, applied learning for elementary and middle school students in science, technology, engineering, and mathematics disciplines. School participation in the fostering inspiration and relevance through science and technology pre-academy programs shall be voluntary.

(d) The fostering inspiration and relevance through science and technology pre-academy program shall support development of additional problem-based, applied learning projects and summer science, technology, engineering, and mathematics programs for middle school teachers. For additional problem-based, applied learning projects, priority shall be determined in collaboration with participating teachers. Areas may include global positioning system technology, ocean science, astronomy, earth science and wireless communications technology,

conservation biology, and other science, technology, engineering, and mathematics skills-stimulating subjects as appropriate.

(e) The fostering inspiration and relevance through science and technology pre-academy program shall develop program evaluation measures to ensure that all programs conducted under the pre-academy program are contributing to the advancement of science, technology, engineering, and mathematics academics in the elementary and middle schools through research.

§304A-B Robotics and problem-based, applied learning program; established. (a) There is established within the University of Hawaii the robotics and problem-based, applied learning program, which shall be administered by the University of Hawaii college of engineering. The mission of the robotics and problem-based, applied learning program shall be to develop science, technology, engineering, and mathematics skills among students in the fostering inspiration and relevance through science and technology pre-academy program through robotics- and problem-based, applied learning projects and competitions. The robotics and problem-based, applied learning program shall work with existing programs to expand and strengthen activities, including but not limited to National Aeronautics and Space

Administration explorer schools; fostering inspiration and relevance through science and technology robotics, lego league, and vex challenges or competitions; botball educational robotics programs; and underwater robotics challenges.

(b) The robotics and problem-based, applied learning program shall coordinate and cooperate with the fostering inspiration and relevance through science and technology pre-academy program in establishing an integrated system of science, technology, engineering, and math-related, problem-based, applied learning programs under the administration of the pre-academy program. The robotics and problem-based, applied learning program shall enlist, encourage, train, and support volunteer teachers and other mentors to conduct robotics and space-related programs at the school level.

§304A-C Research experiences for teachers program; established. (a) There is established within the University of Hawaii the research experiences for teachers program, which shall be administered by the University of Hawaii college of engineering. The purpose of the research experiences for teachers program shall be to support the development of middle school teacher skills and knowledge, and the development of middle school curriculum materials in science, technology,

engineering, and mathematics subject areas, with a focus on wireless communications.

(b) The research experiences for teachers program shall:

(1) Educate teachers in the advances in technology in wireless communications and engineering;

(2) Enhance teacher research skills through the use of software and innovative uses of equipment;

(3) Provide teacher participants with hands-on research experiences;

(4) Support teachers in developing classroom lessons and program activities that meet their course objectives and student performance standards; and

(5) Provide opportunities to share and collaborate with other teacher participants to ensure successful implementation of curricula and programs.

(c) Specific activities of the research experiences for teachers program shall include:

(1) Providing on-site lectures, demonstrations, and laboratory tours at the University of Hawaii and middle schools;

(2) Reviewing wireless communications concepts, methods, history, and applications;

(3) Reviewing engineering and relevant science concepts, research methodology, and real-world applications;

(4) Reviewing key components of inquiry-based teaching materials;

(5) Providing teachers with technical content support;

(6) Assisting teachers in adapting state-of-the-art engineering research into a meaningful classroom experience for students;

(7) Providing seminars to transfer relevant information and experiences among teacher participants and sponsors;

(8) Providing summer engineering workshop for teachers; and

(9) Maintaining a website for content and program dissemination."

SECTION 12. There is appropriated out of general revenues of the State of Hawaii the sum of $1,402,230 or so much thereof as may be necessary for fiscal year 2007-2008 and the same sum or so much thereof as may be necessary for fiscal year 2008-2009 to establish the fostering inspiration and relevance through science and technology pre-academy program, including nine full-time equivalent (9.00 FTE) positions in the University of Hawaii

college of engineering; provided that the sums appropriated shall be allocated as follows:

(1) $314,925 for fiscal year 2007-2008 and the same sum for fiscal year 2008-2009 for the robotics and problem-based, applied learning program; and

(2) $734,805 for fiscal year 2007-2008 and the same sum for fiscal year 2008-2009 for the research experiences for teachers program.

The sums appropriated shall be expended by the University of Hawaii for the purposes of this part.

PART VI

SECTION 13. (a) There is established within the department of business, economic development, and tourism, the business/education internship and mentorship program. The purpose of this program is to establish, with the cooperation of educational institutions, internship, mentorship, and other experiential learning arrangements within the business, nonprofit, and government sectors, for Hawaii high school students and Hawaii high school graduates attending college in Hawaii or elsewhere. The goals of this program shall be to provide Hawaii students with experience in the working world to improve their career choices and to provide opportunities for

Hawaii employers to establish relationships with students who represent an essential source of skills for Hawaii's future economic growth and prosperity.

(b) The department of business, economic development, and tourism shall coordinate with the department of education and may contract with appropriate government, nonprofit, or for-profit entities to accomplish the purpose and goals of this program.

(c) The department of business, economic development, and tourism shall submit a report to the legislature, no later than twenty days prior to the convening of the regular session of 2009, on its implementation of the business/education internship and mentorship program.

SECTION 14. There is appropriated out of the general revenues of the State of Hawaii the sum of $110,000 or so much thereof as may be necessary for fiscal year 2007-2008 and the same sum or so much thereof as may be necessary for fiscal year 2008-2009 for the business/education internship and mentorship program.

The sums appropriated shall be expended by the department of business, economic development, and tourism for the purposes of this part.

PART VII

SECTION 15. (a) There is established within the University of Hawaii a professional development program to provide practicing elementary, middle, and high school science and mathematics teachers with opportunities to increase their knowledge and understanding of recent developments in science, technology, engineering, and mathematics. The professional development program shall be administered by the University of Hawaii college of education and shall be open to both certificated and non-certificated teachers. Design of the professional development program shall include evaluation of best practices in other school jurisdictions.

(b) Recognizing that the year-round public school calendar has shortened the summer period, that not all schools are on the same academic calendar, and that programs throughout the year, offered in a variety of formats, would facilitate immediate implementation in the classroom, the professional development program shall provide a variety of options designed to meet the specific needs of Hawaii's teachers, which may include summer institutes, a combination of summer, after school, or weekend institutes, distance learning through video conferencing or other mechanisms, neighbor island locations, or other options.

(c) The University of Hawaii college of education shall submit a report to the legislature, no later than twenty days prior to the convening of the regular session of 2009, on its implementation of the professional development program in the science, technology, engineering, and mathematics disciplines for teachers, including the number of teachers who have participated in the program.

SECTION 16. There is appropriated out of the general revenues of the State of Hawaii the sum of $175,000 or so much thereof as may be necessary for fiscal year 2007-2008 and the same sum or so much thereof as may be necessary for fiscal year 2008-2009 for the development of professional development programs in the science, technology, engineering, and mathematics disciplines for practicing teachers.

The sums appropriated shall be expended by the University of Hawaii for the purposes of this part.

PART VIII

SECTION 17. The legislature finds that there is a chronic shortage of science and mathematics teachers. The recruitment of potential science, technology, engineering, and mathematics teachers for post baccalaureate certificate programs is difficult, but providing the incentive of stipends for individuals to participate in such programs has proven to be effective.

The federal Transition To Teaching program is a successful recruitment program that provides stipends as incentives for people who hold degrees in science, technology, engineering, and mathematics subjects to obtain their teaching certificates through the University of Hawaii's post baccalaureate certificate in secondary education program. The program has resulted in ninety new qualified mathematics and science teachers since it began four-and-a-half years ago.

The program is currently funded under the United States Department of Education's Transition To Teaching program, but the University of Hawaii's transition to teaching grant will expire in 2008. The purpose of this part is to appropriate funds to allow the program to continue.

SECTION 18. The University of Hawaii shall submit a report to the legislature, no later than twenty days prior to the convening of the regular session of 2009, on the status of the transition to teaching program, including the number of individuals who have participated in and completed the program.

SECTION 19. There is appropriated out of the general revenues of the State of Hawaii the sum of $175,000 or so much thereof as may be necessary for fiscal year 2007-2008 and the same sum or so much thereof as may be necessary for fiscal year 2008-2009 for the transition to teaching program to provide stipends to attract science, technology, engineering, and mathematics graduates to the University of Hawaii post baccalaureate certificate in secondary education program.

The sums appropriated shall be expended by the University of Hawaii for the purposes of this part.

PART IX

SECTION 20. Statutory material to be repealed is bracketed and stricken. New statutory material is underscored.

SECTION 21. This Act shall take effect on July 1, 2007.

S.B. NO. 885 S.D. 2 H.D. 3 C.D. 1

GOVERNOR OF THE STATE OF HAWAII

Approved this day: MAY 30 2007

§304A-1202 Teacher education coordinating committee. (a) There is created an advisory committee to be known as the teacher education coordinating committee to identify, study, take action, or make recommendations on matters of education of common interest to the department of education and institutions of higher learning in Hawaii. The membership of the committee shall include the superintendent of education and the dean of the college of education of the University of Hawaii, who shall serve in alternate years as chairperson of the committee with the superintendent acting as the first chairperson, a representative from each accredited Hawaii state-approved teacher education unit, and a representative from the Hawaii teacher standards board. In addition, the superintendent of education and the dean of the college of education may each appoint other members to the committee; provided that the dean of the college of education shall appoint at least two members of the committee from the university who are not within the college of education.

(b) The committee shall meet at least six times within each calendar year to:

(1) Work out problems related to the development of strong teacher training programs at accredited institutions of higher learning in Hawaii; and

(2) Identify, study, and discuss educational problems or other educational matters of interest to the committee and to develop findings and make recommendations for the improvement of education in Hawaii.

(c) The committee shall submit an annual report on its activities to the legislature and may include recommendations for legislative consideration. [L 2006, c 75, pt of §2; am L 2009, c 41, §2]

Previous Vol05_Ch0261-0319 Next

GOV. MSG. NO 830

EXECUTIVE CHAMBERS

HONOLULU

LINDA LINGLE
GOVERNOR

June 18, 2008

The Honorable Colleen Hanabusa, President
and Members of the Senate
Twenty-Fourth State Legislature
State Capitol, Room 409
Honolulu, Hawaii 96813

Dear Madam President and Members of the Senate:

This is to inform you that on June 18, 2008, the following bill was signed into law:

HB2978 HD1 SD2 CD1 — A BILL FOR AN ACT RELATING TO EDUCATION.
(**ACT 188**)

Sincerely,

LINDA LINGLE

Approved by the Governor

on JUN 18 2008

HOUSE OF REPRESENTATIVES
TWENTY-FOURTH LEGISLATURE, 2008
STATE OF HAWAII

ACT 188

H.B. NO. 2978 H.D. 1 S.D. 2 C.D. 1

A BILL FOR AN ACT

RELATING TO EDUCATION.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

SECTION 1. The legislature finds that the University of Hawaii is accountable to the legislature and should be accountable for its funds in a manner that is consistent across the campuses and understandable by the legislature and the public. This situation necessitates that the goals of the system's strategic plan be stated in measurable terms that relate to fiscal allocations. The overall purpose of this Act is to delineate a budgeting system for the University of Hawaii.

The University of Hawaii has been developing a long-term financial plan pursuant to a request from the legislature under Senate Concurrent Resolution No. 137, adopted in 2007. Additionally, Senate Concurrent Resolution No. 79, adopted in 2007, requested the University of Hawaii to report on the linking of funding for individual campuses and performance goals, which would require the University of Hawaii to develop a budgeting system that reflects achievements, challenges, and needs.

Presently, the University of Hawaii's operational funding is determined each fiscal biennium based on specific program and personnel requests. In addition, supplemental budget requests are prepared for the second year of each fiscal biennium to address unforeseen issues and funding deficiencies that have arisen after the biennial budget has been approved and funds allocated. State appropriations for the University of Hawaii fluctuate based on current spending needs and state general revenue levels.

As a guide, the University of Hawaii system strategic plan was prepared in 2002 as a means for the university to chart its course through 2010. The strategic plan outlined the University of Hawaii's vision, mission, commitments and core values, and planning imperatives. The plan identified the following key strategic goals for the university as a means of advancing its strategic imperatives, including developing:

(1) Educational effectiveness and student success;

(2) A learning, research, and service network;

(3) A model local, regional, and global university;

(4) Faculty, staff, students, and their environment; and

(5) Resources and stewardship.

During fiscal year 2007-2008, the University of Hawaii reexamined its strategic plan to update it for the next eight years. As the only public institution of higher education in the state, the University of Hawaii is largely responsible for helping the state meet its higher education needs, which include:

(1) Increasing the educational capital of the state;

(2) Expanding workforce development initiatives;

(3) Assisting in diversifying the economy; and

(4) Addressing underserved regions and populations of the state, particularly native Hawaiians.

These goals are being incorporated into the strategic plan that will guide the university through 2015.

The next step is to develop a financial plan to reach the strategic goals. The objective is to develop an educational compact that would define the long-term goals to address Hawaii's major economic challenges and align the University of Hawaii with the achievement of these goals. The university would be accountable for meeting performance standards, and the higher education compact would be used to clearly link funding for the university with specific goals and performance measures.

Developing the educational compact requires delineating a financial plan that would link the strategic plan goals to accompanying funding. Thus, there will be a long-term component to the financial plan that indicates the long-term costs of achieving the strategic goals and provides long-term funding targets for each institution within the University of Hawaii system. There will also be a medium-term component to the financial plan that will cover three biennial periods, starting with the 2009-2011 biennial budget and extending to 2015 to cover the same period as the strategic plan. The financial plan will outline the financial costs to achieve the strategic plan and will be based on measurable goals.

The long-term component will include the following:

(1) Base operating funds--the ongoing fiscal obligations that need to be adjusted for inflation and obligations, such as collective bargaining;

(2) Capital improvement funding--annual and deferred maintenance obligations; and

(3) Incentive and performance outcome funding--funds provided as a result of achieving specific performance goals.

The purpose of this Act is to require the University of Hawaii to develop an incentive and performance outcome funding component for the long-range financial plan. This requirement shall attempt to accomplish the following:

(1) Increasing legislative and public support for higher education;

(2) Allocating funds through a dual approach of incentives and performance-based funding;

(3) Monitoring the general condition of the University of Hawaii system;

(4) Identifying potential sources of problems or areas for improvement;

(5) Improving the effectiveness and efficiency of colleges and universities within the University of Hawaii system;

(6) Focusing program, department, college, and university efforts on state priorities and goals;

(7) Assessing progress on state priorities and goals to improve graduate and undergraduate education; and

(8) Improving consumer information on higher education.

This Act also establishes a task force in the University of Hawaii to assist in developing a budgetary system that includes

an equitable, consistent, and responsive funding formula for the distribution of fiscal resources to the various campuses.

SECTION 2. (a) The University of Hawaii shall prepare and provide to the legislature an annual incentive and performance report and plan in November of each year beginning in 2008. A major purpose of the annual incentive and performance report and plan is to assist the legislature in appropriating up to two per cent of the University of Hawaii's annual budget to facilitate the university's strategic plan and related state goals.

(b) The 2008 incentive and performance report and plan shall present University of Hawaii and state workforce quantitative information that form the baseline data for future comparisons. The university shall include at least the following baseline data for the past five years by program, department, campus, and university:

(1) The number of full-time equivalent students;

(2) The number of students who have transferred to other institutions of higher education within the University of Hawaii system;

(3) The number of students who have graduated;

(4) The number of full-time equivalent faculty;

(5) The number of openings in major workforce shortage areas, including but not limited to teaching, nursing, and technology, as data are available through the department of labor and industrial relations or similar sources; and

(6) The number of graduates filling job openings in major workforce shortage areas, as data are available.

The report shall also include a project plan of the same data for the upcoming five years.

(c) Beginning in 2009, the incentive and performance report and plan shall continue to provide the quantitative data, as well as a qualitative data analysis of the success of the endeavors to enroll, transfer, and graduate students and how this objective is matching the university's strategic plan and the state's workforce needs. The allocation of up to two per cent of incentive and performance funds shall be based on these results.

(d) The University of Hawaii shall include within its strategic plan measurable goals and performance data.

(e) The University of Hawaii shall collect and maintain benchmark data in keeping with section 304A-2001, Hawaii Revised Statutes.

(f) The annual incentive and performance report shall describe the success of previous incentive and performance plans by analyzing the outcome performance measures in relation to plan goals. The report shall also propose the following year's incentive and performance plan, including identifying the goals, performance outcome measures, and sources of funding, which may include new general fund appropriations, reallocated existing general fund appropriations, and other sources of funding available to the university. Data appropriate to the individual performance measure shall be provided in the annual report.

SECTION 3. (a) There is established in the University of Hawaii a task force to assist the University of Hawaii in developing a budgetary system that includes an equitable, consistent, and responsive funding formula for the distribution of fiscal resources to the various University of Hawaii campuses. The funding formula shall:

(1) Be linked to the enrollment of full-time equivalent (FTE) students at each campus;

(2) Assign different weights in recognition of the varying costs and revenues relating to educating different categories of students, such as:

(A) The different classifications of students, including two-year, undergraduate, graduate, and professional-program students, and resident and nonresident students;

(B) Students who are enrolled in programs that address the major workforce needs of the state, including teacher education; nursing; and the science, technology, engineering, and math disciplines; and

(C) Students with special support needs, including those from underserved populations or who are at-risk, because they are subject to language, cultural, economic, or other disadvantages due to their home and community environment;

(3) Include an incentive and performance component that recognizes the unique goals and missions of the University of Hawaii's various campuses, as well as the higher education needs of the state;

(4) Be as simple and transparent as possible and be designed to allow the funding formula to be used as a basis for planning; and

(5) Provide for transparency and accountability to ensure the efficient use of state resources.

(b) The members of the task force shall consist of six members as follows:

(1) The chancellor of the University of Hawaii at Manoa or the chancellor's designee;

(2) The chancellor of the University of Hawaii at Hilo or the chancellor's designee;

(3) The chancellor of the University of Hawaii at West Oahu or the chancellor's designee;

(4) The vice president or interim vice president of the University of Hawaii community colleges or the vice president's or interim vice president's designee;

(5) One member appointed by the president of the senate; and

(6) One member appointed by the speaker of the house of representatives.

(c) The task force shall select a chairperson by a majority vote of its members. A majority of the members of the task force shall constitute a quorum to conduct business. The concurrence of the majority of the members of the task force shall be necessary to make any action of the task force valid.

(d) The task force shall be exempt from chapter 92, Hawaii Revised Statutes; provided that the task force shall make a good faith effort to make its proceedings and work products accessible and available to the general public in a manner consistent with the intent of chapter 92, Hawaii Revised Statutes.

(e) The chief financial officer for the University of Hawaii system, or the chief financial officer's designee, shall serve as the liaison between the task force and the president of the University of Hawaii.

(f) The University of Hawaii shall hire, as a consultant, an independent higher education finance expert to work with the task force to develop the funding formula. The consultant shall have experience working with policymakers in other states to develop or improve funding models, including funding formulas, to allocate public funds to campuses within the respective state's higher education system.

The task force shall provide the consultant with the data necessary to develop the funding formula, including data relating to historical enrollment growth, future enrollment projections, estimated costs of educating different categories

of students, and performance incentives and goals for each of the various campuses.

(g) The task force shall submit to the president of the University of Hawaii, for the president's approval, a report of its progress, and any findings and recommendations, including those of the consultant, to include:

(1) Information as to how full-time equivalent enrollment, historical enrollment growth, future enrollment growth, enrollment mix, and similar factors should be linked to funding, through formula funding, base funding, incentive funding, or any other methodology;

(2) The consultant's analysis and expert opinion as to the methodology to be employed and as to whether campuses are underfunded or overfunded, based upon past enrollment growth, current enrollment, enrollment mix, funding, and other factors;

(3) The consultant's recommendations as to the amount of adjustments to the campus base budgets that are needed to compensate for shortfalls in prior years and how those adjustments should be accomplished; and

(4) A target date for the completion of a funding formula together with any proposed legislation to establish and implement the funding formula.

If approved by the president, the University of Hawaii shall submit this report to the legislature no later than twenty days prior to the convening of the regular session of 2009.

SECTION 4. This Act shall take effect on July 1, 2008.

APPROVED this 18 day of JUN , 2008

GOVERNOR OF THE STATE OF HAWAII

[§302A-601.3] Newly hired employees; paycheck deficits; partial wages. (a) The department shall establish and implement appropriate policies, procedures, technology, and accountability measures to ensure that newly hired employees receive timely and accurate wages.

(b) All newly hired employees shall receive their first paycheck no later than the second pay period after the date of their hire by the department.

(c) If the department is unable to pay the total wages due a newly hired employee pursuant to subsection (b), the department may pay the newly hired employee on the day the newly hired employee would have received pay, partial wages in an amount not less than fifty per cent of the amount due for the second pay period and for each consecutive pay period thereafter in which the department maintains a paycheck deficit with the newly hired employee. The amounts received shall be deducted from the total wages due for the respective pay period. Once the department resolves the paycheck deficit, the newly hired employee shall no longer receive partial wages as provided by this subsection. [L 2005, c 159, §7]

Note

L 2005, c 159, §§8 to 10 provide:

"SECTION 8. By December 31, 2005, the department shall adopt rules pursuant to chapter 91, Hawaii Revised Statutes, as may be necessary to administer section 7 [§302A-601.3].

SECTION 9. The department of education shall provide each newly hired teacher with the new teacher orientation handbook to assist in their transition into the department's school system. The handbook shall serve as a reference guide and to provide the new employees with information on the following:

(1) Professional development and incentive programs;
(2) License requirements; and
(3) Other useful information to assist new teachers with their familiarity of the department's organization and educational system.

SECTION 10. The department of education shall establish and maintain a standardized statewide teacher induction program that is available to every newly hired teacher. The program shall ensure that the new teacher to mentor ratio is no greater than fifteen to one and that all mentors are specially skilled and trained to work effectively with newly hired teachers as determined by the department."

Statewide Induction Program Foundation Elements

Orientation

- o General Hawai'i Department of Education information
- o Personnel information
- o Introduction to Hawaii's cultural diversity
- o Share new teacher experiences
- o Preparing for the 1st days of school
- o Complex area information:
- o Uniqueness of the complex
- o Complex vision/goals
- o Major activities
- o Union Information

Mentoring

Program

- Δ At least a two year program
- Δ All beginning teachers are assigned a mentor
- Δ Program completion packet
  - Teacher pre/post self-assessment
  - Professional Growth Plan
  - Evidence/artifacts related to the professional growth plan
  - Evidence of participation in professional development activities

Mentee

- Δ Self assess/reflect on practices with mentor
- Δ Completes the formative assessment activities
- Δ Develop and implement a professional growth plan
  - Provide appropriate evidence/artifacts related to the professional growth plan
  - Meets regularly with a mentor
- Δ Attends seminars/workshops/trainings conducted by mentors
- Δ Classroom Observations
  - Focused observation conducted by mentor for evidence-based feedback
  - Observing exemplary teachers

Program Evaluation

- Δ Number of participants in each category
- Δ Longitudinal data
- Δ Pre/Post teacher assessment data Program satisfaction data
- Δ Teacher retention data
- Δ Student learning data
- Δ Program changes based on the data/evaluation

Mentor

- Δ Formal selection process
- Δ Mentor Training
- Δ Ongoing mentor professional development activities
- Δ Meet individually with beginning teachers on a regular basis
- Δ Conduct purposeful, systematic seminars, workshops and training for beginning teachers
- Δ Support beginning teacher in completion the formative assessment activities

Professional Development & Professional Learning Communities

HQT: Types of programs:

- o PRAXIS Prep
- o DOE sponsored content courses
- o Academic credit (IHE)

Personal/Professional Growth:

- o Improve skills and knowledge
- o Courses: On-line/live
- o Range: Content/Pedagogy

Teacher Reclassification:

- o Academic credit (IHE degree program)
- o DOE sponsored classes (PD Credit)

PD 360 Brief Description

PD 360 is an online, on-demand, professional learning resource that delivers high quality video segments showing real teachers implementing research based best practices that improve student achievement. Content and strategies are presented by over 65 top experts including renowned educators such as Rick Stiggins, David Sousa, Doug Reeves, Rick DuFour, and Michael Fullan. PD 360 will give school administrators the ability to target professional development to meet the specific goals for their school and the individual needs of each teacher.
OHR link: http://www.video.k12.hi.us/pd360

PD 360 Proposed Timeline for Implementation

Dec. 14-18, 2009	PD 360 introduction announcement to Leadership
Dec. 14, 2009	Schools with existing accounts can continue to use PD 360 (includes some schools in Nanakuli-Waianae, Mililani, Kau-Keaau-Pahoa, Lahaina Complexes)
Dec. 21-Jan 4	Establish accounts for all schools
Jan 13, 2010	Introduction and demo of PD 360 at Leadership meeting
Jan-Mar 2010	Training for Complex Resources and School Admins (dates TBD)
Mar-May 2010	Teachers to use PD 360 to view at least one segment
June 2010	Principals to review PD 360 usage
Late June 2010	Complexes to report PD 360 usage

DIFFERENTIATE PROFESSIONAL LEARNING FOR YOUR ENTIRE STAFF

(b)(6)

PD 360°, THE LEADER IN ON-DEMAND PROFESSIONAL LEARNING

PD 360°

A School Improvement Network Product

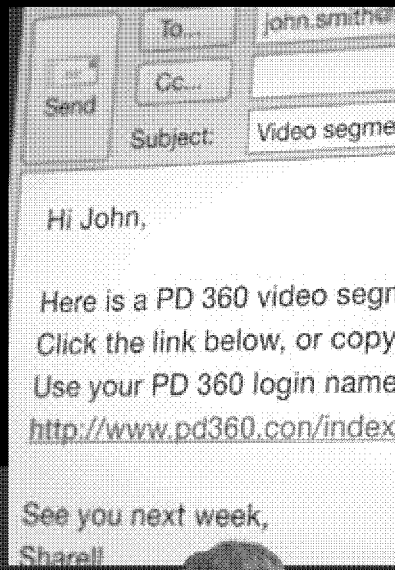
CH-BASED
LEARNING
TIPS
With PD 360, you can:
• Support educators with on-demand, job-embedded learning anytime, anywhere.
• Drive implementation through follow-up and reflection tools.
• Stimulate learning with facilitator materials.
• Customize PD 360 to focus on your own standards and goals.
• Reinforce sharing and communication in the online Learning Community.
• Ensure accountability with integrated tracking and reporting.
• Access thousands of real, best-practice classrooms from across North America.
• Use video segments featuring over 65 renowned, educational experts—Rick DuFour, Michael Fullan, Gayle Gregory, Rick Stiggins, Douglas Reeves, and many others.
Customize PD 360 to your school and district needs. (Pg 8)
Search for immediate answers to any need. (Pg 4)
Drive deeper learning with on online courses. (Pg 9)
Learn from over 1,000 video learning segments, with real classroom examples. (Pg 14)
Help teachers implement best-practices through built-in reflection and follow-up questions. (Pg 6)
PD360
Professional Development On Demand
Hello, Jane Smith.
Focus
Search
History
Courses
Focus Objectives by Location
Washington Elementary
Kia Kaha School District
HAWAII
Differentiation
INFO
Classroom Management
Student Achievement
Instructional Strategies
Assessment
New Teacher Training
Leadership
(b)(6)
Reflection
Next Segment
Share
Guidebook
Explore the Content
expand
Bringing Brain Research into Classroom Practice
Classroom Instruction That Works
Classroom Management - How to Win Students Over
Cognitive Coaching
Community Involvement
Concept-Based Curriculum For Deeper Understanding
Conscious Classroom Management
Courageous Conversations About Race
"Share-A-Link" follow-up tools for coaches, mentors, and principals. (Pg 5)
www.PD360.com // 800-572-1153 // Go to www.PD360.com for a free trial now

IMMEDIATE ANSWERS

Teachers and administrators can instantly find the help they need by searching hundreds of fully indexed video learning segments that address the most relevant topics. Each learning segment provides expert advice and demonstrates real, best-practice classroom examples from schools across North America.

SHARE·A·LINK PROVIDES EFFECTIVE, JOB-EMBEDDED FOLLOW-UP

Use Share·A·Link to provide easy and effective, job-embedded follow-up. Principals, coaches, mentors, content specialists, or instructional leaders can email links of specific PD 360 video learning segments to individual teachers and teams. These learning segments address the educator's specific needs and show what best practices look like. Teachers can watch the segments as many times as they need in order to gain understanding, implement the instruction, and follow the advice of school leaders and coaches.



"PD 360 has so far exceeded our expectations, with usage higher than we had anticipated. In this time of tight budgets, there are many things we would cut before PD 360 because at least I know we can offer high quality PD to everyone."

—Preston L. Coppels, Director of Instructional Services, Loudoun County Public Schools, VA

www.PD360.com // 800-572-1153 // Go to www.PD360.com for a free trial now

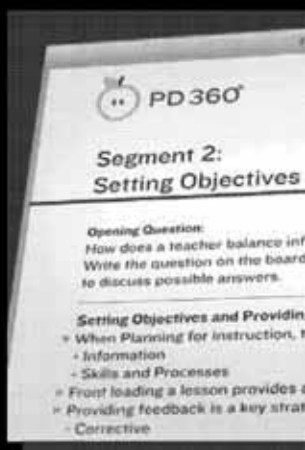
LECTION TO
NTATION

Reflection is a critical component of effective professional learning. Automate reflection with PD 360. After watching a video learning segment, teachers answer reflection questions designed to stimulate thinking about classroom application. A week later, teachers automatically receive a follow-up email prompting them to describe their implementation progress and success. As an administrator, you can track a teacher's growth, application, and professional development activity by viewing these reflection responses.

(b)(6)

FACILITATOR GUIDES FOR EFFECTIVE PF
LEARNING COMMUNITIES & TRAINING SI

Facilitate research-based training sessions with digitized Facilitator Guides that provide engaging content for professional learning communities, teams, study groups, and workshops. Each of the 1,000 video learning segments has a unique Facilitator Guide that can include group activities, discussion questions, lesson plans, graphic organizers, reflection and journaling activities, and a bibliography of the research. Many include related handouts that can be printed.



"PD 360 allows the district to set a unified focus for schools while still providing each teacher with the differentiated support they need. Extremely cost-effective, PD 360 has helped limit the amount of travel our teachers have to do, which helps us financially and keeps teachers in the classroom."

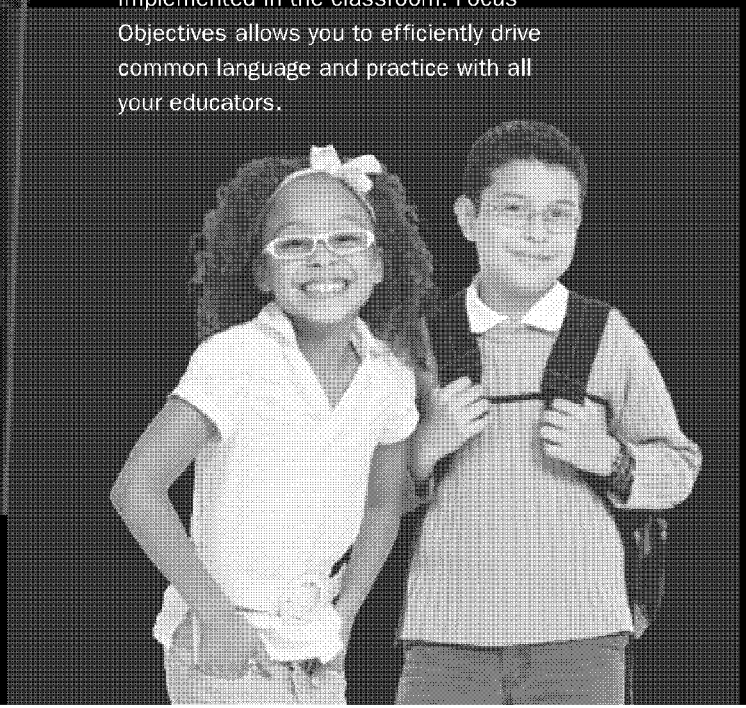
—Rick Stewart, Director of Federal Programs, Artesia Public Schools, NM

(b)(6)

Go to www.PD360.com for a free trial // www.PD360.com // 800-572-1153

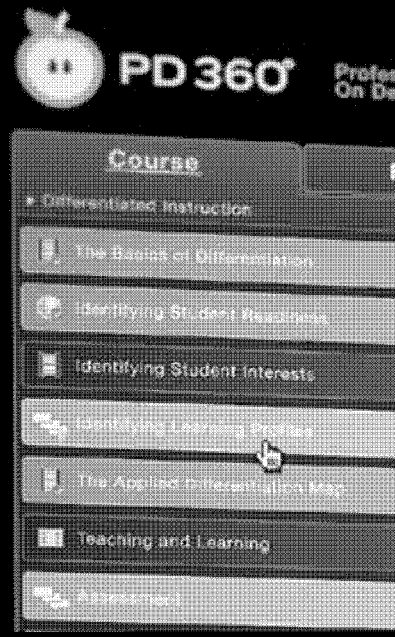
ALIGN CONTENT
JECTIVES

Customize PD 360 by entering your state, system, and school goals and objectives. You can align video learning segments, forums, and resources to these goals and objectives to show teachers and administrators how to implement with fidelity. As teachers and administrators use these aligned segments, they will actually see what the standards and practices look like when implemented in the classroom. Focus Objectives allows you to efficiently drive common language and practice with all your educators.



GO DEEPER WITH COURSES

With PD 360 Courses, drive the learning even deeper. Courses provide a rich and guided learning experience for participants. With pre-defined learning modules, course participants advance through the syllabus in a specific order. Modules can include video learning segments from PD 360, articles, assessments, participation in online learning communities, feedback from course facilitators, and links to any other type of resource. Rich reporting tracks what segments participants have completed and provides administrators with a full view of the course's impact, along with opportunities for feedback.

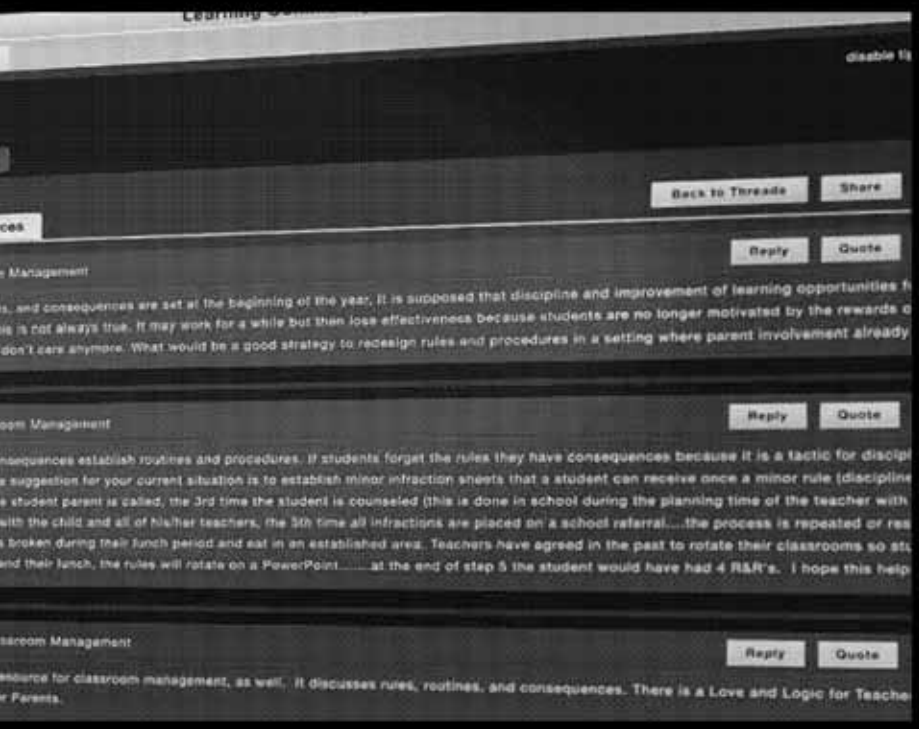


**"PD 360 meets the needs of c
meeting their needs helps us
of our kids. Period. It is as si**

*—Scott Davis, Assistant Superintend
Lamesa Independent School District*

Go to www.PD360.com for a free trial now // www.PD360.com // 800-572-1153

ORS TO COMMUNICATE & COLLABORATE
NTERACTIVE LEARNING COMMUNITIES



PD 360's interactive Learning Community allows teachers and administrators to communicate and collaborate with one another anywhere and at anytime. Through the Learning Community, teachers present implementation ideas, participate in discussion forums, upload lesson plans for study along with samples of student work, documents, and files, and share web links with helpful resources.

Within the interactive Learning Community, teachers and administrators share best practices, learn from one another, and eliminate classroom isolation regardless of location. Both private and public interactive learning communities exist on PD 360. You can organize private communities within schools, districts and states, while public communities allow educators worldwide to collaborate with each other.

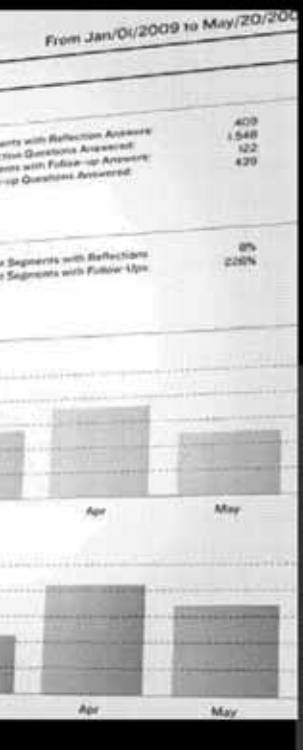
"PD 360 has be
tools I have ev
and the inform
has greatly en
beginning teac
have been arou
advice. I love
to use it as mu

—Michelle Paden,
Westville Public Sc

(b)(6)

www.PD360.com // 800-572-1153 // Go to www.PD360.com for a free trial now

UNTABILITY WITH RICH
OUGH ADMIN TOOLS



PD 360's rich tracking and reporting increases educator accountability and provides data to make informed decisions. By choosing a date range, administrators can easily create a rich report with graphs and charts showing PD 360 usage, the most-viewed topics and learning segments, and a breakdown of usage by school and individual. Download this data into an editable spreadsheet showing the activities of each user. With these reports, school and district leaders can easily track each teacher's professional learning activity and progress.

(b)(6)

PD 360 SOLVES THESE COMMON PROFE
DEVELOPMENT CHALLENGES

PROBLEM	PAINS	PD 360 S
No Time	• Teachers have to leave the classroom to receive PD. • Professional development is inconvenient and often does not happen as intended. • Teachers feel overwhelmed with the pressures of high expectations and always "one more thing" to learn.	Educators ca they have an prevent PD fr happen cons
Inadequate funding	• Systems and schools struggle to provide comprehensive PD on a limited budget. • Expectations are increasing yet resources are being constrained. • Professional development funds are too low and frequently the first to be cut.	PD 360 provi than tradition funding optio ing Title I, II, tion funds, fe reading funds
Limited Classroom Application	• Teachers want to improve their teaching but are not sure how to apply what they learn from PD. • Costly professional development rarely impacts student achievement. • More often than not, teachers learn extensive theory, not actual practices.	Teachers hav in PD 360 th tices. Teache implement ef
Lack of Follow-Up & Accountability	• Professional development is often a one-shot deal that does not impact teaching and learning. • Without accountability, professional development rarely has the impact it could and should have. • Teachers want to apply what they learn from PD, but are unsure how.	Integrated, a ensure that p tently and tha their learning show how to can monitor
"One-Size-Fits-All" Professional Development	• Teachers of varying experience levels do not receive the professional development that meets their specific needs. • Teachers and administrators may have questions and needs that are not addressed in training sessions. • PD is often not relevant to everyone in the group.	Professional power of diff the most rele ment, classr gaps, instruc more—PD 36 find the help

Go to www.PD360.com for a free trial now // www.PD360.com // 800-572-1153

I NEED,
RTS YOU KNOW

ASSROOM NAGEMENT

cious Classroom agement*—*Rick Smith*

Teacher Training*—*Cummings*

RRICULUM

ting Concept-Based culum—*H. Lynn Erickson*

ACHING / MENTORING

itive Coaching—*Arthur L. Costa Robert J. Garmston*

tive Mentoring—*Laura Lipton & e Wellman*

uctional Coaching—*en Killion, Jim Knight, and hen Barkley*

MMUNITY AND MILY INVOLVEMENT

munity Involvement—*es P. Comer*

Families Help Children n—*Dorothy Rich*

DATA

Using Data to Close the Achievement Gap—*Ruth S. Johnson*

Data-Driven Decisions to Improve Results—*Mike Schmoker*

DIFFERENTIATION

Differentiating Instruction*—*Gayle Gregory & Carolyn Chapman*

Applied Differentiation: Making It Work in the Classroom*—*Gayle Gregory & Cindy Strickland*

DIVERSE LEARNERS

Courageous Conversations About Race—*Glenn Singleton*

All Means All—"What Is It About Me You Can't Teach?"*—*Eleanor Renee Rodriguez*

How to Increase Minority Student Achievement*—*James Comer, Bonnie Davis, Beverly Daniel Tatum, Kati Haycock, Gary Howard, Jamie Almanzan, Sonia Nieto, Curtis Linton*

ENGLISH LANGUAGE LEARNERS

Teaching English Language Learners in the Regular Classroom*—*Virginia Rojas*

Every Teacher—A Teacher of English Language Learners*—*Jo Gusman, Margo Gottlieb, & others*

HEALTH & WELLNESS

The Frazzled Educator's Health & Wellness Plan for Principals & Teachers—*J. Allen Queen*

INSTRUCTIONAL STRATEGIES

Classroom Instruction That Works*—*McREL's Salle Quackenboss*

High-Quality Teaching for Classroom Success*—*Various Experts*

Strategies that Work for Secondary Math Teachers—*Various Experts*

Strategies that Work for Secondary English Teachers—*Various Experts*

Strategies that Work for Secondary Science Teachers—*Various Experts*

Strategies that Work for Secondary Social Studies Teachers—*Various Experts*

Teaching Mathematics to Increase Achievement*—*Yvelyne Germain-McCarthy and Glenda Lappan*

Thinking Maps to Graphic Organizers*—*David Hyerle*

Questioning to Stimulate Thinking & Learning (QUILT)*—*Beth Sattes & Jackie Walsh*

Cooperative Learning & Multiple Intelligences*—*Spencer & Laurie Kagan*

Increasing Student Performance and Achievement*—*Max Thompson and Julia Thomason*

LEADERSHIP

Developing Rigorous and Relevant Academic Skills—*Willard R. Daggett*

Accelerated Schools—*Henry Levin*

Elementary Principals as Leaders of Learning—*Rebecca DuFour*

Secondary Principals as Leaders of Learning—*Irving C. Jones*

Dealing with Teachers that are Reluctant to Change and Improve—*Todd Whitaker*

What's Worth Fighting For In Education—*Michael Fullan & Andy Hargreaves*

Principals: Leaders of Change—*Kent Peterson & Terrence Deal*

Evaluation to Promote Teacher Growth & Student Learning—*Marilyn McGuire*

Working on the Work (WOW)—*Phillip Schlechty*

Accountability for Greater Student Learning—*Douglas Reeves*

MOTIVATIONAL PROGRAMS

Who Says... Motivational Videos on Education—*High Achieving Schools from Across North America*

NEW TEACHER TRAINING

New Teacher Training*—*Carol Cummings*

PARAPROFESSIONAL

Training Paraprofessionals & th Teachers That Work with Them— *Betty Ashbaker & Jill Morgan*

POVERTY

Working with Students from the Culture of Poverty—*Mary Montle Bacon*

PROFESSIONAL DEVELOPMENT

Designing and Evaluating Professional Development—*Stephanie Hirsh & Joellen Killio with Dennis Sparks*

Implementing Professional Development—*Steve Olsen, Ro Fogarty, Brian Pete, Shirley Hor William Sommers, Dennis Spar and Blanch & John Linton*

Professional Learning Communities—Leadership in the Age of Standards and High Stakes—*Rick DuFour*

READING AND WRITI

Achieving Reading Success in t Early Years—*Margaret Mooney*

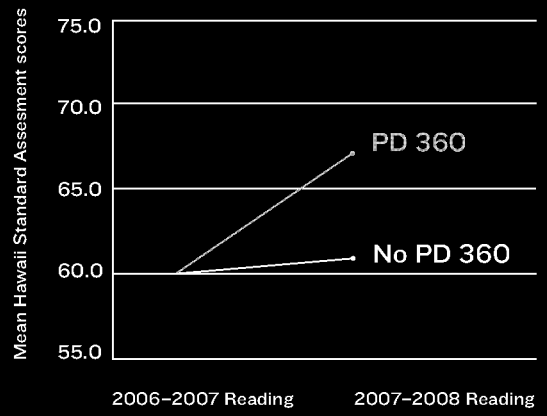
Go to www.PD360.com for a free trial now // www.PD360.com // 800-572-1153

INCREASED ACHIEVEMENT WITH PD 360

PD 360°

Significant student achievement gains in reading were found in a study of 12 schools in Hawaii that used PD 360, compared to over 20 schools with similar demographics that did not have PD 360. Schools that used PD 360 heavily gained in reading an average of 6.9 points, a rate 8.3 times greater than schools without—improving in reading an average of 11.3 percent over the prior year, versus 1.4 percent for schools without PD 360.

SCHOOLS WITH PD 360 VERSUS SCHOOLS WITHOUT PD 360



PD 360 schools experienced 8.3 times the improvement in reading scores than the rate of schools that did not use PD 360.

SCHOOL IMPROVEMENT NETWORK®

8686 South 1300 East,
Sandy, Utah 84094
www.schoolimprovement.com

Go to www.PD360.com for a free trial.
Call 800.572.1153 for a quick walk-through.

§302A-1004 Educational accountability system; annual reports. (a) The department shall implement a comprehensive system of educational accountability to motivate and support the improved performance of students and the education system. This accountability system shall:

(1) Include student accountability; school or collective accountability; individual professional accountability for teachers, principals, and other employees; and public accounting to parents, community members, businesses, higher education, media, and political leadership;

(2) Link authority and resources to responsibility;

(3) Define clear roles for all parties and lines of responsibility and mutual obligation and develop a collaborative process with stakeholders, including representatives of appropriate bargaining units, parents, administration, and students;

(4) Assess and track measures of academic achievement, safety and well-being, and civic responsibility of individual students at selected grade levels and report trend data on these measures over time annually;

(5) Invoke a full and balanced set of appropriate consequences for observed performance, including rewards and recognition for those schools that meet or exceed their goals, assistance to those that fall short, and sanctions for those that, given adequate assistance and ample time, continue to fail to meet goals;

(6) Involve an annual statewide assessment program that provides a report card containing trend data on school, school complex, and system performance at selected benchmark grade levels with performance indicators in areas relating to student achievement, safety and well-being, and civic responsibility. These performance indicators shall include but not be limited to:

(A) Student performance relative to statewide content and performance standards; and
(B) School attendance and dropout rates;

(7) Require that teachers and administrators engage in the continuous professional growth and development that ensure their currency with respect to disciplinary content, leadership skill, knowledge, or pedagogical skill, as appropriate to their position. This requirement may be established by the department in terms of credit hours earned or their equivalent in professional development activity certified by the department as appropriate in focus and rigor;

(8) Establish an explicit link between professional evaluation results and individual accountability through professional development of the knowledge, skill, and professional behavior necessary to the position, by requiring that results of the professional evaluation be used by the department to prescribe professional development focus and content, as appropriate;

(9) Include an annual statewide fiscal accountability program, which includes a published report card that contains trend data on school, school complex, and systemwide plans and results, including:

(A) Amounts allocated;
(B) Amounts expended;
(C) Amounts carried over; and

(D) Any significant changes to the budget, with an explanation for the change;

(10) Include an evaluation of the effectiveness of complex area superintendents and principals in supporting:

(A) Students' academic achievement, safety and well-being, and civic responsibility; and
(B) The satisfaction of stakeholders affected by the work of the complex area superintendents and principals, which may be measured by broadbased surveys; and
(C) Fiscal accountability.

(b) The department shall submit to the legislature, the governor, and the board of education at least twenty days prior to the convening of each regular legislative session a report of the specifics of the implementation of the comprehensive accountability system, as well as the fiscal requirements and legislative actions necessary to maintain and improve the accountability system.

(c) The department shall submit to the legislature and to the governor, at least twenty days prior to the convening of each regular session, an educational status report that includes but is not limited to the following:

(1) Results of school-by-school assessments of educational outcomes;

(2) Summaries of each school's standards implementation design;

(3) Summary descriptions of the demographic makeup of the schools, with indications of the range of these conditions among schools within Hawaii;

(4) Comparisons of conditions affecting Hawaii's schools with the conditions of schools in other states;

(5) Other such assessments as may be deemed appropriate by the board; and

(6) Any other reports required by this section.

(d) The department shall provide electronic access to computer-based financial management, student information, and other information systems to the legislature and the auditor. The department shall submit to the legislature and to the governor, at least twenty days prior to the convening of each regular session, a school-by-school expenditure report that includes but is not limited to the following:

(1) The financial analysis of expenditures by the department with respect to the following areas:

(A) Instruction, including face-to-face teaching, and classroom materials;
(B) Instructional support, including pupil, teacher, and program support;
(C) Operations, including non-instructional pupil services, facilities, and business services;

(D) Other commitments, including contingencies, capital improvement projects, out-of-district obligations, and legal obligations; and

(E) Leadership, including school management, program and operations management, and district management; and

(2) The measures of accuracy, efficiency, and productivity of the department, districts, and schools in delivering resources to the classroom and the student.

(e) The superintendent of education is responsible for the development and implementation of an educational accountability system. The system shall include consequences and shall be designed through a collaborative process involving stakeholders that shall include parents, community members, the respective exclusive representatives, as well as others deemed appropriate by the superintendent.

For the purposes of this section, negotiations under chapter 89 shall be between the superintendent or the superintendent's designee and the respective exclusive representative, and shall be limited to the impact on personnel arising from the superintendent's decision in implementing the educational accountability system. After the initial agreement is negotiated, provisions on the impact of the accountability on personnel may be reopened only upon mutual agreement of the parties. [L 1996, c 89, pt of §2; am L 1999, c 74, §2 and c 199, §2; am L 2000, c 238, §1; am L 2004, c 51, §56]

Previous Vol05_Ch0261-0319 Next

[§302A-1129] Schools; opening and closing. The board may open new schools or close existing schools. [L 1996, c 89, pt of §2]

Previous Vol05_Ch0261-0319 Next

[§302A-1112] Rules. Subject to chapter 91, the board may adopt rules for the government of all teachers, educational officers, other personnel, and pupils, and for carrying out the transaction of its business. [L 1996, c 89, pt of §2]

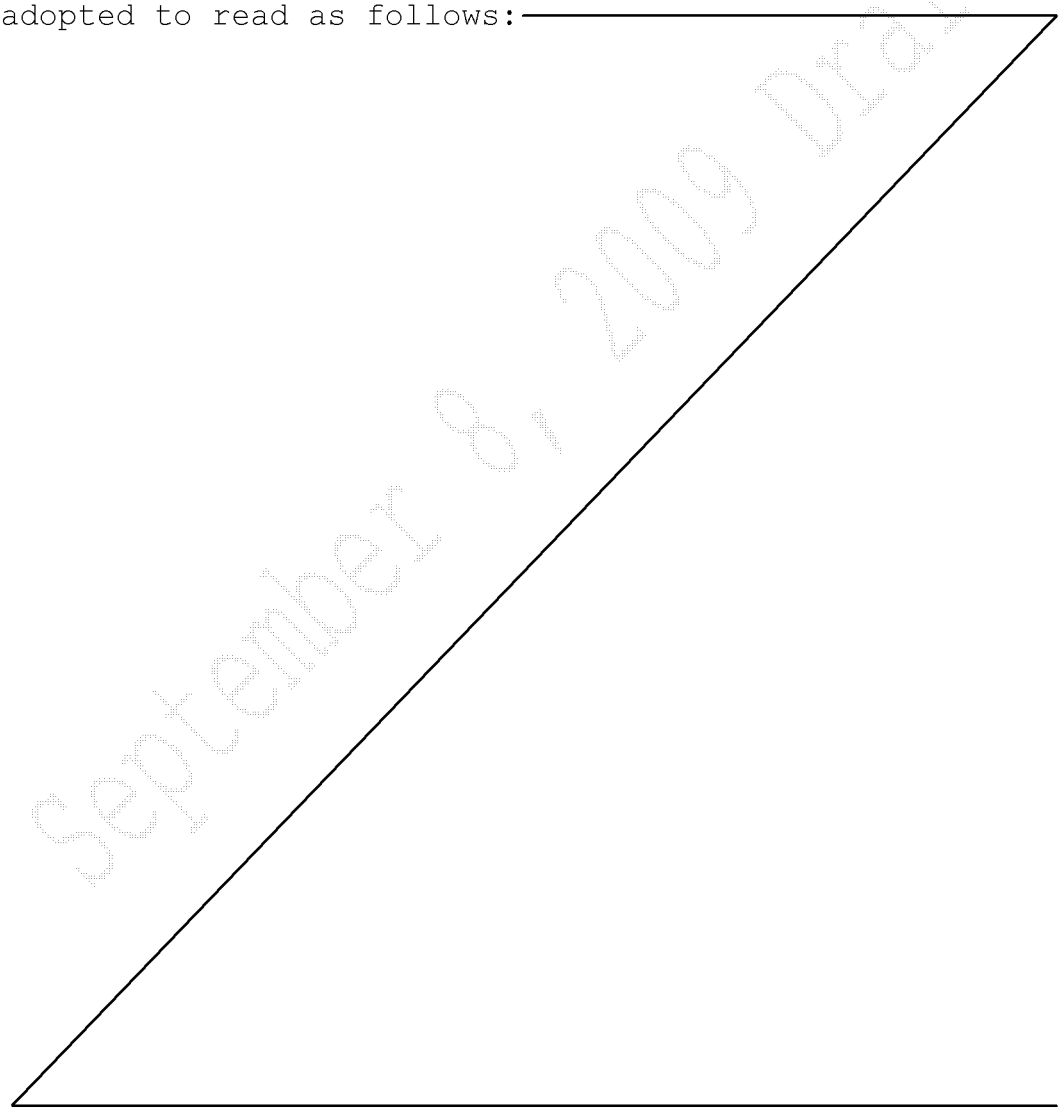
Previous Vol05_Ch0261-0319 Next

"DEPARTMENT OF EDUCATION

Adoption of Chapter 8-
Hawaii Administrative Rules

[date of adoption]

1. Chapter of Title 8, Hawaii Administrative Rules, entitled "Reconstitution of Schools", is adopted to read as follows:



September 8, 2009 Draft

HAWAII ADMINISTRATIVE RULES

TITLE 8 DEPARTMENT OF EDUCATION

SUBTITLE 2 EDUCATION

PART 1 PUBLIC SCHOOLS

CHAPTER

RECONSTITUTION OF SCHOOLS

September 2010 Draft

Subchapter 1 General Provisions

§8- -101 Reserved
§8- -102 Definitions
§8- -103 Powers of the superintendent
§8- -104 Academic achievement goals for all students; annual measurable objectives
§8- -105 Emergency intervention
§8- -106 Preparation of on-site evaluation and needs assessment
§8- -107 Preparation of action plan

Subchapter 2 Reserved

Subchapter 3 Reserved

Subchapter 4 Reserved

Subchapter 5 Accountability and Sanction Status

§8- -501 Determination of school's accountability status with respect to reading
§8- -502 Determination of school's

		accountability status with respect to mathematics
§8-	-503	Determination of school's accountability status with respect to graduation rate
§8-	-504	Determination of school's accountability status with respect to retention rate
§8-	-505	Determination of school's sanction status
§8-	-506	Determination of department's accountability status with respect to reading, mathematics, and graduation rate, and department's sanction status

Subchapter 6 Timelines and Deadlines

§8-	-601	Deadlines for determining schools' preliminary and final sanction status
§8-	-602	Deadlines for determining department's preliminary and final sanction status
§8-	-603	Voluntary transfer period for teachers; reconstitution not allowed prior to
§8-	-604	Geographic exception process; reconstitution not allowed prior to

Subchapter 7 Reserved

Subchapter 8 Planning for Reconstitution

§8-	-801	Planning for reconstitution; determination of school's accountability status with respect to reading
§8-	-802	Planning for reconstitution;

determination of school's accountability status with respect to mathematics
§8- -803 Planning for reconstitution; determination of school's accountability status with respect to graduation rate
§8- -804 Planning for reconstitution; determination of school's accountability status with respect to retention rate
§8- -805 Planning for reconstitution; determination of school's sanction status
§8- -806 Planning for reconstitution; determination of department's accountability status with respect to reading, mathematics, and graduation rate, and department's sanction status
§8- -807 Planning for reconstitution; longitudinal indicators of continuous and substantial improvement
§8- -808 Reconstitution of school, complex area, or state office

Subchapter 9 Reserved

Subchapter 10 Miscellaneous Provisions

§8- -1001 Persistently dangerous school; criteria for identification
§8- -1002 Incentives for teachers and principals
§8- -1003 Weighted student formula allocation
§8- -1004 Applicability of chapter to non-Title I schools and charter schools
§8- -1005 Impairment of present and future collective bargaining agreements

§8- -1006 Appeal
§8- -1007 Severability
§8- -1008 Continuation of sanction status

September 8, 2009 Draft

SUBCHAPTER 1
GENERAL PROVISIONS

§8- -101 Reserved

§8- -102 Definitions. As used in this chapter:

"Adequate yearly progress" or "AYP" means continuous and substantial improvement from the prior year toward meeting or exceeding the State's academic achievement goals for reading and mathematics.

"Board" means the board of education.

"Charter school" has the same meaning as section 302B-1, Hawaii Revised Statutes.

"Charter school administrative office" has the same meaning as section 302A-101, Hawaii Revised Statutes.

"Charter school review panel" has the same meaning as section 302B-1, Hawaii Revised Statutes.

"Department" means the department of education. The term does not include the charter school administrative office, the charter school review panel, or charter schools chartered by the board of education in accordance with law.

"Disaggregated student subgroup" includes economically disadvantaged students, students with disabilities, students with limited English proficiency, American Indian or Alaskan Native students, Asian or Pacific Islander students, Black students, White students, and Hispanic students.

"Exclusive representative" has the same meaning as section 89-2, Hawaii Revised Statutes.

"Executive director" means the executive director of the charter school administrative office.

"Geographic exception" has the same meaning as chapter 8-13.

"Local school board" has the same meaning as section 302B-1, Hawaii Revised Statutes.

"Person" has the same meaning as section 1-19, Hawaii Revised Statutes.

"Personnel" includes teaching staff, administrative staff, student services staff, educational specialists, educational officers, and resource teachers.

"Proficiency" or "proficient" means to meet or exceed the State's academic achievement standards.

"Public schools" or "schools" has the same meaning as section 302A-101, Hawaii Revised Statutes.

"Reconstitute" or "reconstitution" means intervening in the operation of a school, complex area, or state office in order to effect fundamental reforms that have substantial promise of improving student academic achievement, and enabling the school or the department to make AYP.

"School code manual" refers to a collection of standard practices organized according to the functions of each of the department's state offices.

"School community council" means a council established pursuant to section 302A-1124, Hawaii Revised Statutes.

"Secretary of Education" means the Secretary of the United States Department of Education or the Secretary's designated representative.

"Standard practices" refers to the basic document in a school code manual that:

(1) Provides targeted employee groups with standing instructions such as administrative and operational regulations, directives, guidelines, responsibilities, processes, or procedures; or

(2) Serves as specific instructions to implement laws, board policies, and department directives.

"Superintendent" means the superintendent of education.

"Teacher" refers to the same individuals as section 89-6(a)(5), Hawaii Revised Statutes.

"Title I school" means a public school or charter school that receives funds or services under Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) [Eff]

(Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -103 Powers of the superintendent. The superintendent may:

(1) Reorganize or dismiss school, complex area, or state personnel who are relevant to a school's or the department's failure to make AYP;

(2) Take any other actions necessary to affect the employment status of those individuals described in paragraph (1), who are relevant to a school's or the department's failure to make AYP;

(3) Appoint, without regard to chapters 76 and 89, Hawaii Revised Statutes, temporary school, complex area, and state personnel who have demonstrated experience with the characteristics and situations in schools failing to make AYP;

(4) Recommend to the board, the dissolution of a school community council or the removal of school community council members who are relevant to a school's failure to make AYP; and

(5) Upon an affirmative vote by two-thirds of the board's authorized membership, transfer operation of the school to the charter school review panel,

in order to effect fundamental reforms, including the restructuring of governance arrangements, that have substantial promise of improving student academic achievement, and enabling the school or the department, as applicable, to make AYP.

[Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -104 Academic achievement goals for all students; annual measurable objectives. (a) The department shall:

(1) Establish annual measurable objectives for reading and mathematics participation rates and proficiency rates;
(2) Establish annual measurable objectives for elementary, middle, intermediate, and multi-level school retention rates;
(3) Establish annual measurable objectives for high school graduation rate,

in accordance with Title 34 Code of Federal Regulations part 200.

(b) The annual measurable objectives specified in subsection (a) shall be exempt from the public hearing and public notice requirements of chapter 91, Hawaii Revised Statutes. [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -105 Emergency intervention. (a) Notwithstanding subsection (e) and sections 8- -106(a) and 8- -808(a) to the contrary, the superintendent may:

(1) Intervene immediately in the operation of a school if:
    (A) More than one-half of the teachers in the school request that the superintendent intervene in the operation of the school; and
    (B) Delaying intervention for any period of time would not be in the best interests of students in the affected school or the Hawaii public school system;
(2) Intervene immediately in the operation of a school, complex area, or state office if:
    (A) The superintendent had previously intervened in the operation of the same school, complex area, or state office within the preceding three years; and
    (B) Delaying intervention for any period of time would not be in the best interests of students in the affected school or

complex area, or the Hawaii public school system; or

(3) Intervene immediately in the operation of a complex area if:

(A) The sanction status of more than one-half of the schools in the complex area is "Restructuring", "Planning for Reconstitution, Year 1", "Planning for Reconstitution, Year 2", or "Reconstitution"; and

(B) Delaying intervention for any period of time would not be in the best interests of students in the affected complex area or the Hawaii public school system.

(b) An intervention authorized by subsection (a) shall be limited to actions described in section 8- -103(1).

(c) The superintendent shall notify the chairperson of the board before intervening in the operation of a school, complex area, or state office pursuant to subsection (a). The notice shall be submitted to the chairperson of the board in writing not less than fourteen days before the superintendent intervenes in the operation of the school, complex area, or state office pursuant to subsection (a).

(d) The superintendent shall prepare a plan in accordance with section 8- -107(b)(1) to improve student academic achievement, and enable a school or the department, as applicable, to make AYP. The plan shall be submitted to the chairperson of the board not more than one hundred eighty days after the superintendent intervenes in the operation of a school, complex area, or state office pursuant to subsection (a).

(e) Notwithstanding sections 8- -106(a) and 8- -808(a) to the contrary, the superintendent may intervene in the operation of a school, complex area, or state office pursuant to subsection (a) if the superintendent determines that the school, complex area, or state office is not developing or implementing the plan described in

section 8- -107(b) in a timely or competent manner; provided that any acts committed by the superintendent in contravention of the one hundred eighty day timeline specified in subsection (c) or the fourteen day timeline specified in subsection (d)shall be deemed void.

(f) Any acts committed by the superintendent in contravention of the fourteen day timeline specified in subsection (c) or the one hundred eighty day timeline specified in subsection (d) shall be deemed void. [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -106 Preparation of on-site evaluation and needs assessment. (a) Except as provided in sections 8- -105(a) and (e), before the superintendent intervenes in the operation of a school, complex area, or state office pursuant to section 8- -103, the superintendent shall:

(1) Conduct a comprehensive on-site evaluation to identify those school, complex area, or state personnel who are relevant to a school's or the department's failure to make AYP; and

(2) Conduct a comprehensive on-site needs assessment to determine the causal factors resulting in a school's or the department's failure to make AYP, including:

(A) The number of teachers teaching out-of-field, number and type of courses and classes taught by out-of-field teachers, and number and type of students taught by out-of-field teachers;

(B) The number of teachers with less than five years of experience, average years of teaching experience, teacher absence rate (not including absences due to teacher development, in-service training, and school-sponsored

activities), and teacher and principal turnover rates;

(C) The number of students per teaching staff, administrative staff, and student services staff;

(D) The appropriateness of the curriculum and teaching strategies;

(E) The quality, quantity, and appropriateness of instructional materials, including the availability of technology-based instructional materials;

(F) The extent and quality of mentoring provided for new school, complex area, and state personnel;

(G) The type and quality of professional development provided to school, complex area, and state personnel;

(H) The number and percent of students enrolled for the entire school year, number and percent of students receiving free or reduced-cost lunch, number and percent of students in special education programs, and number and percent of students with limited English proficiency;

(I) The average daily attendance rate, dropout rate, number and type of incidents involving prohibited student conduct, number and type of disciplinary actions, and identification as a persistently dangerous school;

(J) The percent of families with children headed by a single parent, percent of households with public assistance income, percent of families with children living in poverty, and the extent and quality of outreach programs for parents and guardians of children attending school;

September 2010 Draft

(K) The amount of parental involvement, strategies to increase the amount of parental involvement, and the effectiveness of these strategies;

(L) Longitudinal indicators of continuous and substantial improvement from prior school years toward meeting or exceeding the State's academic achievement goals in reading and mathematics;

(M) Value-added indicators of student gains from the beginning of the school year toward meeting or exceeding the State's academic achievement goals in reading and mathematics; and

(N) Any other research-based data or information obtained from a data collection process, including direct observations, that would assist the superintendent in determining the causal factors resulting in the school's or the department's failure to make AYP.

(b) Data and information from the academic and financial plan developed pursuant to section 302A-1124, Hawaii Revised Statutes, and in accordance with department standard practices, may be incorporated into an on-site evaluation and needs assessment by reference if the data or information are:

(1) Recent or collected within the last three school years;

(2) Relevant to, or indicative of, a school's or the department's failure to make AYP;

(3) Sufficiently accurate and precise to:

(A) Identify those school, complex area, or state personnel who are relevant to a school's or the department's failure to make AYP; and

(B) Determine the causal factors resulting in a school's or the department's failure to make AYP; and

(4) Accessible via the internet.

[Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -107 Preparation of action plan. (a) Upon completing the on-site evaluation and needs assessment described in section 8- -106, the superintendent shall direct the complex area superintendent, assistant superintendent, or director to identify the actions that may be necessary to improve student academic achievement, and enable a school or the department, as applicable, to make AYP. These actions may include:

(1) The reallocation of resources, including technical assistance and staff development, to:
   (A) Implement research-based practices for curriculum development and classroom instruction; and
   (B) Acquire research-based technical assistance, including data analysis and academic deficiency identification, improve instructional programs;
(2) Changes in standard practices or standard operating procedures;
(3) Intervention for members of school community councils who are relevant to a school's or the department's failure to make AYP, including training and retraining as a continuing condition for membership on a school community council;
(4) Waivers from applicable policies, rules, procedures, or standard practices of the board, department, or any other state agency that may be required to act under state law on a matter affecting an individual school or its school community; and
(5) Any other actions the superintendent deems necessary to improve student academic

achievement, and enable the school or the department, as applicable, to make AYP.

(b) The superintendent shall:

(1) Direct the complex area superintendent, assistant superintendent, or director to develop and, as necessary, update a plan to implement the actions identified in subsection (a). The superintendent shall review the plan prior to its implementation but may approve or disapprove the plan only in its entirety; and

(2) Monitor the progress of the complex area superintendent, assistant superintendent, or director in developing and implementing the plan described in paragraph (1) until:

(A) The school or the department makes AYP for two consecutive years; or

(B) The superintendent determines that the school, complex area, or state office is capable of operating in a manner that will improve student academic achievement, and enable a school or the department, as applicable, to make AYP.

(c) The goal of the plan described in subsection (b)(1) shall be to improve student academic achievement, and enable a school or the department, as applicable, to make AYP. The plan shall include the following components:

(1) Objectives - interrelated actions or activities intended to improve student academic achievement, and enable a school or the department to make AYP;

(2) Tasks - a series of jobs that must be performed, problems that must be solved, or assignments that must be completed in order to achieve an objective;

(3) Responsibility - the person who is responsible for performing a task or providing for the same, including state offices and contractors;

(4) Monitoring - tangible evidence demonstrating that a task has been completed or was

completed on-time, as specified in paragraph (6);

(5) Resources - the estimated cost of completing a task, including staff time and contractual services, if applicable; and

(6) Timeline - the date by which a task will be completed or evidence of the same will be submitted to the superintendent.

[Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

SUBCHAPTER 2
RESERVED

SUBCHAPTER 3
RESERVED

SUBCHAPTER 4
RESERVED

SUBCHAPTER 5
ACCOUNTABILITY AND SANCTION STATUS

§8- -501 Determination of school's accountability status with respect to reading. (a) If a school, whose accountability status in reading is "In Good Standing, Unconditional", does not make AYP in reading the following year, then the school's accountability status in reading is "In Good Standing, Pending". If the school does not make AYP in reading for two consecutive years, then the school's accountability status in reading is "School Improvement, Year 1". If the school does not make AYP in reading for three consecutive years, then the school's accountability status in reading is "School Improvement, Year 2". If the school does not make AYP in reading for four consecutive years, then the school's accountability status in reading is "Corrective Action". If the school does not make AYP in reading for five consecutive years, then the

school's accountability status in reading is "Planning for Restructuring". If the school does not make AYP in reading for six or more consecutive years, then the school's accountability status in reading is "Restructuring".

(b) If the school makes AYP in reading, then the school's accountability status in reading stays the same the following year; provided that if the school's accountability status in reading is "In Good Standing, Pending", and if the school makes AYP in reading the following year, then the school's accountability status in reading is "In Good Standing, Unconditional".

(c) If the school makes AYP in reading for two consecutive years, then the school's accountability status in reading is "In Good Standing, Unconditional". [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -502 Determination of school's accountability status with respect to mathematics. (a) If a school, whose accountability status in mathematics is "In Good Standing, Unconditional", does not make AYP in mathematics the following year, then the school's accountability status in mathematics is "In Good Standing, Pending". If the school does not make AYP in mathematics for two consecutive years, then the school's accountability status in mathematics is "School Improvement, Year 1". If the school does not make AYP in mathematics for three consecutive years, then the school's accountability status in mathematics is "School Improvement, Year 2". If the school does not make AYP in mathematics for four consecutive years, then the school's accountability status in mathematics is "Corrective Action". If the school does not make AYP in mathematics for five consecutive years, then the school's accountability status in mathematics is "Planning for Restructuring". If the school does not make AYP in mathematics for six or more consecutive years, then the school's

accountability status in mathematics is "Restructuring".

(b) If the school makes AYP in mathematics, then the school's accountability status in mathematics stays the same the following year; provided that if the school's accountability status in mathematics is "In Good Standing, Pending", and if the school makes AYP in mathematics the following year, then the school's accountability status in mathematics is "In Good Standing, Unconditional".

(c) If the school makes AYP in mathematics for two consecutive years, then the school's accountability status in mathematics is "In Good Standing, Unconditional". [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -503 Determination of school's accountability status with respect to graduation rate. (a) If a school, whose accountability status in graduation rate is "In Good Standing, Unconditional", does not make AYP in graduation rate the following year, then the school's accountability status in graduation rate is "In Good Standing, Pending". If the school does not make AYP in graduation rate for two consecutive years, then the school's accountability status in graduation rate is "School Improvement, Year 1". If the school does not make AYP in graduation rate for three consecutive years, then the school's accountability status in graduation rate is "School Improvement, Year 2". If the school does not make AYP in graduation rate for four consecutive years, then the school's accountability status in graduation rate is "Corrective Action". If the school does not make AYP in graduation rate for five consecutive years, then the school's accountability status in graduation rate is "Planning for Restructuring". If the school does not make AYP in graduation rate for six or more consecutive years, then the school's accountability status in graduation rate is "Restructuring".

(b) If the school makes AYP in graduation rate, then the school's accountability status in graduation rate stays the same the following year; provided that if the school's accountability status in graduation rate is "In Good Standing, Pending", and if the school makes AYP in graduation rate the following year, then the school's accountability status in graduation rate is "In Good Standing, Unconditional".

(c) If the school makes AYP in graduation rate for two consecutive years, then the school's accountability status in graduation rate is "In Good Standing, Unconditional". [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -504 Determination of school's accountability status with respect to retention rate. (a) If a school, whose accountability status in retention rate is "In Good Standing, Unconditional", does not make AYP in retention rate the following year, then the school's accountability status in retention rate is "In Good Standing, Pending". If the school does not make AYP in retention rate for two consecutive years, then the school's accountability status in retention rate is "School Improvement, Year 1". If the school does not make AYP in retention rate for three consecutive years, then the school's accountability status in retention rate is "School Improvement, Year 2". If the school does not make AYP in retention rate for four consecutive years, then the school's accountability status in retention rate is "Corrective Action". If the school does not make AYP in retention rate for five consecutive years, then the school's accountability status in retention rate is "Planning for Restructuring". If the school does not make AYP in retention rate for six or more consecutive years, then the school's accountability status in retention rate is "Restructuring".

(b) If the school makes AYP in retention rate, then the school's accountability status in retention rate stays the same the following year; provided that

if the school's accountability status in retention rate is "In Good Standing, Pending", and if the school makes AYP in retention rate the following year, then the school's accountability status in retention rate is "In Good Standing, Unconditional".

(c) If the school makes AYP in retention rate for two consecutive years, then the school's accountability status in retention rate is "In Good Standing, Unconditional". [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -505 Determination of school's sanction status. (a) If a school is "In Good Standing, Unconditional" with respect to reading, mathematics, and graduation rate or retention rate, as applicable, then the school's sanction status is "In Good Standing, Unconditional".

(b) If the school is not "In Good Standing, Unconditional" with respect to reading, mathematics, and graduation rate or retention rate, as applicable, then the school's sanction status is determined by the most severe accountability status with respect to reading, mathematics, and graduation rate or retention rate, as applicable. [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -506 Determination of department's accountability status with respect to reading, mathematics, and graduation rate, and department's sanction status. The department's:

(1) Accountability status with respect to reading, mathematics, and graduation rate; and

(2) Sanction status,

shall be determined in the same manner as sections 8- -501, 8- -502, 8- -503, and 8- -505. [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

SUBCHAPTER 6
TIMELINES AND DEADLINES

§8- -601 Deadlines for determining schools' preliminary and final sanction status. (a) Schools' preliminary sanction status shall be posted on the department's website not less than fourteen days prior to the start of the official school year. For purposes of this section only, the start of the official school year means the first day for students, as determined by the board and indicated on the official school calendar.

(b) Schools' final sanction status shall be posted on the department's website not more than thirty days after the posting of their preliminary sanction status in accordance with subsection (a), counting from the Monday of the week immediately following the presentation of schools' preliminary sanction status to the board.

[Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -602 Deadlines for determining department's preliminary and final sanction status. The deadlines for determining the department's preliminary and final sanction status shall be the same as section 8- -601. [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -603 Voluntary transfer period for teachers; reconstitution not allowed prior to. (a) Except as provided in section 8- -105(a), the superintendent may not:

(1) Reorganize, dismiss, or affect the employment status of teachers who are relevant to a school's failure to make AYP; or

(2) Transfer operation of a school to the charter school review panel,

less than fourteen days before or during the voluntary transfer period, or less than seven days after the last posting of vacancies, for teachers.

(b) The voluntary transfer period for teachers shall be determined in accordance with chapter 89, Hawaii Revised Statutes.

(c) Any acts committed by the superintendent in contravention of the timelines specified in subsection (a) shall be deemed void. [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -604 Geographic exception process; reconstitution not allowed prior to. Notwithstanding section 8- -105(a) to the contrary, the superintendent may not:

(1) Reorganize, dismiss, or affect the employment status of teachers who are relevant to a school's failure to make AYP; or

(2) Transfer operation of a school to the charter school review panel,

less than fourteen days before or during the commencement of the geographic exception process for the following school year as specified in chapter 8-13. [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

SUBCHAPTER 7
RESERVED

SUBCHAPTER 8
PLANNING FOR RECONSTITUTION

§8- -801 Planning for reconstitution; determination of school's accountability status with respect to reading. (a) If a school, whose accountability status in reading is "Restructuring", does not make AYP in reading the following year, then the school's accountability status in reading is

September 2010 Draft

"Planning for Reconstitution, Year 1". If the school does not make AYP in reading for two consecutive years, then the school's accountability status in reading is "Planning for Reconstitution, Year 2". If the school does not make AYP in reading for three consecutive years, then the school's accountability status in reading is "Reconstitution".

(b) If a school, whose accountability status in reading is "Restructuring", "Planning for Reconstitution, Year 1", or "Planning for Reconstitution, Year 2", makes AYP in reading the following year, then the school's accountability status in reading stays the same.

(c) For purposes of this section only, a school's accountability status in reading is "Planning for Reconstitution, Year 1", "Planning for Reconstitution, Year 2", or "Reconstitution" if the "All Students" group or the same disaggregated student subgroup does not make AYP in reading for two or more consecutive years.

If the "All Students" group or the same disaggregated student subgroup makes AYP in reading for two consecutive years, then the group's or disaggregated subgroup's accountability status in reading is "Restructuring"; provided that if the school makes AYP in reading for two consecutive years, then the school's accountability status in reading is "In Good Standing, Unconditional".

[Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -802 Planning for reconstitution; determination of school's accountability status with respect to mathematics. (a) If a school, whose accountability status in mathematics is "Restructuring", does not make AYP in mathematics the following year, then the school's accountability status in mathematics is "Planning for Reconstitution, Year 1". If the school does not make AYP in mathematics for two consecutive years, then the school's accountability status in mathematics is

"Planning for Reconstitution, Year 2". If the school does not make AYP in mathematics for three consecutive years, then the school's accountability status in mathematics is "Reconstitution".

(b) If a school, whose accountability status in mathematics is "Restructuring", "Planning for Reconstitution, Year 1", or "Planning for Reconstitution, Year 2", makes AYP in mathematics the following year, then the school's accountability status in mathematics stays the same.

(c) For purposes of this section only, a school's accountability status in mathematics is "Planning for Reconstitution, Year 1", "Planning for Reconstitution, Year 2", or "Reconstitution" if the "All Students" group or the same disaggregated student subgroup does not make AYP in mathematics for two or more consecutive years.

If the "All Students" group or the same disaggregated student subgroup makes AYP in mathematics for two consecutive years, then the group's or disaggregated subgroup's accountability status in mathematics is "Restructuring"; provided that if the school makes AYP in mathematics for two consecutive years, then the school's accountability status in mathematics is "In Good Standing, Unconditional". [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -803 Planning for reconstitution; determination of school's accountability status with respect to graduation rate. (a) If a school, whose accountability status in graduation rate is "Restructuring", does not make AYP in graduation rate the following year, then the school's accountability status in graduation rate is "Planning for Reconstitution, Year 1". If the school does not make AYP in graduation rate for two consecutive years, then the school's accountability status in graduation rate is "Planning for Reconstitution, Year 2". If the school does not make AYP in graduation rate for three

consecutive years, then the school's accountability status in graduation rate is "Reconstitution".

(b) If a school, whose accountability status in graduation rate is "Restructuring", "Planning for Reconstitution, Year 1", or "Planning for Reconstitution, Year 2", makes AYP in graduation rate the following year, then the school's accountability status in graduation rate stays the same.

(c) For purposes of this section only, a school's accountability status in graduation rate is "Planning for Reconstitution, Year 1", "Planning for Reconstitution, Year 2", or "Reconstitution" if the "All Students" group or the same disaggregated student subgroup does not make AYP in graduation rate for two or more consecutive years.

If the "All Students" group or the same disaggregated student subgroup makes AYP in graduation rate for two consecutive years, then the group's or disaggregated subgroup's accountability status in graduation rate is "Restructuring"; provided that if the school makes AYP in graduation rate for two consecutive years, then the school's accountability status in graduation rate is "In Good Standing, Unconditional".. [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -804 Planning for reconstitution; determination of school's accountability status with respect to retention rate. (a) If a school, whose accountability status in retention rate is "Restructuring", does not make AYP in retention rate the following year, then the school's accountability status in retention rate is "Planning for Reconstitution, Year 1". If the school does not make AYP in retention rate for two consecutive years, then the school's accountability status in retention rate is "Planning for Reconstitution, Year 2". If the school does not make AYP in retention rate for three consecutive years, then the school's accountability status in retention rate is "Reconstitution".

(b) If a school, whose accountability status in retention rate is "Restructuring", "Planning for Reconstitution, Year 1", or "Planning for Reconstitution, Year 2", makes AYP in retention rate the following year, then the school's accountability status in retention rate stays the same.

(c) For purposes of this section only, a school's accountability status in retention rate is "Planning for Reconstitution, Year 1", "Planning for Reconstitution, Year 2", or "Reconstitution" if the "All Students" group or the same disaggregated student subgroup does not make AYP in retention rate for two or more consecutive years.

If the "All Students" group or the same disaggregated student subgroup makes AYP in retention rate for two consecutive years, then the group's or disaggregated subgroup's accountability status in retention rate is "Restructuring"; provided that if the school makes AYP in retention rate for two consecutive years, then the school's accountability status in retention rate is "In Good Standing, Unconditional". [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -805 Planning for reconstitution; determination of school's sanction status. A school's sanction status shall be determined by the school's most severe accountability status with respect to reading, mathematics, and graduation rate or retention rate, as applicable. [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -806 Planning for reconstitution; determination of department's accountability status with respect to reading, mathematics, and graduation rate, and department's sanction status. The department's:

(1) Accountability status with respect to reading, mathematics, and graduation rate; and

(2) Sanction status,

shall be determined in the same manner as sections 8- -801, 8- -802, 8- -803, and 8- -805. [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -807 Planning for reconstitution; longitudinal indicators of continuous and substantial improvement. (a) The superintendent, in accordance with section 8- -106(a)(2)(L), shall develop longitudinal indicators of continuous and substantial improvement from prior school years toward meeting or exceeding the State's academic achievement goals.

(b) For high schools, these longitudinal indicators shall include:

(1) Reading proficiency by grade 11 or grade 12, or both;

(2) Mathematics proficiency by grade 11 or grade 12, or both; and

(3) June graduation rate or annual dropout rate, or both.

(c) The superintendent may develop longitudinal indicators for elementary, middle, and intermediate schools, but shall give first priority to high schools. Notwithstanding section 8- -1004(b) to the contrary and subject to the approval of the Secretary of Education, the superintendent may use longitudinal indicators to determine whether a school, including a charter school, has made AYP.

(d) Until such time that the superintendent develops longitudinal indicators of continuous and substantial improvement from prior school years, the superintendent may use value-added indicators of student gains from the beginning of the school year in order to carry out the purposes of section 8- -106(a)(2); provided that under no circumstances may value-added indicators of student gains from the beginning of the school year be used as a substitute for longitudinal indicators of continuous and substantial improvement from prior school years after December 31, 2011. [Eff]

(Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -808 Reconstitution of school, complex area, or state office. (a) Except as provided in sections 8- -105(a) and (e), the superintendent may intervene in the operation of a school, complex area, or state office when the school's or the department's sanction status is "Reconstitution".

(b) The superintendent may delay the decision to intervene in the operation of a school, complex area, or state office if the school's or the department's failure to make AYP is due to:

(1) Exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the department; or

(2) Other extenuating circumstances;

A school principal, complex area superintendent, or state office director shall bear the burden of persuasion in any proceeding to delay the superintendent's decision to intervene in the operation of the school, complex area, or state office, respectively.

(c) The superintendent shall notify the chairperson of the board if the superintendent delays the decision to intervene in the operation of a school whose final sanction status is reconstitution. The notice shall be:

(1) Submitted to the chairperson of the board in writing; and

(2) Posted on the department's website,

not more than fourteen days after the school's final sanction status is posted on the department's website in accordance with section 8- -601(b).

[Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

SUBCHAPTER 9
RESERVED

SUBCHAPTER 10
MISCELLANEOUS PROVISIONS

§8- -1001 Persistently dangerous school; criteria for identification. For purposes of this chapter, a school is deemed persistently dangerous when:

(1) For a school with less than 300 students:
  (A) The rate of exclusion or dismissal for ninety-two school days or more, for violations of section 302A-1134, Hawaii Revised Statutes, committed by a student or a non-student on school property, is greater than or equal to three exclusions or dismissals, for three or more consecutive school years; and
  (B) The rate of exclusion for ninety-two school days or more, for assault, murder, robbery, sexual assault, terroristic threatening, or possession or use of a dangerous weapon, dangerous instrument, or firearm, is greater than or equal to three exclusions, for three or more consecutive school years; or

(2) For a school with 300 or more students:
  (A) The rate of exclusion or dismissal for ninety-two school days or more, for violations of section 302A-1134, Hawaii Revised Statutes, committed by a student or a non-student on school property, is greater than or equal to one exclusion or dismissal for every 100 enrolled students, or fraction thereof, for three or more consecutive school years; and
  (B) The rate of exclusion for ninety-two school days or more, for assault, murder, robbery, sexual assault,

terroristic threatening, or possession or use of a dangerous weapon, dangerous instrument, or firearm, is greater than or equal to one exclusion for every 100 enrolled students, or fraction thereof, for three or more consecutive school years. [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -1002 Incentives for teachers and principals. (a) Personnel appointed to teacher positions pursuant to section 8- -103(3):

(1) May fill these teacher positions for up to three consecutive school years;

(2) Shall receive:

(A) A department or grade-level chairpersons' differential, as applicable, during the period of their appointment; or

(B) The differential for hard-to-staff school locations,

whichever is higher; and

(3) May return to employment with their former school, complex area, or state office at the end of their appointment with the same contract status as if they never left the same.

(b) Personnel appointed to principal or vice principal positions pursuant to section 8- -103(3):

(1) May fill these principal or vice principal positions for up to three consecutive school years;

(2) Shall receive the same compensation as a principal or vice principal, as applicable, assigned temporarily to a higher level position; and

(3) May return to educational officer positions for which they have tenure or qualify, or both, at the end of their appointment with the same contract status as if they never

left the same. [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -1003 Weighted student formula allocation. (a) The weighted student formula allocation for schools being reconstituted pursuant to section 8- -103, 8- -105(a) or (e), or 8- -808(a) shall be adjusted to provide for an extended school day, an extended school year, and summer school until:

(1) The school makes AYP for two consecutive years; or

(2) The superintendent determines that the school is capable of operating in a manner that will improve student academic achievement, and enable the school to make AYP.

(b) Extended school day, extended school year, and summer school adjustments based on preliminary accountability results shall be honored for the remainder of the school year to enable the school to make a smooth and orderly transition with respect to the adjustment of its weighted student formula allocation.

(c) The weighted student formula allocation described in subsection (a) may be based on one or more criteria, including the criteria listed in section 8- -106(a)(2). [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -1004 Applicability of chapter to non-Title I schools and charter schools. (a) This chapter shall apply to Title I schools and non-Title I schools; provided that nothing in this chapter may be construed to give the superintendent or the board the power to affect any aspect of a private school or home school, including the curriculum of a private or home school.

(b) Except as provided in section 8- -807(c), this chapter shall not be construed as authorization for the superintendent to intervene in the operation of a charter school.

(c) The superintendent and the executive director, with the approval of the board and the charter school review panel, respectively, may enter into an agreement, including a fee-for-service contract, allowing the department to consult with, or provide technical assistance to, the charter school administrative office concerning a charter school's failure to make AYP. [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -1005 Impairment of present and future collective bargaining agreements. (a) Nothing in this chapter may be construed to alter or otherwise affect the rights, remedies, and procedures afforded to school, complex area, and state office personnel under the terms of any collective bargaining agreements, memoranda of understanding, or other agreements between an exclusive representative and the board, in effect on the effective date of this chapter.

(b) Administrative rules, board policies, or standard practices adopted after the effective date of this chapter shall not prohibit the superintendent from taking any of the actions described in sections 8- -103, 8- -105(a) or (e), or 8- -808(a).

(c) When the collective bargaining agreements, memoranda of understanding, and other agreements with an exclusive representative described in subsection (a) are renegotiated, the board shall ensure that those agreements and memoranda shall not prohibit the superintendent from taking any of the actions described in sections 8- -103, 8- -105(a) or (e), or 8- -808(a). [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -1006 Appeal. (a) Except as otherwise provided by law and subsection (b), if any party is aggrieved by a decision of the superintendent or the board, then the party may appeal in the manner provided in chapter 91, Hawaii Revised Statutes, to the circuit court of the circuit in which the party resides or has the party's principal place of business or in which the action in question occurred; provided that the operation of the action shall not be stayed on appeal unless specifically ordered by a court of competent jurisdiction.

(b) Complaints alleging noncompliance with:

(1) The fourteen day timeline specified in section 8- -105(c);

(2) The one hundred eighty day timeline specified in section 8- -105(d); or

(3) The fourteen day and seven day timelines specified in section 8- -603(a),

shall be referred to the office of the ombudsman established under chapter 96, Hawaii Revised Statutes; provided that nothing in this subsection may be construed to give the ombudsman jurisdiction over employee complaints covered by collective bargaining agreements executed under chapter 89, Hawaii Revised Statutes.

(c) The opinions and recommendations of the ombudsman in regard to the timelines described in subsection (b) shall be final and binding on the superintendent and the board, and shall not be subject to judicial review except as provided in section 96-17, Hawaii Revised Statutes.

[Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -1007 Severability. If any provision of this chapter, or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of this chapter which can be given effect without the invalid provision or application, and to this end the

provisions of this chapter are severable. [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

§8- -1008 Continuation of sanction status. A school in "In Good Standing, Unconditional", "In Good Standing, Pending", "School Improvement, Year 1", "School Improvement, Year 2", "Corrective Action", "Planning for Restructuring", or "Restructuring" on the day before the effective date of this chapter shall be a school in "In Good Standing, Unconditional", "In Good Standing, Pending", "School Improvement, Year 1", "School Improvement, Year 2", "Corrective Action", "Planning for Restructuring", or "Restructuring", respectively, on the effective date of this chapter." [Eff] (Auth: HRS §302A-1112) (Imp: HRS §302A-1129, 34 C.F.R. 200)

September 8, 2010 Draft

MAR 30 2010

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

ASSISTANT SECRETARY

MAR 25 2010

Honorable Linda Lingle
Governor of Hawaii
State Capitol
Executive Chambers
Honolulu, Hawaii 96813

Dear Governor Lingle:

I am pleased to inform you that Hawaii's definition of "persistently lowest-achieving schools" that you submitted to the U.S. Department of Education (ED) on February 24, 2010 has been approved. This approval is granted for purposes of both Hawaii's application for funds under the State Fiscal Stabilization Fund (SFSF) program and its application for funds under the School Improvement Grants (SIG) program. Please note, however, that this approval is limited to Hawaii's definition of "persistently lowest-achieving schools;" you will receive separate notification regarding the approval status of all other aspects of your application for SFSF funds and all other aspects of your application for SIG funds.

If you have not already done so, Hawaii must amend its SFSF Phase II and SIG applications to include the approved definition. We will post on ED's website Hawaii's approved definition of "persistently lowest-achieving schools" in the coming days. If Hawaii makes any subsequent changes to its approved definition, Hawaii must submit the revised definition to ED for approval.

I appreciate the work you are doing to improve your schools and provide a high-quality education for your students. If you have any questions, please contact Zollie Stevenson, Jr., Ph.D., Director of Student Achievement and School Accountability Programs (SASA), at (202) 260-0826.

Sincerely,

Thelma Meléndez de Santa Ana, Ph.D.

Attachment

cc: Chief State School Officer
State Title I Director

The Hawaii Department of Education (HDOE) identifies a Persistently Lowest-Achieving School (PLAS) in the following manner.

Tier I schools are identified as those schools, including secondary schools, whose academic performance and lack of progress in academic performance falls within the lowest 5% of schools that are eligible in the current school year to receive Title I funds and whose Elementary and Secondary Education Act (ESEA) status is "In Need of Improvement", "Corrective Action", "Planning for Restructuring" or "Restructuring."

- Academic performance is determined by using the student proficiency rate for all students tested as determined by calculating the composite average proficiency in the "All Student" category on the Hawaii State Assessment (HSA) in English Language Arts (ELA) and mathematics for the most recent three (3) years. The HSA is the assessment used by the HDOE in meeting the ESEA Section 1111(b)(3) requirements. Schools meeting the above Tier I criteria are then rank ordered based on the composite average proficiency in the "All Student" category.
- School lack of progress is determined by the current year ESEA status.
- All schools, including high schools, are rank ordered using the current year ESEA status as an indicator of persistent lack of progress. Points (1-4) are assigned in the following manner:
    - In Need of Improvement - 1 Point
    - Corrective Action - 2 Points
    - Planning for Restructuring - 3 Points
    - Restructuring - 4 Points

  Schools with the highest number of points are the highest priority.
- All Title I eligible high schools in ESEA status in included in the above criteria.

Tier II schools are those high schools that are eligible for, but do not receive, Title I, Part A funds.

- At this time there are no Tier II schools in the HDOE as all high schools in the HDOE eligible for Title I, Part A funds receive such funds.
- Additionally, at this time there are no Title I eligible high schools in "In Improvement", "Corrective Action", "Planning for Restructuring" or "Restructuring" with graduation rates below 60 percent.

Tier III schools are those Title I eligible schools in the ESEA status "In Improvement", "Corrective Action", "Planning for Restructuring" or "Restructuring" that do not meet the Tier I criteria used to identify the lowest performing 5% of Title I schools in ESEA status. These schools are prioritized in the same manner as schools are prioritized for Tier I.

HAWAII DEPARTMENT OF EDUCATION
NCES ID #1500030

COMPLEX AREA	SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Farrington-Kaiser-Kalani	KAEWAI ELEMENTARY	150003000216			X		
	FERN ELEMENTARY	150003000220			X		
	KALIHI-WAENA ELEMENTARY	150003000209			X		
	DOLE MIDDLE	150003000222			X		
	KALIHI ELEMENTARY	150003000162			X		
	KALIHI-KAI ELEMENTARY	150003000160			X		
	PUUHALE ELEMENTARY	150003000187			X		
	KALAKAUA MIDDLE	150003000164			X		
	FARRINGTON HIGH	150003000221			X	76%	
	HAWAII SCHOOL FOR THE DEAF & BLIND	150003000096	X			100%	
Kaimuki-McKinley-Roosevelt	CENTRAL MIDDLE	150003000223			X		
	KAIULANI ELEMENTARY	150003000165			X		
	WASHINGTON MIDDLE	150003000180			X		
	MCKINLEY HIGH	150003000193			X	70%	
	KAIMUKI HIGH	150003000212			X	76%	
	STEVENSON MIDDLE	150003000184			X		
Aiea-Moanalua-Radford	AIEA ELEMENTARY	150003000178			X		
	WAIMALU ELEMENTARY	150003000140			X		
	SCOTT ELEMENTARY	150003000147			X		
	AIEA HIGH	150003000177			X	89%	
Leilehua-Mililani-Waialua	WAHIAWA ELEMENTARY	150003000144			X		
	WAHIAWA MIDDLE	150003000143			X		
	HELEMANO ELEMENTARY	150003000171			X		
	WAIALUA HIGH & INTERMEDIATE	150003000141			X	86%	
	KIPAPA ELEMENTARY	150003000167			X		
	LEILEHUA HIGH	150003000108			X	87%	
Campbell-Kapolei	KAIMILOA ELEMENTARY	150003000127			X		
	MAUKA LANI ELEMENTARY	150003000121			X		
	CAMPBELL HIGH	150003000134			X	86%	
	ILIMA INTERMEDIATE	150003000129			X		
Nanakuli-Waianae	NANAIKAPONO ELEMENTARY	150003000119			X		
	WAIANAE ELEMENTARY	150003000111	X				
	WAIANAE INTERMEDIATE	150003000229			X		
	MAILI ELEMENTARY	150003000125	X				
	NANAKULI ELEMENTARY	150003000118			X		
	NANAKULI HIGH & INTERMEDIATE	150003000117	X			67%	
	LEIHOKU ELEMENTARY	150003000230			X		
	WAIANAE HIGH	150003000110			X	64%	
Pearl City-Waipahu	WAIPAHU ELEMENTARY	150003000159			X		
	HONOWAI ELEMENTARY	150003000130			X		
	WAIPAHU INTERMEDIATE	150003000158			X		
	AUGUST AHRENS ELEMENTARY	150003000136			X		
	WAIPAHU HIGH	150003000161			X	73%	
	KALEIOPUU ELEMENTARY	150003000239			X		
Castle-Kahuku	HAUULA ELEMENTARY	150003000002			X		
	KAHALUU ELEMENTARY	150003000006			X		
	PARKER ELEMENTARY	150003000021			X		
	KAHUKU HIGH & INTERMEDIATE	150003000007			X	89%	
	HEEIA ELEMENTARY	150003000003			X		
	KING INTERMEDIATE	150003000016			X		
Kailua- Kalaheo	POPE ELEMENTARY	150003000022			X		
	OLOMANA SCHOOL	150003000098			X	100%	
	KAILUA HIGH	150003000009			X	82%	

	KEOLU ELEMENTARY	150003000015			X		
Hilo-Laupahoehoe-Waiakea	HILO UNION ELEMENTARY	150003000031			X		
	KAPIOLANI ELEMENTARY	150003000037			X		
	KALANIANAOLE ELEM & INTER	150003000036			X		
	LAUPAHOEHOE HIGH & ELEM	150003000046			X	100%	
	HILO INTERMEDIATE	150003000030			X		
	WAIAKEA ELEMENTARY	150003000051			X		
	HILO HIGH	150003000029			X	81%	
	WAIAKEA INTERMEDIATE	150003000053			X		
	WAIAKEA HIGH	150003000052			X	90%	
Honokaa-Kealakehe-Kohala-Konawaena	KOHALA MIDDLE	150003000267			X		
	KOHALA ELEMENTARY	150003000250			X		
	HONOKAA ELEMENTARY	150003000249			X		
	KEALAKEHE ELEMENTARY	150003000041			X		
	KONAWAENA MIDDLE	150003000252			X		
	WAIMEA ELEMENTARY	150003000055			X		
	KEALAKEHE INTERMEDIATE	150003000235			X		
	KOHALA HIGH	150003000043			X	100%	
	HONOKAA HIGH & INTERMEDIATE	150003000034			X	83%	
	KONAWAENA HIGH	150003000045			X	76%	
	WAIKOLOA ELEMENTARY	150003000247			X		
	KEALAKEHE HIGH	150003000254			X	75%	
Kau-Keeau-Pahoa	MOUNTAIN VIEW ELEMENTARY	150003000047			X		
	KEONEPOKO ELEMENTARY	150003000244			X		
	PAHOA ELEMENTARY	150003000234			X		
	NAALEHU ELEMENTARY	150003000048	X				
	PAHOA HIGH & INTERMEDIATE	150003000050			X	80%	
	KEAAU MIDDLE	150003000040			X		
	KEAAU ELEMENTARY	150003000258			X		
	KAU HIGH/PAHALA ELEMENTARY	150003000038			X	85%	
	KEAAU HIGH	150003000260			X	79%	
Baldwin-Kekaulike-Maui	KAHULUI ELEMENTARY	150003000060			X		
	LIHIKAI ELEMENTARY	150003000071			X		
	WAILUKU ELEMENTARY	150003000080			X		
	MAUI WAENA INTERMEDIATE	150003000241			X		
	WAIHEE ELEMENTARY	150003000079			X		
	KALAMA INTERMEDIATE	150003000233			X		
	LOKELANI INTERMEDIATE	150003000238			X		
Hana-Lahainaluna-Lanai-Molokai	MOLOKAI MIDDLE	150003000290			X		
	KAUNAKAKAI ELEMENTARY	150003000062			X		
	HANA HIGH & ELEMENTARY	150003000058			X	82%	
	MOLOKAI HIGH	150003000075			X	95%	
	NAHIENAENA ELEMENTARY	150003000237			X		
	KAMEHAMEHA III ELEMENTARY	150003000061			X		
Kapaa-Kauai-Waimea	KAPAA ELEMENTARY	150003000084			X		
	WAIMEA CANYON MIDDLE	150003000092			X		
	KAPAA MIDDLE	150003000255			X		
Charter Schools	KULA AUPUNI NI'IHAU-PCS	150003000269			X	100%	
	KUA 'O KA LA-PCS	150003000288			X	67%	
	KAMAILE ACADEMY	150003000240	X				
	HAWAII ACADEMY OF ARTS&SCI-PCS	150003000282			X	78%	
	HALAU LOKAHI	150003000272			X	83%	
	KE ANA LA'AHANA-PCS	150003000278			X	75%	
	WATERS OF LIFE-PCS	150003000264			X		
	CONNECTIONS-PCS	150003000262			X	87%	
	KA WAIHONA 'O KA NA'AUAO-PCS	150003000286			X		
	HALAU KU MANA-PCS	150003000270			X	100%	
	KE KULA 'O KAMAKAU-PCS	150003000276			X	83%	
	KANU O KA'AINA-PCS	150003000263			X	67%	

	WAIMEA MID-PCS	150003000268			X		
	VOLCANO SCH OF A&S-PCS	150003000281			X		
	HAKIPU'U LEARNING CTR-PCS	150003000275			X	83%	

Hawaii Department of Education
Zones of Innovation
Priority Schools + Tier III Schools

Zone	Priority School(s)	Tier III School(s)	Other School(s)
Kau-Keeau-Pahoa Complex Area	Naalehu Elementary	Kau High/Pahala Elementary Keonepoko Elementary	
Leeward Coast	Nanakuli High & Intermediate Maili Elementary Waianae Elementary	Nanaikapono Elementary Nanakuli Elementary Waianae High Waianae Intermediate Leihoku Elementary	Makaha Elementary (in good standing)
Special School	Hawaii School for the Deaf and Blind	n/a	n/a
Charter School	Kamaile Academy Public Charter School	n/a	n/a

Retention Bonus
$3,000 for
Teachers in Hard-to-Fill/Staff Areas

The intent of this Bonus is to retain teachers in the Department's Hard-to-Staff areas. This Bonus is for all Hawaii licensed level teachers that are in instructional positions in the Department's Hard-to-Staff Areas. (District and State Resource Positions are not eligible for this incentive)

To Qualify:

- Must secure their Hawaii Teacher's License by the last Instructional Day of the School Year; and
- Must teach two consecutive semester (not miss more than 23 days of paid or unpaid leave in a semester)

Qualifying Areas:

Hawaii District	Leeward District	Maui District
Kohala Complex ❖ Kohala Elementary ❖ Kohala Intermediate ❖ Kohala High Ka'u/Naalehu Complex ❖ Ka'u High and Pahala Elementary ❖ Naalehu Elementary and Intermediate Pahoa Complex ❖ Pahoa Elementary ❖ Pahoa High and Intermediate ❖ Keonepoko Keaau Complex ❖ Keaau Elementary ❖ Keeau Intermediate ❖ Keaau High ❖ Mt. View Elementary	Waianae Complex ❖ Makaha Elementary ❖ Waianae Elementary ❖ Waianae Intermediate ❖ Waianae High ❖ Kamaile Elementary ❖ Leihouku Elementary ❖ Maili Elementary Nanakuli Complex ❖ Nanaikapono Elementary ❖ Nanakuli Elementary ❖ Nanakuli High and Intermediate	Molokai Complex ❖ Molokai Intermediate ❖ Molokai High ❖ Mauna Loa Elementary ❖ Kilohana Elementary ❖ Kaunakakai Elementary Lanai Complex ❖ Lanai High and Elementary Hana Complex ❖ Hana High and Elementary
Kohala Complex SY 07-08 Last Year to Receive Bonus	Kamaile SY 07-08 only, Conversion PCS Last year to Receive Bonus	Schools in Red were previously designated as "Hard to Fill"

The following is the criteria for receiving the $3,000 Retention Bonus:

- Must be teaching in a Full-Time position in one of the above schools;
- Must be a qualified trained teacher (Completion of a State Approved Teacher Education Program);
- Must complete 2 consecutive semester of "Satisfactory" teaching (candidate cannot miss more that 23 days of paid or unpaid leave in a semester);
- Must secure their Hawaii State Teacher's License by the last instructional day of the school year; and
- Must be in a school level instructional, counseling or librarian position (District and State Resource teachers are not eligible for the Retention Bonus.

Updated 9/27/07

Hawaii Department of Education
Title IIA – Teacher Quality
2009-10 Title II Priority Attention Schools

Complex Area	School	08-09 AYP MET	08-09 F & R Count	08-09 Total Classes	08-09 HQT Classes	08-09 HQT Percent	08-09 HQ Teachers	08-09 NHQT Classes	08-09 NHQT Percent	08-09 NHQ Teachers
Charter Schools	Ke Ana La'ahana PCS	No	70.24%	44	6	13.64%	1	38	86.36%	7
Charter Schools	Kula Aupuni Niihau A Kahelelani Aloha PC	No	100.00%	31	7	22.58%	0	24	77.42%	1
Charter Schools	Kua O Ka La PCS	No	93.67%	65	17	26.15%	1	48	73.85%	6
Charter Schools	Connections PCS	No	61.72%	104	46	44.23%	12	58	55.77%	12
Charter Schools	Ke Kula Ni'ihau O Kekaha PCS	No	95.00%	58	28	48.28%	1	30	51.72%	6
Charter Schools	Kamaile Elem PCS	No	87.46%	47	30	63.83%	30	17	36.17%	17
Charter Schools	Ka Waihona O Ka Na'auao PCS	No	60.34%	36	26	72.22%	25	10	27.78%	8
Farrington-Kaiser-Kalani	Kalakaua Middle	No	62.55%	301	176	58.47%	29	125	41.53%	17
Hana-Lahainaluna-Lanai-Molokai	Molokai Middle	No	78.81%	52	24	46.15%	3	28	53.85%	9
Hana-Lahainaluna-Lanai-Molokai	Molokai High	No	62.22%	145	87	60.00%	14	58	40.00%	8
Hilo-Laupahoehoe-Waiakea	Kalanianaole Elem & Inter	No	64.53%	46	30	65.22%	11	16	34.78%	5
Kailua-Kalaheo	Olomana School	No	65.47%	320	71	22.19%	5	249	77.81%	20
Kaimuki-Mckinley-Roosevelt	Jarrett Middle	No	65.46%	108	53	49.07%	12	55	50.93%	7
Kau-Keaau-Pahoa	Pahoa High & Inter	No	70.34%	416	217	52.16%	26	199	47.84%	21
Kau-Keaau-Pahoa	✓Kau High & Pahala Elem	No	65.97%	168	100	59.52%	21	68	40.48%	13
Kau-Keaau-Pahoa	Keaau High	No	64.78%	367	241	65.67%	35	126	34.33%	18
Kau-Keaau-Pahoa	Naalehu Elem & Inter	No	78.30%	54	40	74.07%	25	14	25.93%	8
Nanakuli-Waianae	Nanakuli High & Inter	No	65.47%	254	131	51.57%	24	123	48.43%	23
Nanakuli-Waianae	✓Waianae Inter	No	74.65%	270	149	55.19%	27	121	44.81%	23
OCISS	Hawaii Center for the Deaf and Blind	No	83.82%	73	6	8.22%	2	67	91.78%	10

The following formula was used to determine the 2009-10 Title II Priority Attention schools: The school 1) did not make AYP in the previous school year (2008-09), and 2) has at least 60% Free & Reduced Lunch Count, and 3) based on final 2008-09 HQT data, has at least 25% of core content classes taught by non-HQ teachers.

Tab 14: Tool for Assessing a School's Level of Need for School Improvement

NAME of SCHOOL: Date of Assessment: Reviewers:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
I. Standards-Based Learning				
Curriculum				
The curriculum for reading/language arts is aligned to HCPS.				
The curriculum for math is aligned to HCPS.				
MS: School recognizes that state standards and assessments are baselines for all students, and that students need additional skills and knowledge for success after graduation. School has prioritized curriculums with mutually reinforcing components that address what students need to know and be able to do to be successful in life and the knowledge they need to be successful on high stakes tests.				
Essential knowledge and skills are identified and given priority in the development of the curriculum.				
Curriculum is coordinated across grade levels to reflect a meaningful sequence of student learning and commitment to learning, and to ensure scaffolding of learning. Faculty meets in vertical teams to ensure program coherence: consistency of curriculum expectations and outcomes. (Program Coherence).				
Provisions are made to meet the needs of a diverse, multi-cultural population (e.g., SPED, ELL, and other disaggregated groups).				

NAME of SCHOOL: Date of Assessment: Reviewers:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
FOL: Student work and student engagement in learning, demonstrating the implementation of a curriculum defined by current research.				
FOL/MS: Integrated use of technology to assist students' learning in academic achievement and engage students. Technology is a tool.				
FOL: There is integration among the disciplines.				
FOL: Process exists for articulation among and between levels, departments or clusters.				
FOL: Academic support program to ensure students are meeting all requirements.				
FOL/MS: The extent to which all students have access to rigorous, standards-based curriculum as well as opportunities to explore real world application of their educational interests.				
MS: Curriculum has content that is relevant to the students. Students see the relevance of what they are learning. ("In effect, relevance leads to rigor.)				
Instruction				
Effective management and organizational strategies are consistently used to maximize students' academic engaged time.				
The instructional staff has a repertoire of proven and effective strategies and employs them to help students attain the HCPS and school-wide learner outcomes.				

NAME of SCHOOL: Date of Assessment: Reviewers:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
Instructional strategies are consistent school-wide and are appropriate to subject matter, grade level, and range of student needs.				
Instructional approaches consistently help students to construct meaning, elaborate beyond content, and monitor their own learning.				
Positive academic learning environment is established.				
Time and space are effectively restructured to provide a more flexible and responsive educational program (e.g., modified master schedules, grouping, multi-age setting, etc.).				
FOL: Extent to which students know beforehand the standards expected performance levels for each area of study.				
FOL: Extent to which differentiation of learning is occurring and its impact on student learning.				
MS: School demonstrates successful practices integrating reading and writing strategies and are differentiated and adapted to meet the needs of diverse classrooms that include students with disabilities, students whose second language is English, and students who are disengaged.				
MS: All teachers address literacy and mathematical proficiency and personalize learning.				
FOL: Degree of involvement in the learning by students with diverse backgrounds and abilities.				

NAME of SCHOOL: Date of Assessment: Reviewers:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
FOL/MS: The degree to which different learning styles of students and different instructional strategies are addressed through instructional approach.				
FOL: Extent to which teachers work as coaches to facilitate the learning for all students.				
FOL: Students are able to think, reason and problem solve in group and individual activities, projects, discussions and debates and inquiries related to investigation. MS: Students demonstrate a thorough in-depth mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem solving, evaluation, or creativity. It is the quality of thinking, not quantity that defines academic rigor.				
MS: Students are engaged in relevant learning through authentic problems or tasks, simulations, service learning, connecting concepts to current issues, and teaching others. Relevant learning is interdisciplinary and contextual. Students demonstrate the ability to apply their knowledge to real-life situations.				
FOL: Current teaching practices provide all students with tools to gather and create knowledge and with opportunities to use those tools to research, inquire, gather, discover and invent knowledge on their own, and communicate. MS: Quadrant D – Students demonstrate the competence to think in complex ways and apply their knowledge and skills when confronting perplexing unknowns and creating solutions.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: **Reviewers:**	**Fully functional and operational level of implementation**	**Limited development and/or partial implementation**	**Little/no evidence of development or implementation**	**Evidence of Support**
MS: Students are actively engaged in their own learning process, doing the bulk of the work, and taking responsibility for their own learning.				
Assessment				
Frequent and timely assessments of students' learning progress provide feedback that informs both teachers and students and adjustments or modifications to the instructional process are made and alternative learning strategies or learning activities are provided based on the review of the assessment data. MS: School monitors student progress on a regular basis and use this data immediately to adjust instructional practices and intervene to meet student needs.				
MS: Multiple pathways to achievement are offered.				
MS: Academic interventions are available, understood by everyone, and fully and effectively utilized.				
Models and exemplars are developed so students, teachers and parents know what good performance looks like.				
Students are engaged in the self-assessment of their learning based on criteria for the standards and are able to use the information to help improve their learning.				
The implementation of an assessment and accountability system for evaluating school progress towards the school-wide learner outcomes and State standards is in place.				

NAME of SCHOOL: Date of Assessment: Reviewers:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
School thoroughly reviews assessment and evaluation data and engages in continuous reflection to identify and develop appropriate interventions to improve student learning and to strengthen instructional effectiveness.				
FOL: Assessment results are used as the basis for re-evaluation of the curricular objectives and instructional approaches.				
FOL: Extent to which parents and School Community Council are kept informed about the assessment results.				
MS: School engages parents and community members in assessing student work and defining mastery.				
MS: The school utilizes learning criteria for data collection and analysis process to clarify their missions, prioritize plans and interventions to address challenges, and critically review school performance against those plans on an ongoing fashion. The learning criteria provide a robust, comprehensive, and detailed portrait of school performance that clearly maps out a route for school improvement efforts.				
MS: School has collected data indicators for 1) Core Academic Learning, 2) Stretch Learning , 3) Learner Engagement, and 4) Personal Skill Development				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: **Reviewers:**	**Fully functional and operational level of implementation**	**Limited development and/or partial implementation**	**Little/no evidence of development or implementation**	**Evidence of Support**
Standards-based Learning Total	0	0	0	
II. Quality Student Support for Student Personal and Academic Growth				
Environment that Promotes High Expectations for Student Learning and Behavior				
The school is a safe, healthy, secure, clean, accessible, well-maintained, functional, and attractive place that reflects the school's purpose and contributes to student achievement.				
The students are interactively involved in challenging, integrated, student-centered learning experiences in which individual differences, special needs, and/or cultural diversity are respected and accommodated.				
FOL: Students have access to a system of personal support services, curricular and co-curricular activities and opportunities at the school and in the community to learn to respect self and others and to develop their responsibility.				
FOL: Extent that all students receive appropriate support along with personalized education plans to help ensure academic growth.				
Array of Student Support Services				
Students and their families can easily access appropriate social, psychological, and health services through a school-based coordinated network of school and community organizations. These organizations work together to problem-solve and share resources.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: **Reviewers:**	**Fully functional and operational level of implementation**	**Limited development and/or partial implementation**	**Little/no evidence of development or implementation**	**Evidence of Support**
Quality Student Support for Student Personal and Academic Growth Total	0	0	0	
III. Organization:				
Structure				
MS: Organizational structures (e.g. school schedules, use of time, unique learning opportunities, school calendars, and physical structure) are based by instructional needs. The structure facilitates staff collaboration, connect students with caring adults, and nurture learning environments designed to provide students with rigorous coursework, relevant experiences, and meaningful relationships with teachers who will help them attain their goals and aspirations. Time, use of space, "environmental," the facility and resources are aligned with student learning and engagement goals.				
Staff				
The school uses a process to consider the professional and personal strengths of staff members when making assignments to best match identified student needs.				
The staff is supported with time, personnel, material and fiscal resources for planning and collegial dialogue about issues relating to teaching/learning.				

NAME of SCHOOL: Date of Assessment: Reviewers:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
Leadership is shared and fostered among staff members.				
Teachers meet daily to dialog on student learning and effective teaching practices.				
High School That Works/MS: Teachers have the knowledge, skills, and disposition to provide a learning environment that fosters rigor, relevancy and relationships. MS: "They need to be teachers first, experts second."				
Professional Development				
The school has a well-defined professional development plan that: 1) has been developed collaboratively; 2) is based on research about effective instructional strategies (best practices) and 3) focuses on all students achieving the standards and the school-wide learner outcomes.				
The school uses the student/community profile and other student assessment information in determining professional development activities.				
Professional development programs for staff focus directly on the knowledge and skills required to fulfill the performance expectations of their roles and to contribute to the achievement of the school's goals for improvement.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: **Reviewers:**	**Fully functional and operational level of implementation**	**Limited development and/or partial implementation**	**Little/no evidence of development or implementation**	**Evidence of Support**
The professional development plan for the school is designed to facilitate the acquisition of new knowledge and skills by the staff. Extensive follow-up support, coaching, and collegial planning time is provided.				
The school provides interactive learning experiences that include opportunities for reflection, planning, application, and sharing of learning.				
The school provides extensive training and support for the school's stakeholders to develop a deep understanding of the change process and its implications for the work of the school in its commitment to continuous improvement.				
Opportunities are provided for teachers to share their strengths with other teachers.				
Teachers are required to make individual professional development plans based on classroom observations.				
Organization: Staff Total	0	0	0	
III. Organization: Leadership				
Leadership				
The principal is the school leader who effectively organizes and facilitates the school leadership team that includes teachers, other staff members, students and community members.				

NAME of SCHOOL: Date of Assessment: Reviewers:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
The principal provides curriculum leadership by collaboratively developing and practicing the school vision, mission and focus for student learning. The principal empowers strong, committed curriculum leaders to realize the school purpose and is a positive role model (as a lifelong learner).				
MS: Leadership is focused on sustaining momentum for change and on reducing resistance to change.				
Leadership is assumed at different levels as appropriate; the administration, as well as teachers, students and other staff members can be leaders. MS: Leadership does not reside in a single position, but reflects the attributes, skills, and attitudes of the many staff members who take action and improve through effective learning communities. Leadership is distributed among staff who are knowledgeable of change management principles and processes.				
Leaders are skilled in involving others in decision-making.				
Effective monitoring and systematic evaluation procedures are in place to ensure that progress is being made to address the HCPS and school-wide learner outcomes. Accountability for student learning is shared by everyone, e.g., principal and other appropriate personnel conduct routine walkthroughs to monitor the fidelity of instruction - curriculum pacing, differentiated instruction, impact of professional development on student learning, and effective teaching practices, etc.				
MS: School is led by individuals who possess skills and attitudes to take action rather than defend the status quo.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: **Reviewers:**	**Fully functional and operational level of implementation**	**Limited development and/or partial implementation**	**Little/no evidence of development or implementation**	**Evidence of Support**
FOL: The school leadership empowers the staff and encourages commitment, participation and shared accountability for student learning.				
FOL: The school leadership and staff annually monitor and refine the school's multi-year and school action plans based on the analysis of data to ensure alignment with student needs.				
The school leader communicates the likelihood of success based on the plan and hard work.				
The school leader models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.				
The school leader participates actively with school teams.				
The school leader spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.				
The school leader challenges, supports, and monitors the correction of unsound teaching practices.				
The school celebrates individual, team, and school successes, especially related to student learning outcomes.				
The school leader personally engages parents and the community in the improvement process.				
Organization Leadership Total	0	0	0	

III. Organization: Governance, Culture and School Resources

NAME of SCHOOL: Date of Assessment: Reviewers:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
Vision and Mission				
FOL: The school has established a clear statement of vision and mission (purpose) based on student needs and current educational research.				
MS: The school has a clear picture of what their desired student results are. They know where they are going. What are the desired results of schooling?				
Faculty is committed to shared values and vision.				
MS: Leadership, staff, students, and stakeholders can articulate the reasons for change and can describe the vision of school improvement.				
FOL: The school's vision and mission are further defined by General Learner Outcomes, HCPS, and the DOE Strategic Plan, supported by the governing board and the state and complex area administrations.				
School has designed their own comprehensive set of measures to determine educational effectiveness.				
Governance				
There is a shared decision-making process/system in place at the school that involves all stakeholders.				
The leadership team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.				

NAME of SCHOOL: Date of Assessment: Reviewers:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
The governing authority has policies and procedures that are aligned with the school's purpose and support the GLOs and HCPS.				
Communication System				
There is an effective communication system between school, staff, families and their communities.				
The leadership team serves as a conduit of communication to the faculty and staff.				
Parents receive regular communication (absent of jargon) about learning standards, their children's progress, and the parents' role in their children's school success.				
Resources				
School resources are consolidated, coordinated, and maximized to implement strategic actions in the school plan that will improve student achievement.				
External support is used to improve practices.				
FOL: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in the school's multi-year plan and the school action plan in accordance with the legal intent of the program(s) to support students in accomplishing the HCPS and the General Learner Outcomes.				
School Culture and Environment				

NAME of SCHOOL: Date of Assessment: Reviewers:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
The school employs a range of strategies to engage parents and the community in all aspects of student learning.				
MS: School engages parents and community members in assessing student work and defining mastery.				
The school includes families and the community in professional development activities.				
MS: Interaction between and among students, teachers, administrators, parents, etc, are respectful, collegial, and warm. Positive relationships are everywhere and commonplace among the way that students, teachers, and parents interact and support the student as learner.				
MS: There is a sense of mutual accountability; people feel a sense of responsibility to one another and to the larger school community. Students feel recognized as individuals?				
MS: Diversity is valued and encouraged.				
Procedures are established at the school to compile and report on the assessments of student learning to all school community stakeholders on a timely and regular basis.				
Parents and/or community members are active partners in the school leadership team.				
There is a formal system at the school to get information out and feedback from parents and other stakeholders.				
FOL: There are strategies for involving non-English speaking parents.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: **Reviewers:**	**Fully functional and operational level of implementation**	**Limited development and/or partial implementation**	**Little/no evidence of development or implementation**	**Evidence of Support**
FOL: There are strategies and processes for supporting parents as active partners in the teaching/learning process.				
Faculty seeks to enhance their instructional knowledge and skills.				
FOL: The school nurtures learning and has a culture that is characterized by trust, caring, professionalism, high expectations for all students, and a focus on continuous school improvement.				
MS: Students take a leadership role in representing and "owning" the school, exhibiting energy and enthusiasm about their institution.				
MS: Physical space is clean and safe.				
Organization, Governance, Resources and School Culture Total	0	0	0	
IV. School Improvement Process				
Focused and Sustained Action				
Strategies are established to ensure sustainability of process for change and the reform initiatives (e.g., staff development of leadership, developing leadership from within, etc.).				
The school has a quality Strategic and AcFn Plan which is a living document for the school.				
MS: The school takes a coherent systems approach in supporting their young people. Everyone involved in and around the school and complex area push toward the same				

NAME of SCHOOL: Date of Assessment: Reviewers:	Low (1) Fully functional and operational level of implementation	Medium (2) Limited development and/or partial implementation	High (3) Little/no evidence of development or implementation	Evidence of Support
agenda and have the same priorities				
Continuous Improvement Process				
Faculty engages in reflective inquiry.				
MS: Whole school reform is a continuous process guided by a well-developed data structure based on multiple measures of student learning. School uses data to make laser-like decisions about curriculum, instruction, and assessment. Using data, they validate areas of strengths and needs accurately, identify priority issues, and make adjustments effectively in order to meet the needs of all students.				
MS: The school improvement process encompasses continuous review and refinement of the school improvement process, as well as the monitoring of national trends, local needs, successful models, and best practices.				
The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.				
The leadership and instructional staff, in cooperation with the rest of the school community, plan, organize, manage, support and hold themselves accountable for a systematic, institutionalized improvement process that has broad-based participation and commitment. The process is clear, open to all, and regularly communicated to the entire school community.				

NAME of SCHOOL:	Low (1)	Medium (2)	High (3)	
Date of Assessment: **Reviewers:**	**Fully functional and operational level of implementation**	**Limited development and/or partial implementation**	**Little/no evidence of development or implementation**	**Evidence of Support**
MS: The school uses a combination of strategies to achieve a vision of learning.				
Time is built into the school schedule for collaboration and staff development.				
School Improvement Process Total	0	0	0	
Totals	Low (1)	Medium (2)	High (3)	Totals
(31 items) Standards-based Learning Total	0	0	0	0
(5 items) Quality Student Support for Personal and Academic Growth Total	0	0	0	0
(13 items) Organization: Staff Total	0	0	0	0
(14 items) Organization: Leadership Total	0	0	0	0
(20 items) Organization: Governance, Resources and School Culture Total	0	0	0	0
(6 items) School Improvement Process Total	0	0	0	0

	Total Points		0
Low Need	Medium Need	High Need	
97 to 119 Pts.	120 to 238 Pts	239 to 358 Pts	

Tab 15: Report of Findings
By
AYP Response Team
SY 2009-2010

Name of School: _____ **Complex Area:** _____

Grade Level: _____

AYP Response Team Leader: _____

Members of the Analysis Team:

Name	Position

Brief Profile of School: Pertinent Information and Performance Data

Who are we? **(Describe the organization at the district and school levels as well as the characteristics of the students, staff, and community –**

How do we do business? **(perceptual data, district and school processes, and values and beliefs)**

Where are we now?

DEMOGRAPHICS:

Questions	What data do you have or need to answer this question?	Trends/Findings	
DEMOGRAPHICS			
How has the enrollment in this school changed over the past three years?	***SSIR, Trend Report***		
What percentage of the school is in the NCLB groups?	***HSA Workbook***		
Trend: How has the NCLB subgroups changed over the past three years?	***NCLB Report*** ***HSA Workbook***		

DEMOGRAPHICS BY STUDENT LEARNING			
How did the NCLB subgroups do on HSA in 2008?	***HSA Workbook***		
Looking at the trend over the past years, is there growth in proficiency attainment for each of the NCLB subgroups on HSA?			
Are some groups of students doing better than others?			
Are the grade levels or departments making greater progress?			
Is there a relationship between attendance and standardized achievement results? Do students who attend school every day perform better on the state assessments than students who miss school for more than ten days?	***Number of days attended and state test results for each student.***		
How have students in the NCLB ethnicity groups scored on HSA?	***HSA Workbook***		

Statements:

ATTENDANCE AND DISCIPLINE REFERRALS:

Statements:

STUDENT LEARNING:

Grade Levels/ Content Areas	Percent Proficient 2006-07	Percent Proficient 2007-08	Percent Proficient 2008-09	Percent Proficient 2009-10
Grade _ - Reading	%	%	%	%
Grade _ - Math	%	%	%	%
Grade _ - Reading	%	%	%	%
Grade _ - Math	%	%	%	%

Statements:

Questions	What data do you have or need to answer this question?	Trends/Findings	
STUDENT LEARNING			
Which reading and mathematics strands have the most benchmarks for which fewer than 50% of the possible points were earned by all students tested at the grade level(s)? ***Is it the same strand by grade level? If too many, try 30%***	***School Benchmark Summary Report*** ***HSA Workbook***		
What strands in reading and math have been identified as areas of need? ***In which grade level(s)?***	***Instructional Needs Report in the School Summary Report***		
STUDENT LEARNING BY SCHOOL PROCESS (Intersections of Categories of Data)			
Is there a difference in student achievement results by program participation? By co-curricular programs?	***Student achievement test results by program***		
PERCEPTIONS BY STUDENT LEARNING BY SCHOOL PROCESS			
What are the differences in student achievement results because of attitudes related to whom students have as teachers?	***Student achievement results disaggregated by teacher, compared to student questionnaire results disaggregated by teacher.***		
DEMOGRAPHICS BY STUDENT LEARNING BY SCHOOL PROCESSES			
What are the differences in student learning results based on who the students are and how they are taught to **learn?**	***Student achievement results disaggregated by gender and ethnicity, and sorted by what process is being utilized for learning and whom they have as a teacher.(See Tab 5, page 1, regarding School Processes and Student Learning.)***		
STUDENT LEARNING BY DEMOGRAPHICS BY PERCEPTIONS BY SCHOOL PROCESS			

What are the differences in the results we are getting, based on whom we have as students and how they are taught? How would they prefer to learn?	***Student achievement results disaggregated by gender, ethnicity, grade level, and program, compared to student questionnaire results, disaggregated by gender, ethnicity, grade level, and program.***		

Statements:

Questions	What data do you have or need to answer the questions?	Trends/Findings	
SCHOOL PROCESS			
What are the instructional strategies used by the teachers in reading?	***As reported by teachers***		
What are the instructional strategies used by the teachers in math?	***What supports are in place for math? Are strategies taught for constructed responses?***		
What are the instructional strategies used by the teachers when a student doesn't learn?	***What processes are in place to provide services for targeted students?***		
What information triggers a request for services outside of the classroom?			
Use the same questions above for SPED and ESLL students?	***What is done for SPED or ESLL students who make no progress or regress?***		
What programs are operating in the			

school this year? *Trend: Over the past two-three years, have there been any significant changes in the programs?*			
DEMOGRAPHICS BY SCHOOL PROCESS			
Is participation in the _____program representative of all students?	*___ enrollment by gender and ethnicity*		

Statements:

PERCEPTIONS:

Questions	What data do you have or need to answer the questions	Trends/Findings	
PERCEPTIONS BY DEMOGRAPHICS			
To what extent are students perceiving the learning environment in the same way?	*Student questionnaire results disaggregated by gender, by ethnicity, and/or by grade level.*		
PERCEPTIONS BY STUDENT LEARNING			
Are the students who are getting the best grades also reporting satisfaction with the learning environment?	*Student grades by student perceptions*		
PERCEPTIONS BY SCHOOL PROCESS			

Are there differences in how students perceive the learning environment, based on: • ***Whom they have as teachers?*** • ***The students' participation in different programs?***	***Student perceptions disaggregated by teacher***		

Statements:

STANDARDS-BASED INSTRUCTION AND CURRICULUM:
Is there instructional coherence?
Statements:

HIGHLY QUALIFIED TEACHERS: (Use the *2007/08 HQT School Audit Guide* for possible interview Questions and attach OHR

report on HQT status of teachers at the school – Tab 12: Pages 2-8)
If the school has core subject area teachers who are not highly qualified, how has the school provided support to the teacher to help them to become highly qualified? If the school is a Title I school, has the school utilized their professional development funds to support their teachers? If the school is a Priority Attention School, has the school utilized 50% of their Title I professional development funds to help these teachers become highly qualified? What specific actions have they taken? Has the school administrator assisted the Non-HQT to develop a HQT Plan to become highly qualified?

Are all teachers paid with Title I funds highly qualified?

Years	Met NCLB Requirements for Highly Qualified Teacher	Total Number of Teachers	Average Years of Experience	5+ years at the school	Advanced Degrees
2005-06	%			%	%
2006-07	%			%	%
2007-08	%			%	%
2008-09	%			%	%

Content Areas of Teachers	2005-06	2006-09	2007-08	2008-09	2009-10
Language Arts					
Mathematics					
Science					
ESLL					
Special Education					

Statements:

TEACHER STABILITY:

Provide information or chart the stability of teachers by grade level (elementary level), content areas (secondary), and/or Departments (ELL/SPED). Is instability of teachers one of the root causes for low student achievement? If yes, what actions has the school implemented to address this issue?

PARAPROESSIONALS MEETING NCLB REQUIREMENTS:

Are paraprofessional who provide instructional support under the supervision and in close proximity of a highly qualified teacher? What support has the school provided for paraprofessionals who do not meet NCLB Requirements?

Years	Met NCLB Requirements for Paraprofessional	Total Number of Paraprofessionals	Years of Experience	5+ years at the school
2007-08				
2008-09				
2009-10				

Statements:

LEADERSHIP STABILITY:

Administration	2005-06	2006-09	2007-08	2008-09	2009-10
Principal					
Vice Principal					
Vice Principal					

Statements:

PROFESSIONAL IMPROVEMENT ACTIVITIES:

Areas of Focus	2005-06	2006-09	2007-08	2008-09	2009-10

Statements:

MISSION,VISION, and GOALS:
Does the AcFn Plan and the strategic actions aligned with the vision and goals of the school? Does the school administrator and/or school leadership team effectively orchestrate the school to achieve its vision, mission and goals?

Statements:

GOVERNANCE:
How are decisions made? Is decision-making inclusive? Are decisions data-driven?

Statements:

QUALITY PLANNING:
Does the plan address the gap and root causes of low student achievement?
Is the plan based on thorough analysis and incorporation of prioritized findings from a comprehensive needs assessment?
Does the plan consist of strategies, activities, people responsible, due dates, timelines and resources needed to be addressed to implement and achieve the vision and goals and to eliminate the root causes of the gaps?

RESOURCE MANAGEMENT AND DEVELOPMENT:

Statements:

QUALITY STUDENT SUPPORT SYSTEM:

Statements:

Needs Assessment

Summary of Data Analysis

- **Intersection of the Four Major Categories of Data**
- **Summary and Analysis of the Categories of Data**
- **<u>After site visitation include</u>: Summary and Analysis of the Organization of the School, Standards-based Instruction and Curriculum, Standards-based Assessment, Quality Student Support for Student Personal and Academic Growth (See *Tool for Assessing a School's Level of Need for School Improvement* on Tab 14: pages 1-13.**

Key Challenges

Hypotheses of Root Causes (deep underlying reasons for the occurrence of a specific situation, the gap. Would the problem have occurred if the cause had not been present? (Bernhardt, 2006) Will the problem reoccur if the cause is corrected? (Preuss, 2003)

Commendations/Strengths

- ***What things/changes have the greatest impact on the students at this school? What were the major discoveries?***
- ***What are some of the big ideas that have emerged as common or a pattern among the statements of findings?***
- ***What are the possible causal factors? What does the school or the DOE have control over? What does it not?***
- ***What successes are we seeing? What challenges are we facing?***

What are the gaps? (Difference between where we are now and where we want to be)
How can we get to where we want to be? (Root Cause Analysis, Action Plan, Strategic Activities/Finances) - Bernhardt, 2006

Recommended Interventions and Strategies (Include Targets) How will we intervene? (Implementation Strategies, e.g., professional development) How will we evaluate our efforts? (Continuous improvement and evaluation – outcomes)
What would it take to improve student learning in this school?
Targeted Students and Teachers

Issues and Concerns (Reflective Questions)

Recommendations for Services
After the site visitation, the school reviews the written report and integrates the findings into their revised school action plan for 2009-2010 to be submitted to the CAS by October 14, 2009, and their School Strategic Plan for 2008-2011 and Academic and Financial Plans for 2010-2011 due to the CAS the day before winter break 2009.

DRAFT

KA PUA

12/15/2009

An Overview of Ka Pua Initiative to Strengthen Hawaiian Education and Wellbeing

"Möhala i ka wai ka maka o ka pua."
Unfolded by the water are the faces of the flowers.

FLOWERS THRIVE WHERE THERE IS WATER, AS THRIVING PEOPLE ARE FOUND WHERE LIVING CONDITIONS ARE GOOD.

Mary Kawena Pukui, 'Ölelo No'eau #2178

KAMEHAMEHA SCHOOLS®

DRAFT

Ka Pua

STRENGTHENING EDUCATIONAL WELLBEING ON THE WAI'ANAE COAST

BACKGROUND OF KA PUA|

A Shared Vision for a Stronger Future

> *"It is the year 2025 and as we look out to the Native Hawaiian population, the bright lights of healthy, thriving communities welcome us—communities full of children who are valued, nurtured learners at home and school; where people are well-prepared to make the most of life's many opportunities; and where strong, supportive relationships bind families and communities, vitalized by traditions past and present, empowered by good leaders and mentors, and emboldened by the resilience of their culture, values, and sense of place at home and in the world."*
>
> KAMEHAMEHA SCHOOLS EDUCATION STRATEGIC PLAN, 2005, P.2.

Kamehameha Schools has a vision for educational change to improve the well-being of Native Hawaiian families and children. The path toward this vision is laid out in the Education Strategic Plan, approved in 2005 by the Board of Trustees. The plan calls for building intergenerational change in Native Hawaiian communities through educational programs and initiatives.

Despite opening two new campuses and many new programs in the last decade, which increased reach by about xx percent, Kamehameha Schools recognizes the urgent need to improve educational outcomes of a rapidly growing Native Hawaiian community. Particularly needed are focused, community-based efforts that build an infrastructure of linked support around young learners and their families and the public schools and organizations that serve them. These needs are especially acute in challenging economic times like the present.

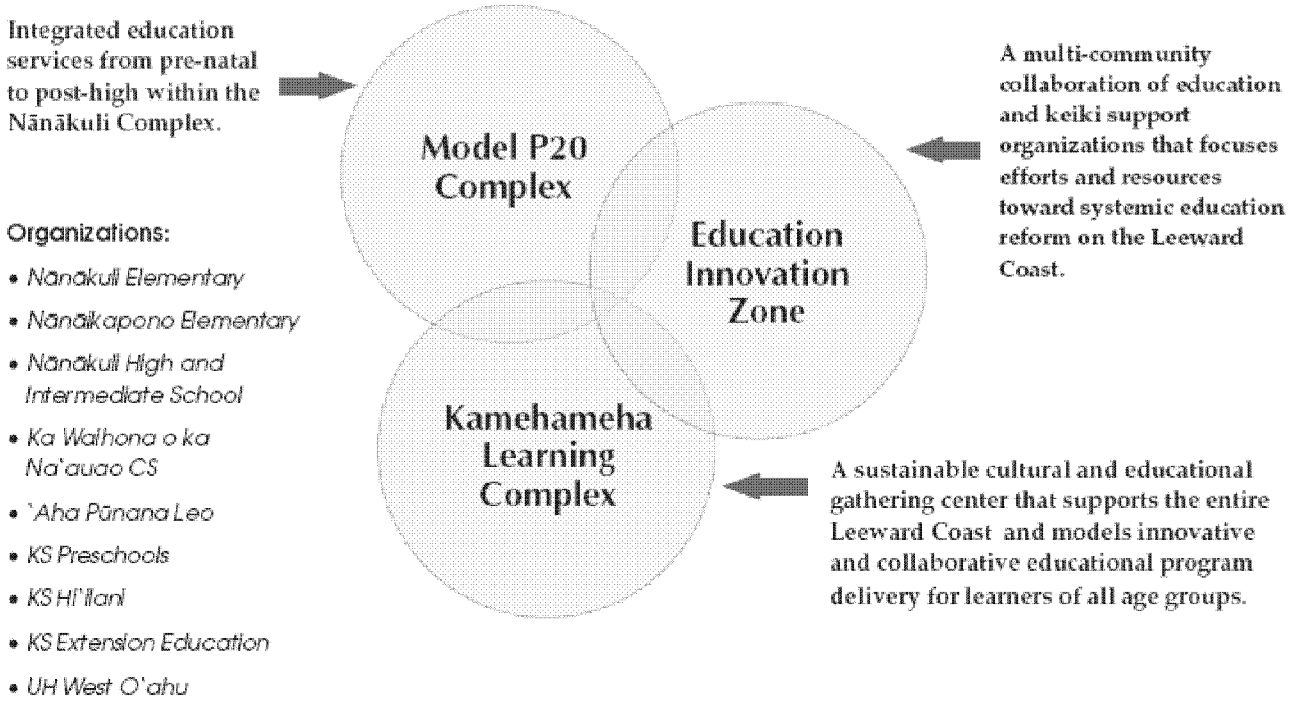
Working hand in hand with our collaborators, Kamehameha Schools has launched a new, innovative initiative to significantly deepen the support and long term impact of Pauahi's legacy to children, families, and communities on the Waiʻanae Coast. The initiative will strengthen educational wellbeing in a geographic area that contains the largest population of Native Hawaiians in the world. Our vision is a healthy, vibrant Native Hawaiian community whose youth and families care for the present and lead for the future, firmly grounded in knowing who they are and where they come from. Their success, in turn, strengthens the wellbeing of those around them.

This vision is achieved through three key strategies designed to strengthen the web of educational opportunities, services, and infrastructure from Kapolei to Keawaʻula. Each strategy brings strong, focused partnerships, collaborations, and new educational innovations that aim to:

- **Create a model P-20 complex** that connects quality learning opportunities from infancy through early adulthood
- **Establish an education innovation zone** to deepen, strengthen, and flex quality services to children and families, linking schools, educational, social service, and health providers
- **Design and build a learning complex** offering new spaces, cutting edge programs, and comprehensive services to support collaborative, community learning opportunities

DRAFT

Ka Pua Components



Proprietary & Confidential - Not For Distribution For Discussion Purposes Only

KEY STRATEGIES OF KA PUA|

Model P-20 Complex

The Model P-20 Complex is designed to achieve the HIDOE vision for Hawai'i's schools and students.

HAWAII'S SCHOOLS WILL BE SAFE AND NURTURING LEARNING ENVIRONMENTS WHERE ALL STUDENTS ACHIEVE HIGH ACADEMIC STANDARDS, ATTAIN THE SKILLS NECESSARY TO REACH THEIR GOALS AND ACTUALIZE THEIR POTENTIAL, AND ARE CONTRIBUTING MEMBERS OF SOCIETY. OUR VISION OF A HAWAII HIGH SCHOOL GRADUATE IS THAT ALL PUBLIC SCHOOL GRADUATES WILL:

- *REALIZE THEIR INDIVIDUAL GOALS AND ASPIRATIONS;*
- *POSSESS THE ATTITUDES, KNOWLEDGE AND SKILLS NECESSARY TO CONTRIBUTE POSITIVELY AND COMPETE IN A GLOBAL SOCIETY;*
- *EXERCISE THE RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP; AND*
- *PURSUE POST-SECONDARY EDUCATION AND/OR CAREERS WITHOUT NEED FOR REMEDIATION*

–HAWAII DEPARTMENT OF EDUCATION VISION STATEMENT

DRAFT

Centered in a geographic area of historically low achieving schools, the Model P-20 Complex fundamentally changes educational delivery from a wide range of isolated schools, programs, and initiatives to an integrated education service continuum supported by public and private partnerships. An articulated system links pre-natal programs, infancy/toddler centers and groups, preschools, elementary schools, middle schools, high school, and post-high/career education within the Nänäkuli Complex. Educators and administrators are engaged in planning and implementation discussions to ensure a smooth pipeline from infancy to adulthood. Elementary, middle and high school DOE and charter school principals collaboratively develop aligned curriculum, shared expectations and milestones, and successful instructional and outreach strategies. Post-high institutions are at the table, ensuring early opportunities and robust pathways to colleges and careers. Special care goes into supporting critical transition points for children, specifically supporting students as they move into kindergarten, middle school, high school and on to college or careers.

- **Critical First Years**
  Research shows that the first five years of life are critical to continued development and outcomes across the life span. Services in the complex include prenatal classes for new parents, infant and toddler programs, and quality preschools where parents interactively engage in the growth of their keiki and where keiki develop new skills and behaviors through play and learning. Kamehameha Schools and other community organizations provide a network of programs, including Hi'ilani, Keiki Steps to Kindergarten, Tütü and Me, Kamehameha Preschools, and 'Aha Pünana Leo Hawaiian language preschools.

- **Elementary School Foundations**
  The reading, math, and thinking skills that children learn in elementary school lay the foundations for positive educational experiences throughout the K-12 and college years. In addition to quality in-school programming, keiki will benefit from a range of academic support and enrichment programs designed to solidify basic skills and to cultivate new interests, including the Kamehameha Schools Literacy Instructional Services, and other after school, weekend, and intersession services. Public elementary schools include Nanakuli and Nanaikapono Elementary and Ka Waihona o ka Na'auao charter school.

- **Middle School Success**
  To foster positive educational and social experiences for students as they enter adolescence, Ka Pua focuses on engaging and preparing children for a changing world by providing highly effective teachers, aligned curriculum with an emphasis on real world applications, and early college/career planning programs. Collaborations to support quality educational opportunities that engage students exist between Nanakuli High and Intermediate School and Ka Waihona o ka Na'auao charter school, in addition to Kamehameha Schools Extension and Enrichment programs, and integrated after school, weekend, and intersession services.

- **High Schools for the Future**
  To ensure a bright future for every student, middle school students are ushered into a high school learning environment that promises student-centered, project-based, technology-infused approaches to develop collaborative teamwork and critical thinking skills. Relationships between teachers and students are collegial and respectful as they develop innovative solutions to real world problems and issues that prepare students for successful interactions at college and work. In 2010, the complex high school opens its New Tech model school, which has been used as s successful turnaround strategy in other states in the nation. Supporting the high school students and faculty are strong community partners including post-high institutions and other businesses and organizations, including Nanakuli High and Intermediate, UH West O'ahu, Leeward Community Colleges, Chaminade, Kamehameha Scholars, Distance Learning, and Post High Counseling programs, College Connections, Hawaii P-20, and others to support excellent learning opportunities that lead to college and careers.

- **College and Careers**

DRAFT

Building on the foundations established in middle and high school, a range of services support and guide graduates into the college and career pipeline of choice. High schools, post-high institutions, and collaborators are at the table, including Nanakuli High and Intermediate, UH West O'ahu, Leeward Community Colleges, Chaminade, Kamehameha Scholars, Distance Learning, and Post High Counseling programs, College Connections, and others to support excellent learning opportunities that lead to college and careers.

Supportive Systems

Substantial evidence exists about how to run effective schools serving high-poverty, highly-diverse student enrollments. Schools in the Model P-20 Complex employ research-based strategies customized to fit the community of Nanakuli. School leaders are empowered to make decisions about staff, organizational structure, schedule, budget, and program, based on mission, strategy, and data. Key elements include:

- **Extended learning time** or other innovative uses of school scheduling without regard to contract
- **Longitudinal data systems**, formative and summative assessments that track student growth, use of data in classroom for real time information, monthly reports on student achievement to support teachers and differentiated instruction
- **Strong instructional leadership** that supports intensive and ongoing professional development, collaborative teacher teams, and professional learning communities that meet often, use student data, and work with school-based coaches to improve curriculum and instruction.
- **Recruitment bonuses** to attract effective educators
- **Alternative certification programs**, for example, the Kalama program that offers community members financial and professional support to begin a teaching career in the model complex.
- **A robust peer review and evaluation** system to support teachers and administrators, ensuring clear expectations, professional growth, and accountability.
- **Other desired provisions** in the model complex are those that: Override seniority-based bumping and transfer rights; allow principals and complex area superintendents to hire, assign, place, remove and promote teachers without adhering to standard CBA protocols; develop new career ladders; and promote differentiated/alternative compensation schemes that recognize and reward highly effective teachers and principals.

With this unprecedented flexibility and support, schools will be accountable for insuring that 90% of their students reach Hawaii's NAEP comparable reading and math benchmarks by 2020.

Education Innovation Zone

NEW HORIZONS, NEW FUTURES |

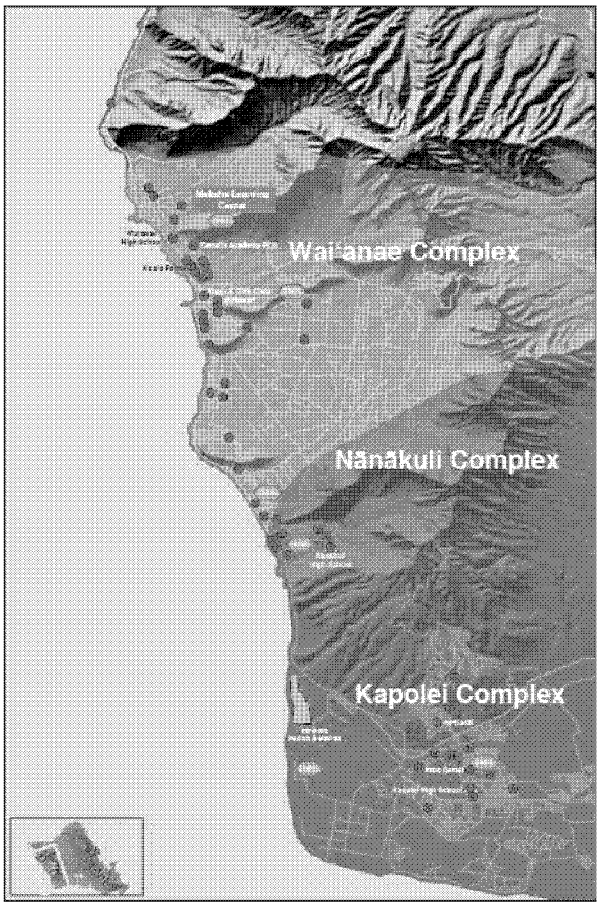
The Education Innovation Zone is a multi-community collaboration of education and keiki support organizations that focuses efforts and resources toward systemic education reform on the Leeward Coast, from Kapolei to Keawa'ula. It connects several model P-20 complexes and offers students and families access to a robust set of services and programs that support educational excellence while providing a network of social services to support healthy living.

Schools in the zone are afforded the flexibility they need to successfully turnaround the historical low performance that many of them have experienced in recent decades. National research[1] establishes that schools undertaking significant reform will succeed if they are given the conditions for change, capacity and clustered support. The ***conditions*** for change include autonomies with respect to people, time, money and program. The ***capacity*** to be built must include building staff, principals, external service providers and community partners. ***Clustered*** support

[1] See research synthesis by Calkins et al, 2007 at http://www.massinsight.org/micontent/trnresources.aspx, December 2009

DRAFT

enables turnaround at scale by coordinating resources, technical assistance and autonomies., Kamehameha Schools seeks to be a strong partner by supporting needed conversations for action and by working together to develop the right set of opportunities for schools within the zone. In turn, the lessons learned can be extended to other areas in the state.



CHARACTERISTICS OF EDUCATION INNOVATION ZONE SCHOOLS |

- **Clearly defined authority to act** based on what's best for children and learning – i.e., flexibility and control over staffing, scheduling, budget, and curriculum
- **Relentless focus on hiring and staff development** as part of an overall "people strategy" to ensure the best possible teaching force
- **Highly capable, distributed school leadership** – i.e., not simply the principal, but an effective leadership team
- **Additional time** in the school day and across the school year
- **Performance-based behavioral expectations** for all stakeholders including teachers, students, and (often) parents
- **Integrated, research-based programs and related social services** that are specifically designed, personalized, and adjusted to address students' academic and related psycho-social needs

Within the zone, open enrollment gives students and families access to opportunities across the Leeward corridor. For example, Kekoa is a student at the Nanakuli New Tech High School. In addition to college courses offered on his campus, he belongs to the Nanakuli Performing Arts Center, where he develops his passion for singing and music. He takes a tram each Friday to Kapolei, where his project team meets to work on their alternative energy project at the state-of-the-art Mälama Learning Center. He travels by tram twice a week for his classes at the nationally recognized digital technology Sea Rider New Tech academy at Wai'anae High School. After school, Kekoa goes with his mother to the well baby appointment at Wai'anae Comprehensive Health Center, where his tutu also receives her diabetes treatment. His little niece attends the preschool at the CROC center in Kapolei, where she and her mother xxxx. University of Hawaii collaborations provide special programs to support teachers in the zone, especially community members who will live and work in area schools.

PARTNERS AND SUPPORTS |

DRAFT

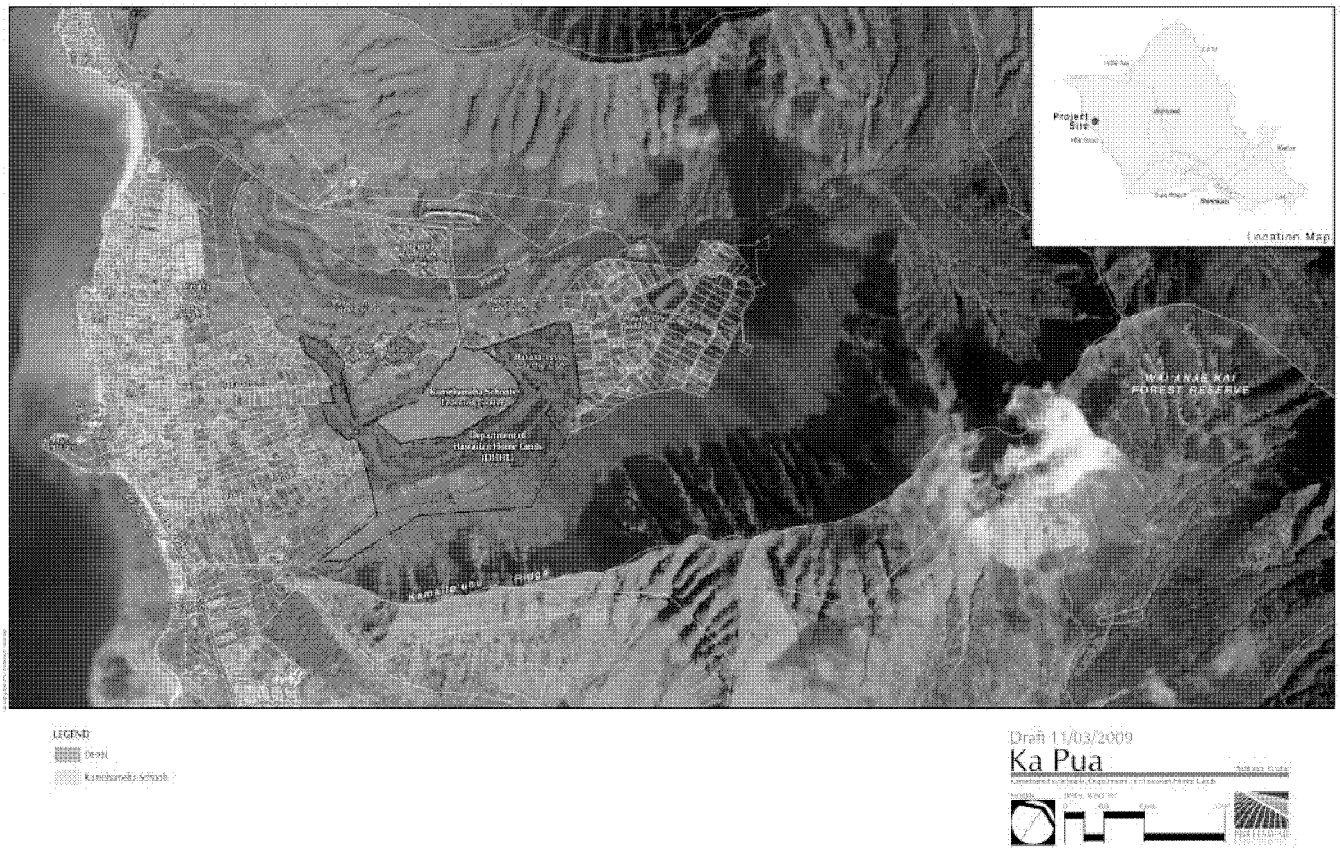
Within the zone, a range of community partners have worked to identify and fund a comprehensive series of wraparound supports (academic, social, mental and physical health) to ensure students' "readiness to learn" and to leverage substantial community and other state resources.

Educators receive a full range of professional development opportunities, including new career ladders for teachers and principals that enable differentiated roles and responsibilities. In exchange, new teachers and principals in the Zones also participate in an accompanying new compensation system that is based on knowledge, skills and performance, rather than time and education degrees.

ADD HERE

Kamehameha Learning Complex

A sustainable cultural and educational gathering center that supports the entire Leeward Coast and models innovative and collaborative educational program delivery for learners of all age groups.



KA PUA INITIATIVE TIMELINE|

GENERAL FUNDS (Operating)						
		FY05	FY06	FY07	FY08	FY09
DOE	Appropriation	1,469,568,210	1,732,948,308	1,867,287,599	2,013,560,918	2,102,920,823
Charters	Appropriation	-	30,796,584	45,786,762	51,635,990	57,745,483
Library	Appropriation	26,127,996	26,120,761	26,216,761	30,556,588	29,967,463
Total Education		1,495,696,206	1,789,865,653	1,939,291,122	2,095,753,496	2,190,633,769
Univ of Hawaii System	Appropriation	475,172,131	591,448,833	614,889,773	670,485,075	728,299,688
TOTAL Educ/Higher Ed		1,970,868,337	2,381,314,486	2,554,180,895	2,766,238,571	2,918,933,457
% Educ/Higher Educ of statewide		51%	54%	54%	53%	55%
STATEWIDE		3,886,543,379	4,422,924,884	4,745,286,758	5,185,780,822	5,318,212,647

* Note: For FY10, debt service, fringe and risk management are budgeted under B&F.

CHAPTER 302B
PUBLIC CHARTER SCHOOLS

Section

302B-1 Definitions
302B-2 Existing charter schools
302B-3 Charter school review panel; establishment; powers and duties
302B-3.5 Appeals; charter school applications, revocations, or detailed implementation plan amendments
302B-4 Limits on charter schools
302B-5 Start-up charter schools; establishment
302B-6 Conversion charter schools; establishment
302B-7 Charter school local school boards; powers and duties
302B-8 Charter school administrative office
302B-9 Exemptions from state laws
302B-10 Civil service status; employee rights
302B-11 Administration of workers' compensation
302B-12 Funding and finance
302B-13 Weighted student formula
302B-14 Accountability; probationary status; revocation of charter
302B-15 Responsibilities of department of education; special education services
302B-16 Sports

§302B-1 Definitions. Whenever used in this chapter, unless the context otherwise requires:

"Board" means the board of education.

"Charter school" refers to those public schools holding charters to operate as charter schools under this chapter, including start-up and conversion charter schools, and that have the flexibility and independent authority to implement alternative frameworks with regard to curriculum, facilities management, instructional approach, virtual education, length of the school day, week, or year, and personnel management.

"Charter school review panel" or "panel" means the panel established pursuant to section 302B-3 with the powers and duties to issue and revoke charters, approve detailed implementation plan revisions, and conduct charter school evaluations.

"Conversion charter school" means:

(1) Any existing department school that converts to a charter school and is managed and operated in accordance with section 302B-6;

(2) Any existing department school that converts to a charter school and is managed and operated by a nonprofit organization in accordance with section 302B-6; or

(3) A newly created school, consisting of programs or sections of existing public school populations that are funded and governed independently and may include part of a separate Hawaiian language immersion program using existing public school facilities.

"Department" means the department of education.

"Detailed implementation plan" means the document that details the charter school's purpose, focus, operations, organization, finances, and accountability, and becomes the basis for a performance contract between the panel and the charter school.

"Executive director" means the executive director of the charter school administrative office.

"Local school board" means the autonomous governing body of a charter school that:

(1) Receives the charter and is responsible for the financial and academic viability of the charter school and implementation of the charter;

(2) Possesses the independent authority to determine the organization and management of the school, the curriculum, virtual education, and compliance with applicable federal and state laws; and

(3) Has the power to negotiate supplemental collective bargaining agreements with exclusive representatives of their employees.

"Nonprofit organization" means a private, nonprofit, tax-exempt entity that:

(1) Is recognized as a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code of 1986, as amended; and

(2) Is domiciled in this State.

"Office" means the charter school administrative office.

"Organizational viability" means that a charter school:

(1) Has been duly constituted in accordance with its charter;

(2) Has a local school board established in accordance with law and the charter school's charter;

(3) Employs sufficient faculty and staff to provide the necessary educational program and support services to operate the facility in accordance with its charter;

(4) Maintains accurate and comprehensive records regarding students and employees as determined by the office;

(5) Meets appropriate standards of student achievement;

(6) Cooperates with board, panel, and office requirements in conducting its functions;
(7) Complies with applicable federal, state, and county laws and requirements;
(8) In accordance with office guidelines and procedures, is financially sound and fiscally responsible in its use of public funds, maintains accurate and comprehensive financial records, operates in accordance with generally accepted accounting practices, and maintains a sound financial plan;
(9) Operates within the scope of its charter and fulfills obligations and commitments of its charter;
(10) Complies with all health and safety laws and requirements; and
(11) Complies with all panel directives, policies, and procedures.

"Start-up charter school" means a new school established under section 302B-5. [L 2006, c 298, pt of §2; am L 2007, c 115, §6; am L 2009, c 86, §2]

§302B-2 Existing charter schools. Any charter school holding a charter to operate under part IV, subpart D, of chapter 302A, as that subpart existed before July 11, 2006 shall be considered a charter school for the purposes of this chapter. [L 2006, c 298, pt of §2]

§302B-3 Charter school review panel; establishment; powers and duties. (a) There is established the charter school review panel, that shall be placed within the department for administrative purposes only. The panel shall be accountable to the charter schools and the board. Notwithstanding section 302B-9 and any other law to the contrary, the panel shall be subject to chapter 92.

(b) The panel shall consist of twelve members, and shall include:
(1) Two licensed teachers regularly engaged in teaching; provided that one teacher is employed at a start-up charter school, and one teacher is employed at a conversion charter school;
(2) Two educational officers; provided that one educational officer is employed at a start-up charter school, and one educational officer is employed at a conversion charter school;
(3) One member or former member of a charter school local school board;
(4) The chair of the board of education or the chair's designee;
(5) A representative of Hawaiian culture-focused charter schools;
(6) Two representatives of the University of Hawaii who are not affiliated with charter schools;
(7) One member with a background in business or accounting who is not affiliated with charter schools;
(8) One member with a background in the building trades or real estate who is not affiliated with charter schools; and
(9) A representative from the Hawaii Association of Independent Schools;

provided that the initial appointments for representatives in paragraphs (7) to (9) shall be made by September 1, 2007. From June 1, 2007, until such time that the panel has twelve members, five members of the panel shall constitute a quorum to conduct business and a concurrence of at least five members shall be necessary to make any action of the panel valid; provided that, upon filling the twelve seats as required under this subsection, a majority of the panel shall constitute a quorum to conduct business, and the concurrence of a majority of all the members to which the panel is entitled shall be necessary to make any action of the panel valid.

(c) The board shall appoint the remaining members of the panel other than the chair of the board.

(d) Appointed panel members shall serve not more than three consecutive three-year terms, with each term beginning on July 1; provided that the initial terms of the appointed members that commence after June 30, 2006, shall be staggered as follows:

(1) Four members to serve three-year terms;

(2) Four members to serve two-year terms; and

(3) Three members to serve a one-year term.

(e) Notwithstanding the terms of members, the board may add panel members at any time and replace panel members at any time when their positions become vacant through resignation, through non-participation, upon request of a majority of panel members, or upon termination by the board for cause.

(f) Panel members shall receive no compensation. When panel duties require that a panel member take leave of the panel member's duties as a state employee, the appropriate state department shall allow the panel member to be placed on administrative leave with pay and shall provide substitutes, when necessary, to perform that panel member's duties. Panel members shall be reimbursed for necessary travel expenses incurred in the conduct of official panel business.

(g) The panel shall establish operating procedures that shall include conflict of interest provisions for any member whose school of employment or local school board membership is before the panel.

(h) The chair of the panel shall be designated by the members of the panel for each school year beginning July 1 and whenever there is a vacancy. If the panel does not designate its chair for the next school year by July 1, the board shall designate the panel chair. When the panel chair is vacant, the board shall designate an interim chair to serve until the panel designates its chair.

(i) The powers and duties of the panel shall be to:

(1) Appoint and evaluate the executive director and approve staff and salary levels for the charter school administrative office;

(2) Review, approve, or deny charter applications for new charter schools in accordance with section 302B-5 for the issuance of new charters; provided that applicants that are denied a charter may appeal to the board for a final decision pursuant to section 302B-3.5;

(3) Review, approve, or deny significant amendments to detailed implementation plans to maximize the school's financial and academic success, long-term organizational viability, and accountability. Charter schools that are denied a significant amendment to their detailed implementation plan may appeal to the board for a final decision pursuant to section 302B-3.5;

(4) Adopt reporting requirements for charter schools;

(5) Review annual self-evaluation reports from charter schools and take appropriate action;

(6) Evaluate any aspect of a charter school that the panel may have concerns with and take appropriate action, which may include probation or revocation;

(7) Periodically adopt improvements in the panel's monitoring and oversight of charter schools;

(8) Periodically adopt improvements in the office's support of charter schools and management of the charter school system;

(9) Review, modify, and approve charter schools' all means of finance budget, based upon criteria and an approval process established by the panel; and

(10) Survey all charter school facilities prior to, and in preparation for, determining recommendations to allocate non-per-pupil facilities funds to charter schools with facilities needs. The survey shall include, at minimum, for each charter school facility:

(A) The current status of the facility;

(B) Facilities costs, including all rents, leases, purchases, and repair and maintenance for lands and buildings;

(C) A prioritized list of facilities needs;

(D) Any capital improvement projects underway or scheduled; and

(E) Whether the facility is a conversion or start-up charter school, and current and projected enrollment.

(j) In the case that the panel decides not to issue a new charter, or to approve significant amendments to detailed implementation plans, the board may adopt rules for an appeals process pursuant to section 302B-3.5.

(k) The office shall provide for the staff support and expenses of the panel. [L 2006, c 298, pt of §2; am L 2007, c 115, §7; am L 2008, c 16, §12; am L 2009, c 86, §3]

[§302B-3.5] Appeals; charter school applications, revocations, or detailed implementation plan amendments. The board shall have the power to decide appeals from decisions of the panel to deny the approval of a charter school application, revoke a charter school's charter, or deny the approval of an amendment to a charter school's detailed implementation plan. An appeal shall be filed with the board within twenty-one calendar days of the receipt of the notification of denial or revocation. Only a party whose charter school application has been denied, whose charter has been revoked, or whose amendment to a detailed implementation plan has been denied may initiate an appeal under this section for cause. The board shall review an appeal and issue a final decision within sixty calendar days of the filing of the appeal. The board may adopt applicable rules and procedures pursuant to chapter 91 for implementing the appeals process. [L 2007, c 115, §2]

§302B-4 Limits on charter schools. The panel may authorize one new start-up charter school for each existing start-up charter school that has received a three-year or longer accreditation from the Western Association of Schools and Colleges or a comparable accreditation authority as determined by the panel, or for each start-up charter school whose charter is revoked. The total number of conversion charter schools authorized by the panel shall not exceed twenty-five. [L 2006, c 298, pt of §2; am L 2007, c 115, §8]

§302B-5 Start-up charter schools; establishment. (a) New start-up charter schools may be established pursuant to this section.

(b) Any community, group of teachers, group of teachers and administrators, or nonprofit organization may submit a letter of intent to the office to form a charter school, establish an interim local school board as its governing body, and develop a detailed implementation plan pursuant to subsection (d).

(c) The start-up charter school application process and schedule shall be determined by the panel, and shall provide for and include the following elements:

(1) The submission of a letter of intent to operate a start-up charter school;
(2) The timely transmittal of the application form and completion guidelines to the interim local school board;
(3) The timely submission to the panel of a completed application;
(4) The timely review of the application by the panel for completeness, and notification of the interim local school board if the application is complete or, if the application is insufficient, a written statement of the elements of the application that require completion;
(5) The timely resubmission of the application;
(6) Upon receipt of a completed application, the convening of the panel by the panel chairperson to begin review of the application;
(7) The timely notification of the applicant of any revisions the panel requests as necessary for a recommendation of approval;
(8) Following the submission of an application, issuance of a charter or denial of the application by the panel by majority vote; provided that if the panel does not approve the application and issue a charter, provisions requiring the panel to:
(A) Clearly identify in writing its reasons for not issuing the charter, which may be used as guidelines for an amended plan; and
(B) Allow the interim local school board to revise its plan in accordance with the panel's guidelines, and resubmit an amended plan within ten calendar days;
(9) A provision for a final date on which a decision must be made, upon receipt of an amended plan; and
(10) A provision that no start-up charter school may begin operation before obtaining panel approval of its charter.

(d) An application to become a start-up charter school shall include a detailed implementation plan that meets the requirements of this subsection and section 302B-9. The plan shall include the following:
(1) A description of employee rights and management issues and a framework for addressing those issues that protects the rights of employees;
(2) A plan for identifying, recruiting, and retaining highly-qualified instructional faculty;
(3) A plan for identifying, recruiting, and selecting students that is not exclusive, elitist, or segregationist;
(4) The curriculum and instructional framework to be used to achieve student outcomes, including an assessment plan;
(5) A plan for the assessment of student, administrative support, and teaching personnel performance that:
(A) Recognizes the interests of the general public;
(B) Incorporates or exceeds the educational content and performance standards developed by the department for the public school system;
(C) Includes a system of faculty and staff accountability that holds faculty and staff both individually and collectively accountable for their performance, and that is at least equivalent to the average system of accountability in public schools throughout the State; and
(D) Provides for program audits and annual financial audits;

(6) A governance structure for the charter school that incorporates a conflict of interest policy and a plan for periodic training to carry out the duties of local school board members;

(7) A financial plan based on the most recent fiscal year's per-pupil charter school allocation that demonstrates the ability to meet the financial obligations of one-time, start-up costs and ongoing costs such as monthly payrolls, faculty recruitment, professional development, and facilities costs; and

(8) A facilities plan. [L 2006, c 298, pt of §2; am L 2007, c 115, §9]

§302B-6 Conversion charter schools; establishment. (a) A conversion charter school may be established pursuant to this section.

(b) Any department school, school community council, group of teachers, group of teachers and administrators, or nonprofit organization may submit a letter of intent to the office to convert a department school to a charter school, establish an interim local school board as its governing body, and develop a detailed implementation plan pursuant to subsection (d).

(c) The conversion charter school application process and schedule shall be determined by the panel, and shall provide for and include the following elements:

(1) The submission of a letter of intent to convert to a charter school;

(2) The timely transmittal of the application form and completion guidelines to the interim local school board;

(3) The timely submission to the panel of a completed application; provided that the application shall include certification and documentation that the application and the proposed detailed implementation plan was approved by a majority of the votes cast by existing administrative, support, teaching personnel, and parents of students at the proposed conversion charter school;

(4) The timely review of the application by the panel for completeness, and notification of the interim local school board if the application is complete or, if the application is insufficient, a written statement of the elements of the application that require completion;

(5) The timely resubmission of the application;

(6) Upon receipt of a completed application, the convening of the panel by the panel chairperson to begin review of the application;

(7) The timely notification of the applicant of any revisions the panel may request as necessary for a recommendation of approval;

(8) Following the submission of an application, issuance of a charter or denial of the application by the panel by majority vote; provided that if the panel does not approve the application and issue a charter, provisions requiring the panel to:

(A) Clearly identify in writing its reasons for not issuing the charter, which may be used as guidelines for an amended plan; and

(B) Allow the interim local school board to revise its plan in accordance with the panel's guidelines, and resubmit an amended plan within ten calendar days;

(9) A provision for a final date on which a decision must be made upon receipt of an amended plan; and

(10) A provision that no conversion charter school may begin operation before obtaining panel approval of its charter.

(d) An application to become a conversion charter school shall include a detailed implementation plan that meets the requirements of this subsection and section 302B-9. The plan shall include the following:

(1) A description of employee rights and management issues and a framework for addressing those issues that protects the rights of employees;

(2) A plan for identifying, recruiting, and retaining highly-qualified instructional faculty;

(3) A plan for identifying, recruiting, and selecting students that is not exclusive, elitist, or segregationist;

(4) The curriculum and instructional framework to be used to achieve student outcomes, including an assessment plan;

(5) A plan for the assessment of student, administrative support, and teaching personnel performance that:

(A) Recognizes the interests of the general public;

(B) Incorporates or exceeds the educational content and performance standards developed by the department for the public school system;

(C) Includes a system of faculty and staff accountability that holds faculty and staff both individually and collectively accountable for their performance, and that is at least equivalent to the average system of accountability in public schools throughout the State; and

(D) Provides for program audits and annual financial audits;

(6) A governance structure for the charter school that incorporates a conflict of interest policy and a plan for periodic training to carry out the duties of local school board members;

(7) A financial plan based on the most recent fiscal year's per-pupil charter school allocation that demonstrates the ability to meet the financial obligations of one-time, start-up costs and ongoing costs such as monthly payrolls, faculty recruitment, professional development, and facilities costs; and

(8) A facilities plan.

(e) A nonprofit organization may submit a letter of intent to the office to convert a department school to a conversion charter school, operate and manage the school, establish a local school board as its governing body, and develop a detailed implementation plan pursuant to subsection (d); provided that:

(1) As the governing body of the conversion charter school, the local school board shall be composed of the board of directors of the nonprofit organization and not representatives of the participant groups specified in section 302B-7. The nonprofit organization may also appoint advisory groups of community representatives for each school managed by the nonprofit organization; provided that these groups shall not have governing authority over the school and shall serve only in an advisory capacity to the nonprofit organization;

(2) The detailed implementation plan for each conversion charter school to be operated by the nonprofit organization shall be formulated, developed, and submitted by the nonprofit organization, and shall be approved by a majority of the votes cast by existing administrative, support, and teaching personnel, and parents of the students of the proposed conversion charter school;

(3) The board of directors of the nonprofit organization, as the governing body for the conversion charter school that it operates and manages, shall have the same

protections that are afforded to the board in its role as the conversion charter school governing body;

(4) Any conversion charter school that is managed and operated by a nonprofit organization shall be eligible for the same federal and state funding as other public schools; provided that the nonprofit organization makes a minimum annual contribution of $1 per pupil toward the operation of a conversion charter school for every $4 per pupil allocated by the office for the operation of the conversion charter school; provided that in no event shall the nonprofit organization be required to contribute more than the total required contribution per pupil per year. As used in this section, "total required contribution" means:

(A) $1,500 for school years 2006-2007 through 2010-2011;

(B) $1,650 for school years 2011-2012 through 2015-2016; and

(C) $1,815 for school years 2016-2017 through 2020-2021; and

(5) If, at any time, the board of directors of the nonprofit organization governing the conversion charter school votes to discontinue its relationship with the charter school, the charter school may submit an application with a revised detailed implementation plan to the panel to continue as a conversion school without the participation of the nonprofit organization.

(f) Any nonprofit organization that seeks to manage or operate a conversion charter school as provided in subsection (e) shall comply with the following at the time of application:

(1) Have bylaws or policies that describe the manner in which business is conducted and policies that relate to the management of potential conflict of interest situations;

(2) Have experience in the management and operation of public or private schools or, to the extent necessary, agree to obtain appropriate services from another entity or entities possessing such experience;

(3) Comply with all applicable federal, state, and county laws, including licensure or accreditation, as applicable; and

(4) Comply with any other requirements prescribed by the department to ensure adherence with applicable federal, state, and county laws, and the purposes of this chapter.

(g) Any public school or schools, programs, or sections of existing public school populations that are part of a separate Hawaiian language immersion program using existing public school facilities may submit a letter of intent to the office to form a conversion charter school pursuant to this section.

(h) In the event of a conflict between the provisions in this section and other provisions in this chapter, this section shall control. [L 2006, c 298, pt of §2; am L 2007, c 115, §10]

§302B-7 Charter school local school boards; powers and duties. (a) All local school boards, with the exception of those of conversion charter schools that are managed and operated by a nonprofit organization pursuant to section 302B-6(e), shall be composed of, at a minimum, one representative from each of the following participant groups:

(1) Principals;

(2) Instructional staff members selected by the school instructional staff;

(3) Support staff selected by the support staff of the school;

(4) Parents of students attending the school selected by the parents of the school;

(5) Student body representatives selected by the students of the school; and

(6) The community at large.

(b) No chief executive officer, chief administrative officer, executive director, or otherwise designated head of a school may serve as the chair of the local school board.

(c) The local school board shall be the autonomous governing body of its charter school and shall be responsible for the financial and academic viability of the charter school, implementation of the charter, and the independent authority to determine the organization and management of the school, the curriculum, virtual education, and compliance with applicable federal and state laws. The local school board shall have the power to negotiate supplemental collective bargaining agreements with the exclusive representatives of their employees.

(d) Local school boards shall be exempt from chapter 103D, but shall develop internal policies and procedures for the procurement of goods, services, and construction, consistent with the goals of public accountability and public procurement practices. Charter schools are encouraged to use the provisions of chapter 103D wherever possible; provided that the use of one or more provisions of chapter 103D shall not constitute a waiver of the exemption from chapter 103D and shall not subject the charter school to any other provision of chapter 103D.

(e) Charter schools and their local school boards shall be exempt from the requirements of chapters 91 and 92. The local school boards shall:

(1) Make available the notices and agendas of public meetings:

(A) At a publicly accessible area in the local school board's office or the charter school administrative office so as to be available for review during regular business hours;

(B) On the local school board's or charter school's internet website not less than six calendar days prior to the public meeting, unless a waiver is granted by the executive director in the case of an emergency; and

(2) Make available the minutes from public meetings on a timely basis in:

(A) The local school board's office or the charter school administrative office so as to be available for review during regular business hours; and

(B) On the local school board's or charter school's internet website.

(f) The State shall afford the local school board of any charter school the same protections as the State affords the board. [L 2006, c 298, pt of §2]

§302B-8 Charter school administrative office. (a) There is established a charter school administrative office, which shall be attached to the department for administrative purposes only. The office shall be administered by an executive director, who shall be appointed without regard to chapters 76 and 89 by the panel based upon the recommendations of an organization of charter schools operating within the State or from a list of nominees submitted by the charter schools. The panel shall hire the executive director, who may be contracted for a term of up to four years; shall offer the executive director a written contract; and may terminate the executive director's contract only for cause. The executive director, with the approval of the panel, may hire necessary staff without regard to chapters 76 and 89 to assist in the administration of the office.

(b) The executive director, under the direction of the panel and in consultation with the charter schools, shall be responsible for the internal organization, operation, and management of the charter school system, including:

(1) Preparing and executing the budget and the capital improvement projects request for the charter schools, including submission of the all means of finance budget request that reflects all anticipated expenditures to the panel, the board, the governor, and

the legislature; provided that, in preparing the budget request with regard to facilities funding, the executive director shall ensure that, as a budget item separate from other operating costs, the request provides:

(A) Funding for projected enrollment for the next school year for each charter school;

(B) A calculation showing the per-pupil funding based on the department of budget and finance's debt service appropriation for the department of education divided by the department of education's actual enrollment that school year; and

(C) That no less than seventy per cent of the amount appropriated shall be allocated by the office to start-up charter schools on a per-pupil basis; provided that the funds remaining shall be allocated to charter schools with facilities needs as recommended by the office and approved by the panel;

(2) Allocating annual appropriations to the charter schools and distribution of federal funds to charter schools;

(3) Complying with applicable state laws related to the administration of the charter schools;

(4) Preparing contracts between the charter schools and the department for centralized services to be provided by the department;

(5) Preparing contracts between the charter schools and other state agencies for financial or personnel services to be provided by the agencies to the charter schools;

(6) Providing independent analysis and recommendations on charter school issues;

(7) Representing charter schools and the charter school system in communications with the board, the governor, and the legislature;

(8) Providing advocacy, assistance, and support for the development, growth, progress, and success of charter schools and the charter school system;

(9) Providing guidance and assistance to charter applicants and charter schools to enhance the completeness and accuracy of information for panel review;

(10) Assisting charter applicants and charter schools in coordinating their interactions with the panel as needed;

(11) Assisting the panel to coordinate with charter schools in panel investigations and evaluations of charter schools;

(12) Serving as the conduit to disseminate communications from the panel, the board, and the department to all charter schools;

(13) Determining charter school system needs and communicating those needs to the panel, the board, and the department;

(14) Establishing a dispute resolution and mediation process; and

(15) Upon request by one or more charter schools, assisting in the negotiation of a collective bargaining agreement with the exclusive representative of its employees.

(c) The executive director shall be evaluated annually by the panel. The annual evaluation shall be conducted sufficiently in advance of the end of a term to provide the executive director the opportunity to respond to concerns and improve performance.

(d) The salary of the executive director and staff shall be set by the panel based upon the recommendations of charter schools within the State; provided that the salaries and operational expenses of the office shall be paid from the annual charter school appropriation and shall not exceed two per cent of the total general fund allocation at an amount to be determined annually by the panel.

(e) The office shall include in its annual budget request additional funds to cover the estimated costs of:

(1) Vacation and sick leave accrued by employees transferring to a charter school from another state agency or department;

(2) Substitute teachers needed when a teacher is out on vacation or sick leave;

(3) Adjustments to enrollments; and

(4) Arbitration in the grievance process.

(f) The office shall withhold funds for charter school enrollments that are inconsistent with approved detailed implementation plans.

(g) The office shall withhold funds to repay overpayments or over-allocations received by charter schools when not repaid in a timely manner in accordance with rules adopted by the board.

(h) The office may carry over funds from previous year allocations. Funds distributed to charter schools shall be considered expended. [L 2006, c 298, pt of §2; am L 2007, c 115, §11; am L 2009, c 86, §4]

§302B-9 Exemptions from state laws. (a) Charter schools shall be exempt from chapters 91 and 92 and all other state laws in conflict with this chapter, except those regarding:

(1) Collective bargaining under chapter 89; provided that:

(A) The exclusive representatives as defined in chapter 89 and the local school board of the charter school may enter into supplemental agreements that contain cost and noncost items to facilitate decentralized decision-making;

(B) The agreements shall be funded from the current allocation or other sources of revenue received by the charter school; provided that collective bargaining increases for employees shall be allocated by the department of budget and finance to the charter school administrative office for distribution to charter schools; and

(C) These supplemental agreements may differ from the master contracts negotiated with the department;

(2) Discriminatory practices under section 378-2; and

(3) Health and safety requirements.

(b) Charter schools and the office shall be exempt from chapter 103D, but shall develop internal policies and procedures for the procurement of goods, services, and construction, consistent with the goals of public accountability and public procurement practices. Charter schools and the office are encouraged to use the provisions of chapter 103D where possible; provided that the use of one or more provisions of chapter 103D shall not constitute a waiver of the exemption from chapter 103D and shall not subject the charter school or the office to any other provision of chapter 103D. Charter schools and the office shall account for funds expended for the procurement of goods and services, and this accounting shall be available to the public.

(c) Any charter school, prior to the beginning of the school year, may enter into an annual contract with any department for centralized services to be provided by that department.

(d) Notwithstanding any law to the contrary, as public schools and entities of the State, neither a charter school nor the office may bring suit against any other entity or agency of the State. [L 2006, c 298, pt of §2]

§302B-10 Civil service status; employee rights. (a) Civil service employees of department schools shall retain their civil service status upon the conversion of their school to a conversion charter school. Positions in a conversion charter school that would be civil service in a department public school shall be civil service positions and subject to chapter 76. An employee with civil service status at a conversion charter school who transfers, is promoted, or takes a voluntary demotion to another civil service position shall be entitled to all of the rights, privileges, and benefits of continuous, uninterrupted civil service. Civil service employees of a conversion charter school shall have civil service status in the department's civil service system and shall be entitled to all rights, privileges, and benefits as other civil service employees employed by the department. Exempt employees as provided in section 76-16(b)(11)(B) of a conversion charter school shall have support services personnel status in the department's support services personnel system and shall be entitled to all rights, privileges, and benefits as other exempt employees employed by the department in their support services personnel system.

(b) The State shall afford administrative, support, and instructional employees in charter schools full participation in the State's systems for retirement, workers' compensation, unemployment insurance, temporary disability insurance, and health benefits in accordance with the qualification requirements for each.

(c) The department, to the extent possible, shall provide its position listings to the office and any interested local school board of any charter school.

(d) The department, in conjunction with the office, shall facilitate and encourage the movement of instructional personnel between the department and charter schools; provided that:

(1) Comparable and verifiable professional development and employee evaluation standards and practices, as determined and certified by the office, are in place in charter schools for instructional staff;

(2) Licensed charter school teachers, as determined by the Hawaii teacher standards board, who are not yet tenured in the department and are entering or returning to the department after full-time employment of no less than one full school year at a charter school, shall be subject to no more than one year of probationary status; and

(3) Tenured department licensed teachers, as determined by the department, who transfer to charter schools shall not be required to serve a probationary period. [L 2006, c 298, pt of §2]

§302B-11 Administration of workers' compensation. The department of human resources development shall administer workers' compensation claims for employees of charter schools, who shall be covered by the same self-insured workers' compensation system as other public employees. The department of human resources development shall process, investigate, and make payments on claims; provided that:

(1) Charter schools shall compile the preliminary claim form and forward it to the department of human resources development; and

(2) The department of human resources development shall receive no more than 0.07 per cent of the EDN 600 appropriation to process these workers' compensation claims. [L 2006, c 298, pt of §2]

§302B-12 Funding and finance. (a) Beginning with fiscal year 2009-2010, and each fiscal year thereafter, the non-facility per-pupil funding request for charter school students shall not be

less than the per-pupil amount to the department in the most recently approved executive budget recommendation for the department, as set forth in paragraph (2); provided that:

(1) The per-pupil funding request shall include funding for projected enrollment figures for each charter school; and

(2) The per-pupil request for each regular education and special education student shall:

(A) Include all regular education cost categories, including comprehensive school support services, but excluding special education services; provided that special education services are provided and funded by the department;

(B) Include all means of financing except federal funds, as reported in the most recently-approved executive budget recommendations for the department; provided that in preparing the budget the executive director shall include an analysis of the proposed budget in relationship to the most recently published department consolidated annual financial report; and

(C) Exclude fringe benefit costs and debt service.

(b) Fringe benefit costs for charter school employees, regardless of the payroll system utilized by a charter school, shall be included in the department of budget and finance's annual budget request. No fringe benefit costs shall be charged directly to or deducted from the charter school per-pupil allocations.

The legislature shall make an appropriation based upon the budget request; provided that the legislature may make additional appropriations for fringe, workers' compensation, and other employee benefits and facility costs. The legislature may make additional appropriations for other requested amounts that benefit charter schools.

The governor, pursuant to chapter 37, may impose restrictions or reductions on charter school appropriations similar to those imposed on other public schools.

(c) Charter schools shall be eligible for all federal financial support to the same extent as all other public schools. The department shall provide the office with all state-level federal grant proposals submitted by the department that include charter schools as potential recipients and timely reports on state-level federal grants received for which charter schools may apply or are entitled to receive. Federal funds received by the department for charter schools shall be transferred to the office for distribution to charter schools in accordance with the federal requirements. If administrative services related to federal grants and subsidies are provided to the charter school by the department, the charter school shall reimburse the department for the actual costs of the administrative services in an amount that shall not exceed six and one-half per cent of the charter school's federal grants and subsidies.

Any charter school shall be eligible to receive any supplemental federal grant or award for which any other public school may submit a proposal, or any supplemental federal grants limited to charter schools; provided that if department administrative services, including funds management, budgetary, fiscal accounting, or other related services, are provided with respect to these supplemental grants, the charter school shall reimburse the department for the actual costs of the administrative services in an amount that shall not exceed six and one-half per cent of the supplemental grant for which the services are used.

All additional funds generated by the local school boards, that are not from a supplemental grant, shall be held separate from allotted funds and may be expended at the discretion of the local school boards.

(d) To enable charter schools to access state funding prior to the start of each school year, foster their fiscal planning, and enhance their accountability, the office shall:

(1) Provide fifty per cent of a charter school's per-pupil allocation based on the charter school's projected student enrollment no later than July 20 of each fiscal year; provided that the charter school shall have submitted to the office a projected student enrollment no later than May 15 of each year;

(2) Provide an additional forty per cent of a charter school's per-pupil allocation no later than November 15 of each year; provided that the charter school shall have submitted to the office:

(A) Student enrollment as verified on October 15 of each year; provided that the student enrollment shall be verified on the last business day immediately prior to October 15 should that date fall on a weekend; and

(B) An accounting of the percentage of student enrollment that transferred from public schools established and maintained by the department; provided that these accountings shall also be submitted by the office to the legislature no later than twenty days prior to the start of each regular session; and

(3) Retain no more than ten per cent of a charter school's per-pupil allocation no later than June 30 of each year as a contingency balance to ensure fiscal accountability and compliance;

provided that the panel may make adjustments in allocations based on noncompliance with board policies made in the board's capacity as the state education agency, department directives made in the department's capacity as the state education agency, the office's administrative procedures, and board-approved accountability requirements.

(e) The department shall provide appropriate transitional resources to a conversion charter school for its first year of operation as a charter school based upon the department's allocation to the school for the year prior to the conversion.

(f) No start-up charter school or conversion charter school may assess tuition. [L 2006, c 298, pt of §2; am L 2007, c 115, §12; am L 2009, c 86, §5]

§302B-13 Weighted student formula. (a) Notwithstanding section [302B-12] and beginning September 1, 2006, charter schools shall elect whether to receive allocations according to the department's weighted student formula adopted pursuant to section 302A-1303.6; provided that:

(1) All charter schools, as a group, with each local school board being accorded one vote, shall elect, by greater than two-thirds agreement among the local school boards, whether to receive allocations through the department's weighted student formula; provided that the nonprofit that governs more than one conversion charter school may cast one vote representing each school it governs;

(2) Any election by charter schools to receive department allocations, or not to receive allocations, through the department's weighted student formula shall be made by September 1 of each even-numbered year, and the election shall apply to the fiscal biennium beginning July 1 of the following year; provided that the appropriate funds shall be transferred by the department to the charter school administrative office for distribution to the charter schools; and

(3) The election to receive allocations, or not to receive allocations, through the department's weighted student formula shall be communicated to the department through the office.

(b) The charter schools, through the office, may propose to the board an alternative

weighted student formula, approved of by more than two-thirds of the local school boards, with each local school board being accorded one vote, to be administered by the office and to apply to the per-pupil allocation for charter schools. [L 2006, c 298, pt of §2]

§302B-14 Accountability; probationary status; revocation of charter. (a) Every charter school shall conduct annual self-evaluations that shall be submitted to the panel within sixty working days after the completion of the school year, or in accordance with reporting requirements adopted by the panel. The self-evaluation process shall include but not be limited to:

(1) The identification and adoption of benchmarks to measure and evaluate administrative and instructional programs;
(2) The identification of any innovations or research that may assist other public schools;
(3) The identification of any administrative and legal barriers to meeting the adopted benchmarks, and recommendations for improvements and modifications to address the barriers;
(4) An evaluation of student achievement within the charter school;
(5) A profile of the charter school's enrollment and the community it serves, including a breakdown of regular education and special education students; and
(6) An evaluation of the school's organizational viability.

(b) The panel shall conduct a multi-year evaluation of each charter school on its fourth anniversary year and every five years thereafter. The panel may from time to time establish a schedule to stagger the multi-year evaluations.

(c) The panel may conduct special evaluations of charter schools at any time.

(d) The panel may place a charter school on probationary status; provided that:

(1) The panel evaluates the charter school or reviews an evaluation of the charter school;
(2) The panel and the office are involved in substantive discussions with the charter school regarding the areas of deficiencies;
(3) The notice of probation is delivered to the charter school and specifies the deficiencies requiring correction, the probation period, and monitoring and reporting requirements;
(4) For deficiencies related to student performance, a charter school shall be allowed two years to improve student performance;
(5) For deficiencies related to financial plans, a charter school shall be allowed one year to develop a sound financial plan; and
(6) For deficiencies related to organizational viability, a charter school may be allowed one year to improve administrative compliance.

The charter school shall remain on probationary status until the panel votes either to remove the charter school from probationary status or revoke its charter.

(e) If a charter school fails to resolve deficiencies by the end of the probation period, the panel may revoke the charter; provided that the vote of two-thirds of all the members to which the panel is entitled shall be required to revoke the charter.

(f) The panel may place a charter school on probationary status or revoke the charter for serious student or employee health or safety deficiencies; provided that:

(1) The charter school is given notice of specific health or safety deficiencies and is afforded an opportunity to present its case to the panel;

(2) The panel chair appoints a task group, which may be an investigative task group or the office, to visit the charter school and conduct meetings with its local school board and its school community to gather input;
(3) Based on its findings, the task group shall recommend to the panel to revoke the charter, place the charter school on probation, or continue the charter;
(4) The vote of two-thirds of all the members to which the panel is entitled shall be required to revoke the charter;
(5) The best interest of the school's students guide all decisions; and
(6) After a decision to revoke a charter, the charter school shall be allowed to remain open until a plan for an orderly shutdown or transfer of students and assets is developed and executed, or until the school year ends, whichever comes first.

(g) If there is an immediate concern for student or employee health or safety at a charter school, the panel, in consultation with the office, may adopt an interim restructuring plan that may include the appointment of an interim local school board, an interim local school board chairperson, or a principal to temporarily assume operations of the school; provided that if possible without further jeopardizing the health or safety of students and employees, the charter school's stakeholders and community are first given the opportunity to elect a new local school board which shall appoint a new interim principal. The board shall have the authority to direct the panel to take appropriate action to immediately health and safety issues that may exist at address serious a charter school in order to ensure the health and safety of students and employees and mitigate significant liability to the State.

(h) The board shall adopt rules pursuant to chapter 91 for placing charter schools on probation and for revoking a charter.

(i) If, at any time, a charter school dissolves or the charter is revoked, the State shall have first right, at no cost to the State, to all the assets and facilities of the charter school, except as otherwise provided by law. [L 2006, c 298, pt of §2; am L 2007, c 115, §13; am L 2009, c 86, §6]

§302B-15 Responsibilities of department of education; special education services. (a) The department shall collaborate with the office to develop a system of technical assistance related to compliance with federal and state laws and access to federal and state funds. The department and the office shall collaborate to develop a list of central services that the department may offer for purchase by a charter school at an annual cost to be negotiated between an individual charter school and the department. The department shall enter into a contract with a charter school to provide these services, which shall be renegotiated on an annual basis.

(b) The department shall be responsible for the provision of a free appropriate public education. Any charter school that enrolls special education students or identifies one of its students as eligible for special education shall be responsible for providing the educational and related services required by a student's individualized education program. The programs and services for the student shall be determined collaboratively by the student's individualized education program team and the student's parents or legal guardians.

If the charter school is unable to provide all of the required services, then services to the student shall be provided by the department according to services determined by the student's individualized educational program team. The department shall collaborate with the office to develop guidelines related to the provision of special education services and resources to each charter school. The department shall review all of the current individualized education programs

of special education students enrolled in a charter school and may offer staff, funding, or both, to the charter school based upon a per-pupil weighted formula implemented by the department and used to allocate resources for special education students in the public schools. [L 2006, c 298, pt of §2]

§302B-16 Sports. The department shall provide students at charter schools with the same opportunity to participate in athletics provided to students at other public schools. If a student at a charter school wishes to participate in a sport for which there is no program at the charter school, the department shall allow that student to participate in a comparable program of any public school in the complex in which the charter school is located. [L 2006, c 298, pt of §2]

Act 144

THE SENATE
TWENTY-FIFTH LEGISLATURE, 2010
STATE OF HAWAII

S.B. NO. 2589 S.D. 2 H.D. 1 C.D. 1

A BILL FOR AN ACT

RELATING TO CHARTER SCHOOLS.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

SECTION 1. The legislature finds that the charter school movement has progressed over the past few decades into a system with its own administrative office and review panel to operate, maintain, and develop charter schools. With the growth and maturation of the charter school system, however, the legislature also finds the need for greater accountability and improved processes within the system to ensure that prudent financial decisions are made and that a standard of quality is maintained across all charter schools.

Further, the legislature finds that some public charter schools face daunting obstacles such as the high cost of rent and less-than-desirable locations of their facilities, while the department of education is considering the closure of certain non-charter public schools due to departmental financial constraints.

The purpose of this Act is to:

(1) Require the charter school review panel to adopt a clear process with rigorous criteria for charter schools to be reauthorized;

(2) Require the charter school review panel to reauthorize a charter school no later than four years following the initial issue of the charter and every six years thereafter;

(3) Require the charter school review panel to evaluate and investigate charter schools when concerns arise that necessitate the resolution or assistance with the resolution of legal, fiscal, health, safety, and other serious issues;

(4) Require the charter school administrative office to withhold not more than two per cent of the annual general fund allocation for its operational expenses, including salaries for staff and the executive director;

(5) Require the charter school administrative office to report annually to the charter school review panel individual and aggregate expenditures of charter schools, clearly distinguishing between expenditures for operational and instructional purposes;

(6) Require per-pupil allocation checks paid by the charter school administrative office to individual charter schools to be co-signed by the executive director of the charter school administrative office and an agent of the charter school review panel to encourage more intentional and well-informed financial decision-making;

(7) Increase the limit on the number of new start-up charter schools;

(8) Require the department of education to make available vacant school facilities or portions of school facilities for use by charter schools; provided that the department may elect to use the facilities to support public education programs with preference given to instructional uses over administrative uses; and

(9) Make changes to charter school funding, including the creation of the charter schools account as a separate account in the state treasury, to further encourage fairness in funding and the availability of resources to charter schools.

SECTION 2. Chapter 302A, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"**§302A- Use of vacant public school facilities by charter schools.** (a) When the department considers whether to close any particular public school, it shall simultaneously give reasonable consideration to making all or portions of the facilities of the public school available for the exclusive occupancy and use by a charter school or joint occupancy and use by the charter school and the department; provided that the department may elect to use the facilities for the support of public education programs, with preference given to instructional uses over administrative uses.

(b) The department shall submit a notice of possible availability of a public school to the charter school review panel as early as possible; provided that if a vacancy is established, a notice of vacancy shall be submitted to the charter school review panel no later than thirty days after the establishment of the vacancy.

(c) Pursuant to section 302B-A and upon receipt of a notice pursuant to subsection (b), the charter school review panel shall solicit applications from charter schools interested

in using and occupying all or portions of the facilities of the public school and submit a prioritized list of charter schools to the department for final determination of which charter school, if any, shall be authorized to use and occupy the public school facilities.

(d) Upon the selection of a charter school to use a vacant school facility or portion of a school facility, the department and the charter school review panel shall enter into necessary agreements within ninety days of the selection to carry out the purposes of this section.

(e) After receipt by the charter school review panel of a notice pursuant to subsection (b), if the charter school review panel does not provide a prioritized list of charter schools because no charter school has requested to use the facilities of the public school, or if the department receives the prioritized list but determines that no charter school on the list is an appropriate candidate to occupy and use the facilities, the department shall give reasonable consideration to making all or portions of the facilities of the public school, if closed, available for occupancy and use for other educational purposes.

(f) The department shall adopt rules necessary to carry out the purposes of this section.

(g) For purposes of this section, "public school" means any school that falls within the definition of public schools in section 302A-101, except for charter schools."

SECTION 3. Chapter 302B, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"**§302B-A Occupancy and use of facilities of public schools.** (a) When the department considers whether to close any particular public school, the department shall submit a notice of possible availability of a public school or notice of vacancy of a public school to the charter school review panel pursuant to section 302A- (b); provided that the department has not elected to use the public school to support education programs.

(b) If a charter school exclusively or jointly occupies or uses buildings or facilities of a public school immediately prior to converting to a charter school, upon conversion that charter school shall be given continued exclusive or joint use of the buildings or facilities; provided that:

(1) The State may reclaim some or all of the buildings or facilities if it demonstrates a tangible and imperative need for such reclamation;

(2) The State and the conversion charter school voluntarily enter into an agreement detailing the portion of those buildings or facilities that shall be reclaimed by the State and a timetable for the reclamation. If a timetable cannot be reached, the State may petition the panel for the reclamation, and the panel may grant the petition only to the extent that is not possible for the conversion charter school and the department to jointly occupy or use the buildings or facilities.

(c) Upon receipt of a notice pursuant to section 302A- (b), the panel shall solicit applications from charter schools interested in using and occupying all or portions of the facilities of the public school by:

(1) Promptly notifying all charter schools that the public school is being considered for closure; and

(2) Affording each charter school an opportunity to submit an application with a written explanation and justification of why the charter school should be considered for possible occupancy and use of the facilities of the public school.

(d) After fully considering each charter school's application and based on the applications received and on other considerations, the panel shall:

(1) Provide a written response to each charter school's application after each application has been fully considered; and

(2) Compile a prioritized list of charter schools and submit the list to the department for final determination of which charter school, if any, shall be authorized to use and occupy the public school facilities.

(e) Upon the selection of a charter school to use a vacant school facility or portion of a school facility, the department and the panel shall enter into necessary agreements within ninety days of the selection to carry out the purposes of this section; provided that any agreement between the panel and the department shall stipulate that a charter school that uses and occupies a public school facility or portion of a public school facility shall be responsible for the full or pro rata share of the repair and maintenance costs for that facility or portion of the facility, as the case may be.

(f) The panel shall adopt policies and procedures necessary to carry out the purposes of this section, including but not limited to:

(1) Procedures for charter schools to apply in writing to use vacant school facilities;

(2) Criteria for the panel to use in determining which charter schools to include on the prioritized list to be submitted to the department; and

(3) Procedures for the panel to notify charter school applicants that are granted or denied the use of vacant school facilities.

(g) For purposes of this section, "public school" means any school that falls within the definition of public schools in section 302A-101, except for charter schools."

SECTION 4. Section 302A-1151, Hawaii Revised Statutes, is amended to read as follows:

"[~~§~~]§302A-1151[~~]~~] **Sale of school lands unnecessary for school purposes.** The chairperson of the board of land and natural resources is hereby requested, upon the recommendation and approval of the superintendent, to sell any state lands, including the buildings thereon, once used but no longer necessary for school purposes[~~.~~]; provided that no school

facility or portion of a school facility shall be sold before that facility or portion of the facility is made available for use by the department or charter schools, pursuant to sections 302A- and 302B-A."

SECTION 5. Section 302B-3, Hawaii Revised Statutes, is amended by amending subsection (i) to read as follows:

"(i) The powers and duties of the panel shall be to:

(1) Appoint and evaluate the executive director and approve staff and salary levels for the charter school administrative office;

(2) Review, approve, or deny charter applications for new charter schools in accordance with section 302B-5 for the issuance of new charters; provided that applicants that are denied a charter may appeal to the board for a final decision pursuant to section 302B-3.5;

(3) Review, approve, or deny significant amendments to detailed implementation plans to maximize the school's financial and academic success, long-term organizational viability, and accountability. Charter schools that are denied a significant amendment to their detailed implementation plan may appeal to the

board for a final decision pursuant to section 302B-3.5;

(4) Pursuant to section 302B-A, compile and submit prioritized lists of charter schools to the department and enter into necessary agreements with the department to authorize charter schools to use and occupy vacant public school facilities or portions of school facilities;

[~~(4)~~] (5) Adopt reporting requirements for charter schools;

[~~(5)~~] (6) Review annual self-evaluation reports from charter schools and take appropriate action;

(7) Adopt a clear process and rigorous organizational and educational criteria, including student achievement as a significant factor, for the authorization and reauthorization of school charters;

(8) Evaluate each school charter, for the purpose of determining reauthorization, no later than four years following the initial issue of a charter and every six years thereafter;

[~~(6)~~] (9) Evaluate any aspect of a charter school that the panel may have concerns with and take appropriate action, which may include probation or revocation;

[~~(7)~~] (10) Periodically adopt improvements in the panel's monitoring and oversight of charter schools;

[~~(8)~~] (11) Periodically adopt improvements in the office's support of charter schools and management of the charter school system;

[~~(9)~~] (12) Review, modify, and approve charter schools' all means of finance budget, based upon criteria and an approval process established by the panel; [~~and~~]

[~~(10)~~] (13) Survey all charter school facilities prior to, and in preparation for, determining recommendations to allocate non-per-pupil facilities funds to charter schools with facilities needs. The survey shall include, at minimum, for each charter school facility:

(A) The current status of the facility;

(B) Facilities costs, including all rents, leases, purchases, and repair and maintenance for lands and buildings;

(C) A prioritized list of facilities needs;

(D) Any capital improvement projects underway or scheduled; and

(E) Whether the facility is a conversion or start-up charter school, and current and projected enrollment[~~.~~]; and

(14) Evaluate and investigate charter schools when concerns arise that necessitate the resolution or assistance with the resolution of legal, fiscal, health, safety, and other serious issues."

SECTION 6. Section 302B-4, Hawaii Revised Statutes, is amended to read as follows:

"§302B-4 **[~~Limits on~~] Encouraging the growth of successful charter schools.** [~~The~~] Upon the approval of administrative rules, the panel may authorize [~~one~~] up to three new start-up charter [~~school~~] schools for each existing start-up charter school that has received a three-year or longer accreditation from the Western Association of Schools and Colleges or a comparable accreditation authority as determined by the panel, [~~or~~] and one new start-up charter school for each start-up charter school whose charter is revoked[~~.~~] or that voluntarily closes. The total number of conversion charter schools authorized by the panel shall not exceed twenty-five."

SECTION 7. Section 302B-8, Hawaii Revised Statutes, is amended to read as follows:

"§302B-8 **Charter school administrative office.** (a) There is established a charter school administrative office, which shall be attached to the department for administrative purposes only. The office shall be administered by an executive director, who shall be appointed without regard to chapters 76 and 89 by the panel based upon the recommendations of an organization of charter schools operating within the State or from a list of nominees submitted by the charter schools. The panel shall hire the executive director, who may be contracted for a term of up to four years; shall offer the executive director a written contract; and may terminate the executive director's contract only for cause. The executive director, with the approval of the panel, may hire necessary staff without regard to chapters 76 and 89 to assist in the administration of the office.

(b) The executive director, under the direction of the panel and in consultation with the charter schools, shall be responsible for the internal organization, operation, and management of the charter school system, including:

(1) Preparing and executing the budget and the capital improvement projects request for the charter schools, including submission of the all means of finance

budget request that reflects all anticipated expenditures to the panel, the board, the governor, and the legislature; provided that, in preparing the budget request with regard to facilities funding, the executive director shall ensure that, as a budget item separate from other operating costs, the request provides:

(A) Funding for projected enrollment for the next school year for each charter school;

(B) A calculation showing the per-pupil funding based on the department of budget and finance's debt service appropriation for the department of education divided by the department of education's actual enrollment that school year; and

(C) That no less than seventy per cent of the amount appropriated shall be allocated by the office to start-up charter schools on a per-pupil basis; provided that the funds remaining shall be allocated to charter schools with facilities needs as recommended by the office and approved by the panel;

(2) Allocating annual appropriations to the charter schools and distribution of federal funds to charter schools;

(3) Complying with applicable state laws related to the administration of the charter schools;

(4) Preparing contracts between the charter schools and the department for centralized services to be provided by the department;

(5) Preparing contracts between the charter schools and other state agencies for financial or personnel services to be provided by the agencies to the charter schools;

(6) Providing independent analysis and recommendations on charter school issues;

(7) Representing charter schools and the charter school system in communications with the board, the governor, and the legislature;

(8) Providing advocacy, assistance, and support for the development, growth, progress, and success of charter schools and the charter school system;

(9) Providing guidance and assistance to charter applicants and charter schools to enhance the

completeness and accuracy of information for panel review;

(10) Assisting charter applicants and charter schools in coordinating their interactions with the panel as needed;

(11) Assisting the panel to coordinate with charter schools in panel investigations and evaluations of charter schools;

(12) Serving as the conduit to disseminate communications from the panel, the board, and the department to all charter schools;

(13) Determining charter school system needs and communicating those needs to the panel, the board, and the department;

(14) Establishing a dispute resolution and mediation process; and

(15) Upon request by one or more charter schools, assisting in the negotiation of a collective bargaining agreement with the exclusive representative of its employees.

(c) The executive director shall be evaluated annually by the panel. The annual evaluation shall be conducted

sufficiently in advance of the end of a term to provide the executive director the opportunity to respond to concerns and improve performance.

(d) The office shall withhold funds for its operational expenses, including the salaries of the executive director and staff, from the annual charter school general fund appropriation. The total amount of operational expenses withheld:

(1) Shall not exceed two per cent of the annual charter school general fund allocation, which shall not include any funds carried over from previous years;

(2) Shall not include the amount of funds withheld under subsections (g) and (h); and

(3) Shall be determined annually by the panel.

The [~~salary~~] salaries of the executive director and staff shall be set by the panel based upon the recommendations of charter schools within the State[~~; provided that the salaries and operational expenses of the office shall be paid from the annual charter school appropriation and shall not exceed two per cent of the total general fund allocation at an amount to be determined annually by the panel.~~] and in accordance with the requirements of this subsection.

(e) The office shall report annually to the review panel individual and aggregate expenditures of charter schools, clearly distinguishing between expenditures for operational purposes and for instructional purposes. The office shall adopt rules to develop a standardized method for charter schools to report the expenditures and to determine expenditures that constitute expenditures for operational expenses and expenditures for instructional purposes. If any charter school fails to meet the reporting requirements under this subsection, the office may retain a portion of that charter school's per-pupil allocation pursuant to section 302B-12(e)(3).

[~~(e)~~] (f) The office shall include in its annual budget request additional funds to cover the estimated costs of:

(1) Vacation and sick leave accrued by employees transferring to a charter school from another state agency or department;

(2) Substitute teachers needed when a teacher is out on vacation or sick leave;

(3) Adjustments to enrollments; and

(4) Arbitration in the grievance process.

[~~(f)~~] (g) The office shall withhold funds for charter school enrollments that are inconsistent with approved detailed implementation plans.

[~~(g)~~] (h) The office shall withhold funds to repay overpayments or over-allocations received by charter schools when not repaid in a timely manner in accordance with rules adopted by the board.

[~~(h)~~] (i) The office may carry over funds from previous year allocations. Funds distributed to charter schools shall be considered expended."

SECTION 8. Section 302B-12, Hawaii Revised Statutes, is amended to read as follows:

"**§302B-12 Funding and finance.** (a) Beginning with fiscal year [~~2009-2010,~~] 2010-2011, and each fiscal year thereafter, the non-facility general fund per-pupil funding request for charter school students shall [~~not~~] be [~~less than~~] the same as the general fund per-pupil amount to the department in the most recently approved executive budget recommendation for the department, as set forth in paragraph (2); provided that:

(1) The general fund per-pupil funding request shall [~~include funding for~~] be based upon reasonable

projected enrollment figures for [~~each~~] all charter [~~school;~~] schools; and

(2) The general fund per-pupil request for each regular education and special education student shall:

(A) Include all general fund regular education cost categories, including comprehensive school support services, but excluding special education services[~~.~~], adult education, and the after-school plus program; provided that [~~special education~~] these services are provided and funded by the department; and

[~~(B) Include all means of financing except federal funds, as reported in the most recently-approved executive budget recommendations for the department; provided that in preparing the budget the executive director shall include an analysis of the proposed budget in relationship to the most recently published department consolidated annual financial report; and~~

~~(C)~~] (B) Exclude fringe benefit costs and debt service.

(b) Fringe benefit costs for charter school employees, regardless of the payroll system utilized by a charter school, shall be included in the department of budget and finance's annual budget request. No fringe benefit costs shall be charged directly to or deducted from the charter school per-pupil allocations.

The legislature shall make an appropriation based upon the budget request; provided that the legislature may make additional appropriations for [~~fringe, workers' compensation, and other employee benefits and~~] facility [~~costs. The legislature may make additional appropriations for other requested amounts that benefit charter schools.~~] and other costs.

The governor, pursuant to chapter 37, may impose restrictions or reductions on charter school appropriations similar to those imposed on other public schools.

(c) Charter schools shall be eligible for all federal financial support to the same extent as all other public schools. The department shall provide the office with all state-level federal grant proposals submitted by the department that include charter schools as potential recipients and timely reports on state-level federal grants received for which charter

schools may apply or are entitled to receive. Federal funds received by the department for charter schools shall be transferred to the office for distribution to charter schools in accordance with the federal requirements. If administrative services related to federal grants and subsidies are provided to the charter school by the department, the charter school shall reimburse the department for the actual costs of the administrative services in an amount that shall not exceed six and one-half per cent of the charter school's federal grants and subsidies.

Any charter school shall be eligible to receive any supplemental federal grant or award for which any other public school may submit a proposal, or any supplemental federal grants limited to charter schools; provided that if department administrative services, including funds management, budgetary, fiscal accounting, or other related services, are provided with respect to these supplemental grants, the charter school shall reimburse the department for the actual costs of the administrative services in an amount that shall not exceed six and one-half per cent of the supplemental grant for which the services are used.

All additional funds generated by the local school boards, that are not from a supplemental grant, shall be held separate from allotted funds and may be expended at the discretion of the local school boards.

(d) The office shall calculate a general fund per-pupil amount based upon the amount of general funds appropriated by the legislature and released by the governor and the projected enrollment amount used to calculate the general funds appropriated pursuant to subsection (a); provided that:

(1) Per-pupil distributions to the charter schools pursuant to subsection (e) shall be based upon the per-pupil amount as calculated by the office pursuant to this subsection. The per-pupil distributions shall be deposited into the charter schools account established by subsection (i); and

(2) In years when the projected enrollment used to calculate the per-pupil amount pursuant to this subsection exceeds the total actual enrollment as reported by the charter schools as of October 15, the excess funds shall remain in the state treasury in the charter schools account;

(A) General funds appropriated pursuant to this section remaining in the charter schools account within the state treasury at the end of each fiscal year and in excess of $5,000,000 shall lapse to the credit of the state general fund; and

(B) General funds remaining in the charter schools account in the state treasury appropriated pursuant to this section that are less than $5,000,000 shall carry over to subsequent years to be used to provide per-pupil funding in years when the projected enrollment amount is less than the actual per-pupil enrollment reported by the charter schools on October 15 of each year.

The office shall submit a report to the legislature no later than twenty days prior to each regular session that contains each charter school's current school year projection that is used to submit the budget request, the updated May 15 enrollment projection, the actual October 15 enrollment count, the office's reviewed and verified enrollment count, the office's reviewed and verified enrollment count, and the November 15 enrollment count. This report shall also provide an

accounting of the use, if any, of state general funds subject to paragraph (2)(B).

[~~(d)~~] (e) To enable charter schools to access state funding prior to the start of each school year, foster their fiscal planning, [~~and~~] enhance their accountability, and avoid over-allocating general funds to charter schools based on self-reported enrollment projections, the office shall:

(1) Provide [~~fifty~~] sixty per cent of a charter school's per-pupil allocation based on the charter school's projected student enrollment no later than July 20 of each fiscal year; provided that the charter school shall have submitted to the office a projected student enrollment no later than May 15 of each year;

(2) Provide an additional [~~forty~~] thirty per cent of a charter school's per-pupil allocation no later than [~~November 15~~] December 1 of each year[~~; provided that the charter school shall have submitted to the office:~~

~~(A) Student enrollment as verified on October 15 of each year; provided that the student enrollment shall be verified on the last business day immediately prior to October 15 should that date fall on a weekend; and~~

~~(B) An accounting of the percentage of student enrollment that transferred from public schools established and maintained by the department; provided that these accountings shall also be submitted by the office to the legislature no later than twenty days prior to the start of each regular session;~~], based on the October 15 student enrollment, as reviewed and verified by the office, only to schools in compliance with the office financial reporting requirements; and

(3) Retain no more than the balance of the remaining ten per cent of a charter school's per-pupil allocation, as a contingency balance to ensure fiscal accountability and compliance, no later than June 30 of each year [~~as a contingency balance to ensure fiscal accountability and compliance~~];

provided that the panel may make adjustments in allocations based on noncompliance with board policies made in the board's capacity as the state education agency, department directives made in the department's capacity as the state education agency, the office's administrative procedures, and board-approved accountability requirements.

(f) Any check transferring a per-pupil allocation from the office to a charter school under this section shall be co-signed by the executive director and an authorized agent of the charter school review panel.

[~~(e)~~] (g) The department shall provide appropriate transitional resources to a conversion charter school for its first year of operation as a charter school based upon the department's allocation to the school for the year prior to the conversion.

[~~(f)~~] (h) No start-up charter school or conversion charter school may assess tuition.

(i) There is created in the treasury of the State, as a separate account, the charter schools account, into which shall be deposited per-pupil distributions in accordance with subsection (d)."

SECTION 9. Statutory material to be repealed is bracketed and stricken. New statutory material is underscored.

SECTION 10. In codifying the new section added by section 3 of this Act, the revisor of statutes shall substitute appropriate section number for the letter used in designating the new section in this Act.

S.B. NO. 2589 S.D. 2 H.D. 1 C.D. 1
Act 144

SECTION 11. This Act shall take effect on July 1, 2010.

S.B. NO. 2589 S.D. 2 H.D. 1 C.D. 1

Act 144

Report Title:
Charter Schools; Omnibus

Description:
Makes several changes affecting the administration and funding of charter schools, use of vacant school facilities by charter schools, reporting and accountability requirements of charter schools, and limit on the number of new start-up charter schools. Effective July 1, 2010. (CD1)

The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.

APPLICATION FOR CHARTERS: START-UP CHARTER SCHOOL DETAILED IMPLEMENTATION PLAN

To Be Submitted to the

Charter School Review Panel

Table of Contents

Part I. Overview New Start-Up DIP Applicants 2

Stage 1: Submission of Letter of Intent 2

Stage 2: Development and Approval of the DIP by the Interim Local School Board 2

Stage 3: Submission of DIP to the Panel via CSRP Executive Assistant and CSAO 2

Stage 4: CSRP Application committee review for completeness and eligibility and notification of the interim Local School Board 2

Stage 5: Resubmission of the DIP 2

Stage 6: Review of Detailed Implementation Plan and Interview of Applicant Group 2

Stage 7: Return to ILSB for requested revisions 2

Stage 8: Submission of Revised DIP 2

Stage 9: Review of revised DIP 2

Stage 10: Issue or deny charter with written reasons for the decision 2

Stage 11: Submission of Revised DIP 2

Stage 12: Review of Second Revision of DIP 2

Stage 13: Decision and Notification of denial/approval to ILSB 2

Stage 14: Appeal Process 2

Stage 15: BOE Review of Appealed DIP 2

Stage 16: Final Panel Decision 2

Part II: Start-up Charter School DIP Application Timeline 2

Part III. Contents of the Detailed Implementation Plan 2

I. Foundation of the Charter 2

A. Founding Group 2

APPLICATION FOR CHARTERS: START-UP CHARTER SCHOOL DETAILED IMPLEMENTATION PLAN

B. Mission Statement 3

C. Vision Statement 3

D. Statement of Need 3

II. Educational Viability 3

A. Educational Philosophy 3

B. Curriculum 3

C. School Characteristics 3

D. Special Student Populations & Student Services 3

E. Performance, Promotion, & Graduation Standards 3

F. Assessment System 3

III. Operational Viability 3

A. Capacity 3

B. School Governance 3

C. Enrollment and Recruitment 3

D. Management 3

E. Facilities 3

IV Financial Viability 3

(1) Fiscal Management 3

(2) Budget 3

Part IV. Scoring the DIP Application 3

APPENDIX A: Establishing Start-up Charter Schools 3

Part I. Overview New Start-Up DIP Applicants

Stage 1: Submission of Letter of Intent

A letter of intent will be accepted any time. However, applicants should be aware that action on the application by the CSRP will not begin until December 1. The letter should be submitted to the CSRP Executive Assistant and the Charter School Administrative Office. The letter of intent can be submitted either via regular or electronic mail return receipt requested.

CSRP Executive Assistant – csrp.hi@gmail.com

CSAO
1111 Bishop Street, Suite 516
Honolulu, Hawaii 96813

Legal Note HRS Section 302B-5 (b) any community, group of teachers and administrators, or nonprofit organization may submit a letter of intent to the CSAO office to form a charter school, establish an interim local school board as its governing body, and develop a detailed implementation plan pursuant to subsection (d).

Legal Note HRS Section 302B-5 (c)(1) requires a submission of a letter to operate a start-up charter school.

The CSRP reserves the right to suspend the application process for the granting of a charter for a period of time as specified based on the Panel's determination of the charter school system to adequately serve its students.

Stage 2: Development and Approval of the DIP by the Interim Local School Board

All parties that have submitted a letter of intent will then receive letters of acknowledgement from the CSRP Executive Assistant and may then proceed with the application process. The documents can also be found online at the CSRP website (http://www.csrphi.org/home.htm).

Stage 3: Submission of DIP to the Panel via CSRP Executive Assistant and CSAO

Guidelines for Submission of a Detailed Implementation Plan

- Detailed Implementation Plans (DIP) may be a maximum of sixty (60) pages including ALL appendices. "Pages" are defined as 8.5" x 11.0" with one inch margins on all four sides. Print is to be no less than 12 point.
- We recommend that abbreviated resumes and concise summaries be used where ever possible.

- Applicants are encouraged to avoid overly broad or general statements concerning "quality education" and "nurturing environments" unless these terms are clearly defined and connected to the rest of the Plan.
- DIP should include your completed DIP Cover Sheet and Assurances.
- DIP should include a one-line footer with the full name of the proposed charter school and a page number on every page.
- The Review Panel requires fourteen (14) paper copies of the Detailed Implementation Plan and one electronic copy in pdf or doc format to be mailed to the CSRP Executive Assistant at csrp.hi@gmail.com.
- Submission is considered to have taken place when one fully signed paper copy is delivered to the Chairperson of the Panel at the CSAO address.
- DIPs received on or before 4:00 pm on February 15 of the application year will be given priority status. Plans received all or in part after 4:00 pm on February 16 may be reviewed if charters remain available.
- The receipt of all DIPs will be confirmed by mail sent to the interim local school board chair.
- DIPs that are received within the timeframes specified for the acceptance of new applications will move to the next stage in the application review and decision process.
- The CSRP reserves the right to suspend the application process for the granting of a charter for a period of time as specified based on the Panel's determination of the charter school system to adequately serve its students.

Legal Note HRS Section 302B-5 (d) An application to become a start-up charter school shall include a detailed implementation plan that meets the requirements of this subsection and section 302B-9. The plan shall include the following:

- *A description of employee rights and management issues and a framework for addressing those issues that protects the rights of employees;*
- *A plan for identifying, recruiting, and retaining highly-qualified instructional faculty;*
- *A plan for identifying, recruiting, and selecting students that is not exclusive, elitist or segregationalist;*
- *The curriculum and instructional framework to be used to achieve student outcomes, including an assessment plan*
- *A plan for the assessment of student, administrative support, and teaching personnel performance that:*
  - *Recognizes the interests of the general public*
  - *Incorporates or exceeds the educational content and performance standards developed by the department for the public school system;*
  - *Includes a system of faculty and staff accountability that holds faculty and staff both individually and collectively accountable for their performance, and that is at least equivalent to the average system of accountability in public schools throughout the state; and*
  - *Provides for program audits and annual financial audits.*

- *A governance structure for the charter school that incorporates a conflict of interest policy and a plan for periodic training to carry out the duites of the local school board members;*
- *A financial plan based on the most recent fiscal year's per-pupil charter school allocation that demonstrates the ability to meet the financial obligations of one-time, start-up costs and ongoing costs such as monthly payrolls, faculty recruitment, professional development, and facilities costs; and*
- *A facilities plan.*

Note: The review and decision process will take place annually dependent upon the number of available charters. Interim local school board chairs will be notified by mail of Panel action on pending DIPs.

Stage 4: CSRP Application committee review for completeness and eligibility and notification of the interim Local School Board

Each application will be reviewed by at least two panel members from the Application committee of the CSRP for the determination of completeness and eligibility.

Recommendation to review DIP or return to applicant for completion and/or eligibility check is made to the full panel.

The Panel will notify interim ILSB concerning completeness and eligibility or elements that require completion by March 15 of the application year.

If a DIP is incomplete or found to be ineligible, a written notification will be sent to the ILSB Chair through the mail with return receipt requested (RRR). A written statement of the elements of the application that require completion will be provided in the notification.

DIPs that meet the requirements and are therefore determined to be complete will move on to the next stage of the application review process.

Legal Note: HRS Section 302B-5 (c) (4) requires a timely review of the application by the panel for completeness, and notification of the ILSB if the application is complete or, if the application is insufficient, a written statement of the elements of the application that require completion.

Stage 5: Resubmission of the DIP

If the Detailed Implementation Plan was in need of completion, corrections will be made by the submitting party and resubmitted to the CSRP Executive Assistant and the CSAO by April 1 of the year of application.

Legal Note: HRS Section 302B-5 (c) (5) the timely resubmission of the application.

Stage 6: Review of Detailed Implementation Plan and Interview of Applicant Group

There will be 8-12 members involved in the deliberation and decision process. These members will remain consistent throughout the process.
Each member will:

- Participate in the orientation and training of the use of the Scoring Rubric and/or other tools to be used;
- Review all of the DIPs independently against the Scoring Rubric, record scores for each category and a total score for each DIP, and provide specific comments;
- Bring a copy of the individual scores to the meeting at which the deliberations will occur;
- Share the individual scores and participate in the discussion to arrive at consensus scores for each DIP.

The Chairperson will be responsible to:

- Ensure that each member has received training on the Scoring Rubric and/or other tools to be used;
- Convene the panel members for deliberation;
- Facilitate the deliberations which results in consensus scores for each DIP; and
- Communicate the official results to the CSAO, interim local school board chairs and the BOE.

Conflict of Interest: The panel shall fully review all DIPs received on a timely basis in a fair and objective manner. In cases of potential or actual conflicts of interest, the panel member is expected to reveal the potential or actual conflict and remove him/herself from a decision-making authority with respect to any conflict situation involving the DIPs.

The panel members participating in the deliberation and decision process shall have knowledge in one or more of the following areas related to the DIPs;

- ☐ Curriculum and instruction
- ☐ Business and fiscal management
- ☐ School governance, organization and management
- ☐ Operation of a charter school
- ☐ Family and community participation
- ☐ Assessment and accountability

Other non-voting consultants, not affiliated with any applicant, may be involved in the discussions to provide additional guidance to the panel members as necessary.

Stage 7: Return to ILSB for requested revisions

If the panel does not approve the application and issue a charter, the panel will clearly identify in writing its reasons for not issuing the charter, which may be used as guidelines for an amended plan. The ILSB will be notified in writing by July 10 of the year of application.

Legal Note: HRS 302B-5 (c)(7) The timely notification of the applicant of any revisions the panel requests as necessary for a recommendation of approval.

Stage 8: Submission of Revised DIP

The applicant party should submit the revised DIP to the CSRP Executive Assistant and the CSAO by July 10 of the year of the application.

Stage 9: Review of revised DIP

The panel will follow the steps described in Stage 6 with the *exception of the interview process*. Revised DIPs will be reviewed by the full panel by September 10 of the year of application.

Stage 10: Issue or deny charter with written reasons for the decision

The panel will notify the ILSB of approval or denial with written reasons for the decision by September 25 of the year of application.

Legal Note: HRS 302B-5 (c)(8) Following the submission of an application; issuance of a charter or denial of the application by the panel by majority vote; provided that if the panel does not approve the application and issue a charter, provisions requiring the panel to: (A) clearly identify in writing its reasons for not issuing the charter, which may be used as guidelines for an amended plan

See Stage 7

Stage 11: Submission of Revised DIP

Revised DIPs should be received by the CSRP Executive Assistant and the CSAO by October 10 of the year of application.

Stage 12: Review of Second Revision of DIP

The panel will follow the steps described in Stage 6 with *the exception of the interview process.* Revised DIPs will be reviewed by the panel by November 15 of the year of application.

Stage 13: Decision and Notification of denial/approval to ILSB

Final decisions concerning granting of charters will be made by the full panel by November 20 of the year of application.

The Chair of the ILSB for all DIPs will be notified in writing of their approval or denial of a charter.

Stage 14: Appeal Process

Should the applicant desire to complete the appeal process, the applicant must begin the process by December 11 of the year of application. The panel will forward all information to the Board of Education.

The Panel Chair will provide for the Board of Education the 'entire file' which contains the required documents:

- The grounds for the decision by the Panel; and
- Any written correspondence, documents, or reports considered by the Panel in the decision.

Legal Note: HRS 302B-3.5 The board shall have the power to decide appeals from decision of the panel to deny the approval of a charter school application, revoke a charter school's charter, or deny the approval of an amendment to a charter school's detailed implementation plan. An appeal shall be filed with the board within twenty-one calendar days of the receipt of the notification of denial. Only a party whose charter school application has been denied, whose charter has been revoked, or whose amendment to a detailed implementation plan has been denied may initiate an appeal under this section for cause. The board shall review an appeal and issue a final decision within sixty calendar days of the filing of the appeal. The board may adopt applicable rules and procedures pursuant to chapter 91 for implementing the appeals process.

Stage 15: BOE Review of Appealed DIP

The Board of Education will have sixty calendar days to review the appeal. Appeals will be reviewed by February 11 of the year of application.

Legal Note: HRS 302B-3.5 *******

Stage 16: Final Panel Decision

No charters will be issued until the appeals process has been completed. All final decisions will be made in writing to each applicant's ILSB by March 1 of the year of application.

Legal Note: HRS 302B-5 (c)(9) – A provision for a final date on which a decision must be made, upon receipt of an amended plan.

Part II: Start-up Charter School DIP Application Timeline

Authority: The powers and duties of the panel shall be to:

(2) Review, approve, or deny charter applications for new charter schools in accordance with [section] 302B□5 for the issuance of new charters; provided that applicants that are denied a charter may appeal to the board for a final decision pursuant to section 302B□3.5;

Note: *The CSRP reserves the right to suspend the application process for the granting of a charter for a period of time as specified based on the Panel's determination of the charter school system to adequately serve its students.*

§302B□5 (c) The start-up charter school application process and schedule shall be determined by the panel...

Application/Authority	Submit To	Deadline
Stage 1: Submission Letter of intent	CSRP Executive Assistant with Copy to CSAO	Dec. 1st Year 1, Month 1
Stage 2: Development and Approval of the DIP by the ILSB	ILSB	
Stage 3: Submission of DIP	CSRP Executive Assistant with Copy to CSAO	February 15th Year 1, Month 3.5
Stage 4: CSRP Application committee review for completeness and eligibility and notification of the interim Local School Board	ILSB	March 15 Year 1. Month 4.5
Stage 5: Resubmission of DIP if needed	CSRP Executive Assistant with Copy to CSAO	April 1st Year 1, Month 5
Stage 6: Review of Detailed Implementation Plan and Interview of Applicant Group	Panel	June 1st Year 1, Month 7

APPLICATION FOR CHARTERS: START-UP CHARTER SCHOOL DETAILED IMPLEMENTATION PLAN

Application/Authority	Submit To	Deadline
Stage 7: Return to ILSB for requested revisions	ILSB	June 10th Year 1, Month 7.5
Stage 8: Submission of Revised DIP	CSRP Executive Assistant with Copy to CSAO	July 10th Year 1, Month 8
Stage 9: Review of Revised DIPs	Panel	September 10th Year 1, Month 10
Stage 10: Issue or Deny Charter with written reasons for the decision	ILSB	September 25th Year 1, Month 10
Stage 11: Submission of Revised DIP (10 calendar days)	CSRP Executive Assistant with Copy to CSAO	October 10th Year 1, Month 11
Stage 12: Review of Revised DIPs	Panel	November 15th Year 1, Month 12
Stage 13: Decision and Notification of denial or approval to ILSB	Panel	November 20th Year 1, Month 12
Stage 14: Appeal Process (File within 21 calendar days of receipt of denial)	BOE	Before or on December 11th Year 2, Month 1
Stage 15: BOE Review of Appealed DIP (60 calendar days)	BOE	February 11th Year 2, Month 3
Stage 16: Final Panel Decision	Panel	March 1st Year 2, Month 4

[§302B□3.5] Appeals; charter school applications, revocations, or detailed implementation plan amendments. The board shall have the power to decide appeals from decisions of the panel to deny the approval of a charter school application, revoke a charter school's charter, or deny the approval of an amendment to a charter school's detailed implementation plan. An appeal shall be filed with the board within twenty-one calendar days of the receipt of the notification of denial or revocation. Only a party whose charter school application has been denied, whose charter has been revoked, or whose amendment to a detailed implementation plan has been denied may initiate an appeal under this section for cause. The board shall review an appeal and issue a final decision within sixty calendar days of the filing of the appeal. The board may adopt applicable rules and procedures pursuant to chapter 91 for implementing the appeals process. [L 2007, c 115, §2]

Part III. Contents of the Detailed Implementation Plan

Legal Note §302B□1 "Detailed implementation plan" means the document that details the charter school's purpose, focus, operations, organization, finances, and accountability, and becomes the basis for a performance contract between the panel and the charter school.

I. Foundation of the Charter

A. Founding Group

Briefly describe the founding group for the proposed charter school which has become the Interim Local School Board (ILSB).

Explain the circumstances that brought the founding group together to form this charter school and its connection to the local community. Include resumes of the individuals and names of any organizations or agencies that are partners in planning and establishing the school, along with a description of the role they have played and any resources contributed by them. Note whether any member of the founding group is a proposed board member, school leader, or other "key" staff of the charter school.

Legal Note: §302B□5 Start-up charter schools; establishment.

(b) Any community, group of teachers, group of teachers and administrators, or nonprofit organization may submit a letter of intent to the office to form a charter school, establish an interim local school board as its governing body, and develop a detailed implementation plan pursuant to subsection (d).

§302B-7 Charter school local school boards; powers and duties. (a) All local school boards, with the exception of those of conversion charter schools that are managed and operated by a nonprofit organization pursuant to section 302B□6(e), shall be composed of, at a minimum, one representative from each of the following participant groups: (1) Principals; (2) Instructional staff members selected by the school instructional staff; (3) Support staff selected by the support staff of the school; (4) Parents of students attending the school selected by the parents of the school; (5) Student body representatives selected by the students of the school; and (6) The community at large. (b) No chief executive officer, chief administrative officer, executive director, or otherwise designated head of a school may serve as the chair of the local school board. (c) The local school board shall be the autonomous governing body of its charter school and shall be responsible for the financial and academic viability of the charter school, implementation of the charter, and the independent authority to determine the organization and management of the school, the curriculum, virtual education, and compliance with applicable federal and state laws. The local school board shall have the power to negotiate supplemental collective bargaining agreements with the exclusive representatives of their employees. (d) Local school boards shall be exempt from chapter 103D, but shall develop internal policies and procedures for the procurement of goods, services, and construction, consistent with the goals of public accountability and public procurement practices. Charter schools are encouraged to use the provisions of chapter 103D wherever possible; provided that the use of one or more provisions of chapter 103D shall not constitute a waiver of the exemption from chapter 103D and shall not subject the charter school to any other provision of chapter 103D.

Evaluation Criteria
Reviewers will look for substantial evidence that the founding group:
- ☐ *Demonstrates the capacity to establish and sustain an excellent school;*
- ☐ *Will manage public funds effectively and responsibly, or will secure necessary staff expertise for this purpose; and*
- ☐ *Includes members who possess skill and experience in areas such as education, management, finance, and law, and/or will secure necessary staff expertise in these areas.*
- ☐ *Established an ILSB consistent with the law.*

B. Mission Statement

The mission statement defines the core purpose and key values of the school and informs the public about the students the school intends to serve. It should be consistent with high academic standards and be meaningful, measurable, and free of jargon. A school's mission statement provides the foundation for the entire charter DIP and for the term of the school's charter. Therefore, the mission statement should be reflected throughout all sections of the Detailed Implementation Plan (DIP).

Reviewers will look for a clear and compelling mission statement that:
- ☐ *Defines the purpose and values of the school;*
- ☐ *Informs the public about the students the charter school intends to serve;*
- ☐ *Is consistent with high academic standards and student success;*
- ☐ *Is meaningful, measurable, and free of jargon; and*
- ☐ *Is reflected throughout all sections of the DIP.*

C. Vision Statement

A vision statement should provide readers with an image of the future the applicant group wishes to create. The vision statement should articulate what the school will achieve for the community – students, parents, teachers, board members, and beyond. An effective vision statement aligns with the mission statement and is meaningful, measurable, and free of jargon.

Reviewers will look for a clear and compelling vision statement that:
- ☐ *Illustrates a compelling image of the school's future;*
- ☐ *Describes the ways in which the school will positively impact all stakeholders in the school;*
- ☐ *Aligns with the mission statement; and*
- ☐ *Is meaningful, measurable, and free of jargon.*

D. Statement of Need

In §302A-101, "charter schools" means public schools holding charters to operate as charter schools under chapter 302B, including start-up and conversion charter schools, that have the flexibility to implement alternative frameworks with regard to curriculum, facilities management, instructional approach, length of the school day, week, or year, and personnel management.

Charter schools, in general, are to be established to stimulate the development of innovative programs within public education, to encourage performance-based

educational programs, and to provide parents and students with greater options in school choice.

When describing the school's statement of need, applicant groups should: speak to the value of your school, based on its own merit; explain the need for this particular school in the community(ies) it will serve and how the community(ies) will benefit from the school; and describe the target student population the school will serve and the unique needs of this population.

Reviewers will look for a statement of need that:

- ☐ *Provides compelling reasons why the proposed school is needed in the proposed area of service;*
- ☐ *Describes how the school will have positive impacts on the proposed community(ies) it will serve;*
- ☐ *Describes the students the charter school intends to serve and the targeted population's unique need;*
- ☐ *Provides a specific rationale for how this school will enhance or expand the educational options currently available to the targeted student population;*

II. Educational Viability

A. Educational Philosophy

An educational philosophy defines the school's core values about teaching and learning. The educational philosophy should address the diverse needs of the student population. Moreover, it should be founded on an understanding of effective, research-based educational practices, teaching methods, and high standards for student learning.

When describing the school's educational philosophy, applicant groups should:

- Include in this description a discussion of the instructional methods to be used that support the educational philosophy.
- Describe how this educational philosophy aligns with the school's mission.
- Provide research on this educational philosophy and/or approach that demonstrates it will result in high academic achievement for the anticipated student population.

Reviewers will look for an educational philosophy that:

- ☐ *Describes the instructional methods to be used in support of the educational philosophy;*
- ☐ *Is integrated into the implementation of the comprehensive educational program;*
- ☐ *Demonstrates that the philosophy serves the diverse needs of individual students;*
- ☐ *Aligns with the school's mission;*
- ☐ *Is founded on an understanding of effective, research-based educational practices, teaching methods, and high standards for student learning; and*
- ☐ *Shows evidence that this approach will lead to improved student performance.*

B. Curriculum

Charter schools have the freedom to choose and/or develop curriculum models that best reflect the mission and educational philosophy of the school and that best serve the needs of the expected student population. Regardless of whether curriculum is purchased or internally developed, it is important that it aligns with the Hawaii Content and Performance Standards III.

When describing the school's curriculum, applicant groups should:

- Explain the process used to identify the curriculum that will be used by the school.
- Provide a description of the curriculum that will be used by the school,which align with HCPS III and addresses the benchmarks.
- Define what components, such as curriculum alignment templates, unit plans, etc., will be created as a part of the curriculum.
- Explain how English language learners, special education students, and students who enter the school below grade level will be engaged in and benefit from the curriculum.
- Describe the non-academic goals for students and how progress toward their attainment will be measured.
- Provide a rich, detailed sample unit plan to demonstrate an understanding of the curriculum model to be used. This must include skills to be taught in a core subject area: elementary, k - 6 schools should provide plans for k-3 and 4-6; for subsequent grades, provide one unit plan per grade level group i.e. middle (6-8), high school (9-12).

- Describe any other features of the school educational program which will aid reviewers in understanding the unique educational offerings of the school.

Reviewers will look for a curriculum plan that:

- *Provides compelling reasons why the curriculum was chosen for the school;*
- *Provides clear narrative of the curriculum with content and skills that are ambitious yet realistic for each grade or performance level;*
- *Is research-based, engaging, and consistent with the mission of the school;*
- *Defines curriculum components that will facilitate ongoing improvement and development of the curriculum;*
- *Is aligned with the HCPS III;*
- *Will be accessible and appropriate for all students at all levels, including English language learners, special education students, and students who enter below grade level; and*
- *Includes non-academic goals (e.g. positive attitude toward learning) for students that are consistent with the stated mission, program, and educational philosophy of the school.*

C. School Characteristics

The school calendar, organization of students within the educational program, and the school culture/ethos are just a few of the elements that characterize a school. Your school's characteristics should be consistent with the proposed mission and educational philosophy and program.

When describing the school's characteristics, applicant groups should:

- Describe the culture or ethos that will be developed in the school and your plans to create and implement this culture/ethos.
- Provide a copy of the proposed school's calendar for its first year of operation that is compatible with the school's philosophy and provides sufficient time for students to meet HCPS III. Specify: a. the total number of days of instruction for the school year; b. the first and last day of classes; and c. all planned holidays and other days off, as well as planned half days.
- Provide a copy of the school's proposed weekly schedule, including: a. the total number of hours/minutes of instruction per week; b. the minimum number of hours the school will devote to core academic subjects in each grade, i.e. English language arts, mathematics, science, and social studies; c. the length of the school day (including the approximate start and dismissal times of the school day); and, d. a sample schedule.
- Provide a list of instructional staff positions for the school. The list should indicate and identify classroom teachers, and any teaching aides or assistants, as well as any specialty teachers. In addition, the list should identify the number of instructional personnel in each classroom, e.g., one teacher, one teaching assistant for each class and a plan for recruiting Highly Qualified Teachers.
- Describe how the school will prepare teachers, students, and parents for the first day of the school's operation.
- Describe the implementation of the educational program in terms of the daily or weekly organization of students and faculty (e.g., multi-grade, tracking, team-teaching, etc.).
- Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.
- Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

APPLICATION FOR CHARTERS: START-UP CHARTER SCHOOL DETAILED IMPLEMENTATION PLAN

- Proposed Student Enrollment: Use the following format to submit student enrollment information for each year of the proposed charter term. The student enrollment information must include: a. the grades that the school would serve; b. the number of students to be served in each grade; c. the number of children expected in each class; and d. projected enrolled students for each year for five years.

	Number of Students				
Grades	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Total Students					
# Classes per Grade					
Ave. # Students per Class					

Reviewers will look for a description of school characteristics that:

- *Provides a clear plan for establishing a school culture and norms consistent with the school's mission and educational program.*

- *Include a thoughtful and academically rich school calendar and schedule for students and teachers;*
- *Provide a clear plan that prepares teachers, students, and parents for the first day of school;*
- *Describes how the school's educational program will be implemented for teachers and students;*
- *Illustrates a typical student's day; and*
- *Illustrates a typical teacher's day.*

D. Special Student Populations & Student Services

Describe your plan for providing students with disabilities and/or limited English proficiency access to the general education curriculum by implementing programs of special education and sheltered English immersion, and your plan for implementation of a student wellness program. Your response should not merely state the requirements of the laws, but how each program will be implemented at your particular school, given your particular educational program.

When describing the school's plan for special student populations and student services, applicant groups should:

- Describe how the school will ensure that adequate instructional support is available for all students and teachers, including reading instruction at the elementary level, remedial instruction, services for linguistic minority students, and consultative services for teachers.
- Describe how the school will identify, assess, and develop Individualized Education Plans (IEPs) for students who require special education.
- Describe how the school will comply with state and federal special education requirements for serving students with disabilities.
- Describe how special education services will be delivered within the school's daily schedule, the settings in which these services will be provided, the titles, salaries, and qualifications of the individuals delivering the services, and the methods they will use.
- Describe the services and supports that will be available through the school to students who are English language learners. Include a description of how services for English language learners will be delivered within the school's daily schedule, the settings in which these services will be provided.
- Describe your plan to provide a nutrition program at the school. Propose a way in which you plan to administer the free and reduced lunch program.
- Describe the school's plan for addressing student health needs.

Reviewers will look for:

- *Student services that effectively identify, assess and serve special student populations;*
- *Knowledge regarding program requirements and effective means of implementation;*
- *Proposed staffing levels and program structure that support delivery of high quality services for all students; and*
- *Evaluative procedures implemented by the school to ensure that the programs are effectively servicing the needs of the targeted student populations.*
- *Statement of provision for student health care even if no health aide is present.*

E. Performance, Promotion, & Graduation Standards

When describing the school's performance, promotion and graduation standards, applicant groups should:

- Provide an example of performance standards for a grade grouping of your choice to indicate how students will be graded. Performance standards should indicate to teachers, parents, and students the attributes that merit a particular letter grade or rubric score.
- ✓ Describe the proposed school's policies and standards for promoting students to the next grade, achievement level, or grouping level.
- ✓ Provide examples of "exit standards" for the school's grade groupings (e.g. elementary, middle, high school or primary, upper elementary, etc.) in three areas: mathematics, English language arts and one other subject area of your choice. These exit standards should provide reviewers with a clear sense of what students will know and be able to do at the end of the last grade of each school level.
- If your proposed charter school will graduate students from high school, please indicate the type of diploma that will be offered: High School Diploma (signed by the DOE/BOE); BOE Recognition Diploma (signed by the DOE/BOE), Certificate of Completion and/or a diploma issued by the charter school in accordance with its graduation requirements and LSB policies.

Reviewers will look for:

- *Performance, promotion, and graduation standards that are specific, measurable, ambitious, yet attainable;*
- *Performance standards for student assessment that are clear and easy to understand, not only for teachers and administrators, but also for parents and students;*
- *Clear criteria for student promotion from one level to the next, and for graduation; and*
- *Performance, promotion, and graduation standards based on high expectations and aligned with the school's mission, educational program, assessment system, and HCPS III; and*
- *Clear indication the kind of diploma graduates are offered.*

F. Assessment System

Charter schools are results-oriented educational institutions. The proposed DIP must define clear, understandable instructional and school goals. The application must describe how assessment is embedded in the learning process, describing a variety of assessments to measure student achievement (standardized tests, student portfolios, teacher observations, parent surveys, etc.). Set standards for ambitious and attainable educational results and explain how standards will drive curriculum decisions. All students are expected to make progress toward proficiency.

When describing the school's assessment system, applicant groups should:

- Describe how achievement data will be collected, used and reported.
- Indicate whether, in addition to administering the Hawaii Assessment System tests as required by state law, the school will use additional assessment tools to determine and report student progress.
- Describe which internal/school-developed instruments will be created in order to measure and report student progress. Explain why these particular assessments were selected for the targeted student population.

- Describe how assessment and achievement information will be reported. Indicate which audiences will receive this information and how often.
- Explain how assessment data will be used to plan staff development that will support the goal of improved student learning. Please be specific.

Reviewers will look for an assessment system that:

- *Describes a clear process for the collection, use and reporting of data;*
- *Includes descriptions and/or examples of assessments that are consistent with the school's mission, program, and high expectations of students, and that are based upon solid research;*
- *Facilitates decision-making about necessary adjustments to the educational program and the staff development plan;*
- *Describes multiple measures of student outcomes that can be reported to a variety of stakeholders;*
- *Demonstrates a working knowledge of assessment that recognizes the need for a thorough, clear, measurable, externally credible, and conceptually sound design for measuring and reporting the performance and progress of the school as a whole and the academic and social development of each student to all relevant stakeholders;*

III. Operational Viability

A. Capacity

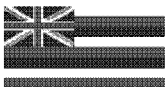
Local School Board (LSB) members are public agents authorized by the state and are responsible for governing charter schools. It is important that these individuals possess a wide variety of skills and qualifications that will enable them to found and sustain an excellent school.

When describing the capacity of the founding group and/or proposed ILSB, applicant groups should:

- Summarize each founder's and/or proposed board member's experience and qualifications briefly and provide evidence that the applicant(s) possess(es) the necessary background in the following areas critical to the charter school's success and/or that the founders have a plan to secure the services of individuals who have the necessary background in these areas: Curriculum, instruction and assessment; Finance, facilities, and business management; and Organization, governance, and administration within the text of the document.
- Please attach a statement of commitment and resume for each founding group member and specify whether the individual is a proposed board member, proposed school leader, or proposed for any other positions. (Statements of commitment and resumes in the attachments are not counted toward the page limit.)
- If the founding group includes the proposed school leader (or any other position at the school), indicate the process used to determine that the individual is the best candidate for the position.
- If the applicant group is affiliated with an organization that manages a network of charter schools, provide a statement of the background and capacities of the organization in the above-mentioned areas.

- Explain how often the group meets, how the planning and writing process is being executed, and identify who is the primary author of the Detailed Implementation Plan.

Reviewers will look for evidence that an applicant group:



- *provides clear and compelling reasons the proposed charter school is being established;*
- *has tangible ties to the communities the school will serve;*
- *met regularly to plan and write a high quality DIP;*
- *has the experience and qualifications necessary to implement the proposal;*
- *demonstrates the capacity to found and sustain an excellent school;*
- *can manage public funds effectively and responsibly;*
- *includes members who possess skills and experience in areas such as education, management, finance, development, and law;*
- *has broad and diverse representation from the communities the school will serve; and*
- *administers an appropriate process to recruit and/or select a proposed school leader.*

B. School Governance

When describing the governance structure:

- Present an organizational chart and narrative. Be sure that the chart and narrative clarify the proposed reporting structure to the LSB and the relationship of the Board to the school's leader and administration regarding the governance and management of the school.
- Briefly describe the recruitment, selection, and development plans for board members.
- Briefly describe how the LSB will define conflict of interest.
- Briefly describe a initial policy for matters related to student discipline.

In addition, if your proposed school plans to contract with an education management organization (EMO):

- Provide an explanation of why the EMO was chosen.
- Include a brief summary of the EMO's history, educational philosophy, and past academic and management results.
- Define the school's LSB relationship with the EMO and how the LSB will provide oversight to the EMO.
- In addition, if you are filing the DIP together with a college, university, museum, educational institution or another not-for-profit entity, please provide the information below:
- Name of the partner organization;
- Name of the contact person at the partner organization with mailing address, facsimile number, and email address;
- A description of the nature and purpose of the school's partnerships with the organization; and
- How the partner organization will be involved in the governance of the school.

Evaluation Criteria – for all applicants
Reviewers will look for a practical governance model that:

- ☐ *is consistent with the school's mission and program;*
- ☐ *presents a clear and workable reporting structure to the LSB;*
- ☐ *encourages an appropriate relationship between the LSB school leader, and administration regarding the governance and management of the school;*
- ☐ *is consistent with public accountability and the charter school law;*
- ☐ *clearly delineates the roles and responsibilities of the Board and the school staff;*
- ☐ *defines conflict of interest and describes an initial policy for disciplining students;*
- ☐ *establishes viable processes for policy making and ongoing Board development; and*
- ☐ *establishes a viable process for recruiting and selecting additional board members.*

Additional Evaluation Criteria – for applicants intending to contract with an EMO
Reviewers will look for:

- ☐ *a compelling reason why the founding group has chosen the proposed EMO;*
- ☐ *alignment between the EMO's history and educational philosophy and the proposed charter school's mission, vision, and educational philosophy;*
- ☐ *a clear delineation between the roles and responsibilities of the school's Board and the EMO; and*
- ☐ *a clear, defined, and appropriate structure for the LSB to provide oversight to the EMO.*

Additional Evaluation Criteria – for applicants filing the DIP together with a college, university, museum, educational institution or another not-for-profit entity.
Reviewers will look for:

- ☐ *a relationship that enhances, complements, and/or supports the mission and educational philosphy of the proposed charter school.*

C. Enrollment and Recruitment

Charter schools are public schools and are therefore open to all students. This means that a charter school may not discriminate on the basis of race, color, national origin, sex, disability when recruiting or admitting students. Moreover, a charter school may not set admissions criteria that are intended to discriminate or that have the effect of discriminating based upon any of these characteristics.

When preparing the enrollment and recruitment section of the DIP:

- ☐ Provide a description of how the founding group has assessed parental demand within the proposed sending region for the proposed school.
- ☐ Describe how the school will publicize its program to a broad cross-section of prospective students throughout the area that the school plans to serve.
- ☐ Describe the proposed application and enrollment process, including a plan for a lottery.

Reviewers will look for:

- ☐ *a specific rationale for a viable and sustainable size and growth strategy;*

- *evidence of a significant demand among parents for the proposed school;*
- *a continuing plan for aggressive and broad outreach and recruitment, including to families that may be less informed about options;*
- *a student admissions plan that ensures adequate enrollment and full accessibility of the school to all eligible students; and*
- *a proposed enrollment process that is open, fair, and in accordance with the charter school statute and regulations.*

D. Management

(1) Management Structure

- Describe the proposed organizational structure of all administrative positions and teachers.
- Describe how the school will make key organizational decisions about curriculum and instruction, student achievement, fiscal planning, and operations.

(2) Roles and Responsibilities

- Describe the roles and responsibilities of the school's leader and other administrative staff.
- Articulate key role distinctions with regard to student achievement, personnel, financial management, and operations.

(3) Policy Development

- Please describe one policy that the ILSB has established and the process for developing that policy.

(4) Educational Leadership

- Describe the proposed process for the development, supervision, coordination, and continual assessment of the educational content and pedagogical approach of the school.
- Explain how the operations of the school will be continually aligned to support instructional goals and student achievement.
- Describe how the principal or instructional leader will use student assessment data to improve instruction to lead to increased student achievement.
- Explain how student assessment data will be used to plan staff development that will support the goal of improved student achievement.

(5) Human Resources

- Indicate the number of faculty to be hired. Explain the process of determining job positions, roles, and responsibilities.
- Describe the school's plan for staff recruitment, advancement, and retention.
- Describe how the faculty and administrators will be evaluated.
- Describe plans for teachers, administrators, and other school staff to engage in professional development activities.
- Describe the qualifications and attributes of an ideal teacher for the proposed school.
- Describe briefly the teaching program of typical teachers. Indicate how many hours they will be in class and what other school-related responsibilities they will have outside the classroom (lunch duty, dismissal advisory group, after school).

- Describe anticipated employee rights and management issues and a framework for addressing those issues that protect the rights of employees.

Reviewers will look for a management system that includes:

- *a clear reporting structure and solid plan for making key school-level decisions on student achievement, fiscal planning and operations;*
- *clearly delineated roles and responsibilities for the school's leader and other administrative staff;*
- *professional development opportunities for faculty and administrators;*
- *a clear plan for evaluating and revising the curriculum;*
- *a well-articulated plan for using student assessment data to improve instruction;*
- *a staffing plan, hiring criteria, and evaluation procedures that are clear and aligned with the school's mission; and*
- *working conditions that will retain high quality staff.*

E. Facilities

When describing plans for school facilities:

- Describe the process for identifying viable options for a facility for this school and any sites already identified. Explain why these sites were chosen as possibilities. If a specific facility has not been determined, describe the applicant group's plan for identifying possible locations, choosing one, securing all necessary approvals for use of the facility as a charter school, and securing financing.
- Describe how you plan to meet all safety and building requirements as required by state and county law for use of the facility as a charter school.
- If possible, provide a layout and description of the proposed charter school facility. Include the number and size of classrooms, common areas, and recreational space.
- Describe the financing plans and proposed budget for acquisition (purchase, lease, etc.) of a facility and any necessary renovations to it to meet the school's needs.

Reviewers will look for evidence that there is:

- *a process for conducting a facility search and viable options for an adequate school facility in the proposed area of service;*
- *plausible plan for obtaining and financing adequate space in time for an orderly opening and operation of the school;*
- *a proposed facility that will serve all eligible students and is consistent with charter school statute and regulations; and*
- *sound financing options.*

IV Financial Viability

(1) Fiscal Management

- Explain who will manage the school's finances.
- Describe the fiscal controls and financial management policies the LSB will employ to remain informed of the school's financial position.
- Describe how the school will track finances in its daily business operations in order to maintain needed cash flow.
- Describe the systems and processes by which the school will keep track of financial data and compile information for the annual statement of income and expenditures for the prior fiscal year.
- Describe how the school will acquire and finance necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and provide evidence that the cost and availability of such insurance has been researched by the applicants.
- Describe the structure for providing business/administrative services (including, at a minimum, personnel transactions, accounting, and payroll) that reflects an understanding of school business practices and expertise needed to carry out administrative services or a reasonable plan and timeline to develop and assemble such practices and expertise. For any contract services planned to serve the school, describe the criteria and procedures for the selection of contractors.
- Describe the manner in which annual, independent financial audits will be completed following the close of each fiscal year, and the anticipated timeline in which audit exceptions and deficiencies (if any) will be resolved to the satisfaction of the charter authorizer.
- Describe who will be responsible for contracting and overseeing the independent audit, including a specification that the auditor will have experience in education finance. Outline, as applicable, the process for providing audit reports to the charter authorizer.

(2) Budget

- Provide a proposed first-year operational budget, including startup costs, that includes: reasonable estimates of all anticipated revenues and expenditures necessary to operate the school – including special education; and budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels.
- Provide a complete five year budget for the charter school's first four years of operation with children and its initial planning year(s). Base the projections upon the most accurate estimates available at the time of application consistent with the narrations that describe the assumptions and operations of the proposed school.
- Provide expenditure estimates that would minimally include:
    - personnel costs including benefits, wages and salaries, and taxes
    - building costs including lease expenditures, maintenance, and utilities
    - curricular and extracurricular expenditures including books and supplies, field trips and technology
    - governance, advertising and promotion costs
    - food service and community service expenditures
    - all other costs including additional insurance, capital purchases and leases, development costs, contracted services and support services including guidance, counseling and health services.

APPLICATION FOR CHARTERS: START-UP CHARTER SCHOOL DETAILED IMPLEMENTATION PLAN

- a detailed set of descriptions and costs for all contracted services including, but not limited to, those costs associated with maintenance companies, education service providers, auditors.

- Include a budget narrative that provides a rationale for items listed in the budget.

Reviewers will look for a:

- *fiscal management system that establishes channels of communication; is appropriate, efficient, and follows generally accepted accounting principles; safeguards assets.*
- *budget that reflects accurate revenue and expenditure estimates*
- *clear understanding of the financial demands of running a school*
- *viable plan for attaining the school's objectives with the funds that will be available*
- *budget that reflects the unique qualities of the school.*

Part IV. Scoring the DIP Application

Scoring Considerations: The scoring shall consist of four categories weighted as indicated:

- Foundation of the Charter (20%)
- Educational Viability (30%)
- Operational Viability (30%)
- Financial Viability (20%)

The panel shall use the criteria published in START-UP CHARTER SCHOOL DETAILED IMPLEMENTATION PLAN APPLICATION.

Scoring Procedures: Each DIP will be reviewed by individual CSRP members independently before convening as a panel.

An acceptable score for each category:

Foundation of the Charter 16 of 20 points
Educational Viability 24 of 30 points
Operational Viability 24 of 30 points
Financial Viability 16 of 20 points
Total 80 of 100 points

Once individual scores are completed, the panel members will convene to deliberate by sharing individual scores for each category and the total score for each DIP.

The panel will review applications in order of receipt. All applications will be reviewed before any decisions are made.

The deliberations will result in a consensus score for each of the categories and a total score for each DIP. The deliberations will also result in one of three outcomes for each applicant:

- The approval of a charter
- The denial of a charter, or
- The request for amendments to be made.

If the number of DIPs exceeds the number of charters allowable, the panel will prioritize the applicants by the total score earned with the highest score as the first priority, the second highest score as the second, and so forth. The awarding of a charter will be provided in order of priority until the number of allowable charters is exhausted.

Approval will be granted to an application that:

- Holds exceptional promise;
- Receives high reviewer ratings (80% or better) in all categories;
- Fully meets the requirements;
- Is ready immediately to gear up to offer instructional services; and

- Earned a total score of at least 80 (out of 100) with no less than 80% in any category.

The CSRP Executive Assistant will schedule interviews with the full panel to run concurrently with DIP review. Each DIP applicant will be asked to address the four categories in the DIP and answer questions posed by panel members. Interviews will occur in a consistent manner with the order that DIPs were received.

Review of Detailed Implementation Plans and Interviews will take place by June 1 of the year of application.

Legal Note; HRS 302B-5 (c)(6) Upon receipt of a completed application, the convening of the panel by the panel chairperson to begin review of the application.

APPENDIX A: Establishing Start-up Charter Schools

§302B□5 Start-up charter schools; establishment.

(a) New start-up charter schools may be established pursuant to this section.

(b) Any community, group of teachers, group of teachers and administrators, or nonprofit organization may submit a letter of intent to the office to form a charter school, establish an interim local school board as its governing body, and develop a detailed implementation plan pursuant to subsection (d).

(c) The start-up charter school application process and schedule shall be determined by the panel, and shall provide for and include the following elements:

(1) The submission of a letter of intent to operate a start-up charter school;

(2) The timely transmittal of the application form and completion guidelines to the interim local school board;

(3) The timely submission to the panel of a completed application;

(4) The timely review of the application by the panel for completeness, and notification of the interim local school board if the application is complete or, if the application is insufficient, a written statement of the elements of the application that require completion;

(5) The timely resubmission of the application;

(6) Upon receipt of a completed application, the convening of the panel by the panel chairperson to begin review of the application;

(7) The timely notification of the applicant of any revisions the panel requests as necessary for a recommendation of approval;

(8) Following the submission of an application, issuance of a charter or denial of the application by the panel by majority vote; provided that if the panel does not approve the application and issue a charter, provisions requiring the panel to:

(A) Clearly identify in writing its reasons for not issuing the charter, which may be used as guidelines for an amended plan; and

(B) Allow the interim local school board to revise its plan in accordance with the panel's guidelines, and resubmit an amended plan within ten calendar days;

(9) A provision for a final date on which a decision must be made, upon receipt of an amended plan; and

(10) A provision that no start-up charter school may begin operation before obtaining panel approval of its charter.

(d) An application to become a start-up charter school shall include a detailed implementation plan that meets the requirements of this subsection and section 302B-9. The plan shall include the following:

(1) A description of employee rights and management issues and a framework for addressing those issues that protects the rights of employees;

(2) A plan for identifying, recruiting, and retaining highly-qualified instructional faculty;

(3) A plan for identifying, recruiting, and selecting students that is not exclusive, elitist, or segregationist;

(4) The curriculum and instructional framework to be used to achieve student outcomes, including an assessment plan;

(5) A plan for the assessment of student, administrative support, and teaching personnel *performance that:*

(A) Recognizes the interests of the general public;

(B) Incorporates or exceeds the educational content and performance standards developed by the department for the public school system;

(C) Includes a system of faculty and staff accountability that holds faculty and staff both individually and collectively accountable for their performance, and that is at least equivalent to the average system of accountability in public schools throughout the State; and

(D) Provides for program audits and annual financial audits;

(6) A governance structure for the charter school that incorporates a conflict of interest policy and a plan for periodic training to carry out the duties of local school board members;

(7) A financial plan based on the most recent fiscal year's per-pupil charter school allocation that demonstrates the ability to meet the financial obligations of one-time, start-up costs and ongoing costs such as monthly payrolls, faculty recruitment, professional development, and facilities costs; and

(8) A facilities plan. [L 2006, c 298, pt of §2; am L 2007, c 115, §9]

Appendix B: Procedures for Evaluating Remanded DIP Applications

If within 60 days the BOE returns a DIP Application to the CSRP for additional consideration, 8-12 CSRP members will be involved in the deliberation and decision-making process.

Each member will review his or her initial individual scores taking into consideration any comments from the BOE, if provided, to guide deliberations. The Panel will meet, discuss the remanded Application and determine if the charter is granted or denied.

The panel will then notify the ILSB and the chair of the BOE of approval or denial with written reasons for the decision.

APPLICATION FOR CHARTERS: CONVERSION CHARTER SCHOOLS DETAILED IMPLEMENTATION PLAN

To Be Submitted to the

Charter School Review Panel

CONVERSION CHARTER SCHOOL DETAILED IMPLEMENTATION PLAN
Application

Table of Contents

Part I. Overview Conversion DIP Applicants 4

Stage 1: Submission of Letter of Intent 4

Stage 2: Development and Approval of the DIP by the Interim Local School Board 4

Stage 3: Submission of DIP to the Panel via CSRP Executive Assistant and CSAO 4

Stage 4: CSRP Application committee review for completeness and eligibility and notification of the interim Local School Board or Board of Directors of the Nonprofit 6

Stage 5: Resubmission of the DIP 7

Stage 6: Review of Detailed Implementation Plan and Interview of Applicant Group 7

Stage 7: Return to ILSB or Board of Directors of the nonprofit for requested revisions 8

Stage 8: Submission of Revised DIP 9

Stage 9: Review of revised DIP 8

Stage 10: Issue or deny charter with written reasons for the decision 8

Stage 11: Submission of Revised DIP 9

Stage 12: Review of Second Revision of DIP 9

Stage 13: Decision and Notification of denial/approval to ILSB 9

Stage 14: Appeal Process 9

Stage 15: BOE Review of Appealed DIP 10

Stage 16: Final Panel Decision 10

Part II: Conversion Charter School DIP Application Timeline 11

Part III. Contents of the Detailed Implementation Plan 13

I. Foundation of the Charter 13

A. Founding Group 13

B. Mission Statement 14

C. Vision Statement 14

D. Statement of Need 14

II. Educational Viability 15

A. Educational Philosophy 15

B. Curriculum 15

C. School Characteristics 17

D. Special Student Populations & Student Services 19

E. Performance, Promotion, & Graduation Standards 20

F. Assessment System 20

III. Operational Viability 21

A. Capacity 21

B. School Governance 22

C. Enrollment and Recruitment 23

D. Management 24

E. Facilities 25

IV Financial Viability 25

(1) Fiscal Management 25

(2) Budget 26

Part IV. Scoring the DIP Application 27

APPENDIX A: Establishing Conversion Charter Schools 29

Appendix B: Procedures for Evaluating Remanded DIP Applications 3 2

Part I. Overview Conversion DIP Applicants

Stage 1: Submission of Letter of Intent

A letter of intent will be accepted any time. However, applicants should be aware that action on the application by the CSRP will not begin until December 1. The letter should be submitted to the CSRP Executive Assistant and the Charter School Administrative Office. The letter of intent can be submitted either via regular or electronic mail return receipt requested.

CSRP Executive Assistant – csrp.hi@gmail.com

CSAO
1111 Bishop Street, Suite 516
Honolulu, Hawaii 96813

Legal Note HRS §302B-6(a) A conversion charter school may be established pursuant to this section. (b) Any department school, school community council, group of teachers, group of teachers and administrators, or nonprofit organization may submit a letter of intent to the office to convert a department school to a charter school, establish an interim local school board as its governing body, and develop a detailed implementation plan pursuant to subsection (d).

Legal Note HRS Section §302B-6*(c)(1) requires a submission of a letter to convert to a charter school.*

The CSRP reserves the right to suspend the application process for the granting of a charter for a period of time as specified based on the Panel's determination of the charter school system to adequately serve its students.

Stage 2: Development and Approval of the DIP by the Interim Local School Board

All parties that have submitted a letter of intent will then receive letters of acknowledgement from the CSRP Executive Assistant and may then proceed with the application process. The documents can also be found online at the CSRP website (http://www.csrphi.org/home.htm).

Stage 3: Submission of DIP to the Panel via CSRP Executive Assistant and CSAO

Guidelines for Submission of a Detailed Implementation Plan

- Detailed Implementation Plans (DIP) may be a maximum of sixty (60) pages including ALL appendices. "Pages" are defined as 8.5" x 11.0" with one inch margins on all four sides. Print is to be no less than 12 point.

- We recommend that abbreviated resumes and concise summaries be used where ever possible.
- Applicants are encouraged to avoid overly broad or general statements concerning "quality education" and "nurturing environments" unless these terms are clearly defined and connected to the rest of the Plan.
- DIP should include your completed DIP Cover Sheet and Assurances.
- DIP should include a one-line footer with the full name of the proposed charter school and a page number on every page.
- The Review Panel requires fourteen (14) paper copies of the Detailed Implementation Plan and one electronic copy in pdf or doc format to be mailed to the CSRP Executive Assistant at csrp.hi@gmail.com.
- Submission is considered to have taken place when one fully signed paper copy is delivered to the Chairperson of the Panel at the CSAO address.
- DIPs received on or before 4:00 pm on February 15 will be given priority status. Plans received all or in part after 4:00 pm on February 16 may be reviewed if charters remain available.
- The receipt of all DIPs will be confirmed by mail sent to the interim local school board chair.
- DIPs that are received within the timeframes specified for the acceptance of new applications will move to the next stage in the application review and decision process.
- The CSRP reserves the right to suspend the application process for the granting of a charter for a period of time as specified based on the Panel's determination of the charter school system to adequately serve its students.

Legal Note HRS Section §302B-6 (d) An application to become a conversion charter school shall include a detailed implementation plan that meets the requirements of this subsection and section 302B-9. The plan shall include the following:

(1) A description of employee rights and management issues and a framework for addressing those issues that protects the rights of employees;
(2) A plan for identifying, recruiting, and retaining highly-qualified instructional faculty;
(3) A plan for identifying, recruiting, and selecting students that is not exclusive, elitist, or segregationist;
(4) The curriculum and instructional framework to be used to achieve student outcomes, including an assessment plan;
(5) A plan for the assessment of student, administrative support, and teaching personnel performance that:
  (A) Recognizes the interests of the general public;
  (B) Incorporates or exceeds the educational content and performance standards developed by the department for the public school system;
  (C) Includes a system of faculty and staff accountability that holds faculty and staff both individually and collectively accountable for their performance, and that is at least equivalent to the average system of accountability in public schools throughout the State; and
  (D) Provides for program audits and annual financial audits;

(6) A governance structure for the charter school that incorporates a conflict of interest policy and a plan for periodic training to carry out the duties of local school board members;
(7) A financial plan based on the most recent fiscal year's per-pupil charter school allocation that demonstrates the ability to meet the financial obligations of one-time, start-up costs and ongoing costs such as monthly payrolls, faculty recruitment, professional development, and facilities costs; and
(8) A facilities plan.
(A) A financial plan based on the most recent fiscal year's per-pupil charter school allocation that demonstrates the ability to meet the financial obligations of one-time, start-up costs and ongoing costs such as monthly payrolls, faculty recruitment, professional development, and facilities costs; and
(B) A facilities plan.

Note: The review and decision process will take place annually dependent upon the number of letters of intent. Interim local school board chairs will be notified by mail of Panel action on pending DIPs.

Stage 4: CSRP Application committee review for completeness and eligibility and notification of the interim Local School Board or Board of Directors of the Nonprofit

Each application will be reviewed by at least two panel members from the Application committee of the CSRP for the determination of completeness and eligibility.

Recommendation to review DIP or return to applicant for completion and/or eligibility check is made to the full panel.

The Panel will notify interim ILSB or Board of Directors of the Nonprofit concerning completeness and eligibility or elements that require completion by March 15.

If a DIP is incomplete or found to be ineligible, a written notification will be sent to the ILSB or Board of Directors of the Nonprofit Chair through the mail with return receipt requested (RRR). A written statement of the elements of the application that require completion will be provided in the notification.

DIPs that meet the requirements and are therefore determined to be complete will move on to the next stage of the application review process.

Legal Note: HRS Section 302B-5 (c) (4) requires a timely review of the application by the panel for completeness, and notification of the ILSB or Board of Directors of the nonprofit if the application is complete or, if the application is insufficient, a written statement of the elements of the application that require completion.

Stage 5: Resubmission of the DIP

If the Detailed Implementation Plan was in need of completion, corrections will be made by the submitting party and resubmitted to the CSRP Executive Assistant and the CSAO by April 1.

Legal Note: HRS Section 302B-5 (c) (5) the timely resubmission of the application.

Stage 6: Review of Detailed Implementation Plan and Interview of Applicant Group

Members of the Charter School Review Panel are responsible for the deliberation and decision-making process.

Each member will:

- Participate in the orientation and training of the use of the Scoring Rubric and/or other tools to be used;
- Review all of the DIPs independently against the Scoring Rubric, record scores for each category and a total score for each DIP, and provide specific comments;
- Bring a copy of the individual scores to the meeting at which the deliberations will occur;
- Share the individual scores and participate in the discussion to arrive at consensus scores for each DIP.

The Chairperson will be responsible to:

- Ensure that each member has received training on the Scoring Rubric and/or other tools to be used;
- Convene the panel members for deliberation;
- Facilitate the deliberations which results in consensus scores for each DIP; and
- Communicate the official results to the CSAO, interim local school board chairs and the BOE.

Conflict of Interest: The panel shall fully review all DIPs received on a timely basis in a fair and objective manner. In cases of potential or actual conflicts of interest, the panel member is expected to reveal the potential or actual conflict and remove him/herself from a decision-making authority with respect to any conflict situation involving the DIPs.

The panel members participating in the deliberation and decision process shall have knowledge in one or more of the following areas related to the DIPs;

- ☐ Curriculum and instruction
- ☐ Business and fiscal management
- ☐ School governance, organization and management
- ☐ Operation of a charter school
- ☐ Family and community participation

- Assessment and accountability

Other non-voting consultants may be involved in the discussions to provide additional guidance to the panel members as necessary.

Stage 7: Return to ILSB or Board of Directors of the nonprofit for requested revisions

If the panel does not approve the application and issue a charter, the panel will clearly identify in writing its reasons for not issuing the charter, which may be used as guidelines for an amended plan. The ILSB will be notified in writing by July 10.

Legal Note: HRS 302B-5 (c)(7) The timely notification of the applicant of any revisions the panel requests as necessary for a recommendation of approval.

Stage 8: Submission of Revised DIP

The applicant party should submit the revised DIP to the CSRP Executive Assistant and the CSAO by July 10.

Stage 9: Review of revised DIP

The panel will follow the steps described in Stage 6 with the *exception of the interview process*. Revised DIPs will be reviewed by the full panel by September 10.

Stage 10: Issue or deny charter with written reasons for the decision

The panel will notify the ILSB of approval or denial with written reasons for the decision by September 25.

Legal Note: HRS 302B-5 (c)(8) Following the submission of an application; issuance of a charter or denial of the application by the panel by majority vote; provided that if the panel does not approve the application and issue a charter, provisions requiring the panel to: (A) clearly identify in writing its reasons for not issuing the charter, which may be used as guidelines for an amended plan

See Stage 7

Stage 11: Submission of Revised DIP

Revised DIPs should be received by the CSRP Executive Assistant and the CSAO by October 10.

Stage 12: Review of Second Revision of DIP

The panel will follow the steps described in Stage 6 with *the exception of the interview process.* Revised DIPs will be reviewed by the panel by November 15, 2009.

Stage 13: Decision and Notification of denial/approval to ILSB

Final decisions concerning granting of charters will be made by the full panel by November 20.

The Chair of the ILSB or Board of Directors for all DIPs will be notified in writing of their approval or denial of a charter.

Stage 14: Appeal Process

Should the applicant desire to complete the appeal process, the applicant must begin the process by December 11. The panel will forward all information to the Board of Education.

The Panel Chair will provide for the Board of Education the 'entire file' which contains the required documents:

- The grounds for the decision by the Panel; and
- Any written correspondence, documents, or reports considered by the Panel in the decision.

Legal Note: HRS 302B-3.5 The board shall have the power to decide appeals from decision of the panel to deny the approval of a charter school application, revoke a charter school's charter, or deny the approval of an amendment to a charter school's detailed implementation plan. An appeal shall be filed with the board within twenty-one calendar days of the receipt of the notification of denial. Only a party whose charter school application has been denied, whose charter has been revoked, or whose amendment to a detailed implementation plan has been denied may initiate an appeal under this section for cause. The board shall review an appeal and issue a final decision within sixty calendar days of the filing of the appeal. The board may adopt applicable rules and procedures pursuant to chapter 91 for implementing the appeals process.

Stage 15: BOE Review of Appealed DIP

The Board of Education will have sixty calendar days to review the appeal. Appeals will be reviewed by February 11.

*Legal Note: HRS 302B-3.5 *******

Stage 16: Final Panel Decision

No charters will be issued until the appeals process has been completed. All final decisions will be made in writing to each applicant's ILSB by March 1.

Legal Note: HRS 302B-5 (c)(9) – A provision for a final date on which a decision must be made, upon receipt of an amended plan.

Part II: Conversion Charter School DIP Application Timeline

Authority: The powers and duties of the panel shall be to:

(2) Review, approve, or deny charter applications for new charter schools in accordance with [section] 302B□5 for the issuance of new charters; provided that applicants that are denied a charter may appeal to the board for a final decision pursuant to section 302B□3.5;

Note: *The CSRP reserves the right to suspend the application process for the granting of a charter for a period of time as specified based on the Panel's determination of the charter school system to adequately serve its students.*

§302B□6 (c) The conversion charter school application process and schedule shall be determined by the panel...

Application/Authority	Submit To	Deadline
Stage 1: Submission Letter of intent	CSRP Executive Assistant with Copy to CSAO	Dec. 1st Year 1, Month 1
Stage 2: Development and Approval of the DIP by the ILSB or Board of Directors of the nonprofit	ILSB or Board of Directors of the nonprofit	
Stage 3: Submission of DIP	CSRP Executive Assistant with Copy to CSAO	February 15th Year 1, Month 3.5
Stage 4: CSRP Application committee review for completeness and eligibility and notification of the interim Local School Board	ILSB or Board of Directors of the nonprofit	March 15 Year 1. Month 4.5
Stage 5: Resubmission of DIP if needed	CSRP Executive Assistant with Copy to CSAO	April 1st Year 1, Month 5
Stage 6: Review of Detailed Implementation Plan and Interview of Applicant Group	Panel	June 1st Year 1, Month 7

CONVERSION CHARTER SCHOOL DETAILED IMPLEMENTATION PLAN
Application

Application/Authority	Submit To	Deadline
Stage 7: Return to ILSB or Board of Directors of the nonprofit for requested revisions	ILSB or Board of Directors of the nonprofit	June 10th Year 1, Month 7.5
Stage 8: Submission of Revised DIP	CSRP Executive Assistant with Copy to CSAO	July 10th Year 1, Month 8
Stage 9: Review of Revised DIPs	Panel	September 10th Year 1, Month 10
Stage 10: Issue or Deny Charter with written reasons for the decision	ILSB or Board of Directors of the nonprofit	September 25th Year 1, Month 10
Stage 11: Submission of Revised DIP (10 calendar days)	CSRP Executive Assistant with Copy to CSAO	October 10th Year 1, Month 11
Stage 12: Review of Revised DIPs	Panel	November 15th Year 1, Month 12
Stage 13: Decision and Notification of denial or approval to ILSB or Board of Directors of the nonprofit	Panel	November 20th Year 1, Month 12
Stage 14: Appeal Process (File within 21 calendar days of receipt of denial)	BOE	Before or on December 11th Year 2, Month 1
Stage 15: BOE Review of Appealed DIP (60 calendar days)	BOE	February 11th Year 2, Month 3
Stage 16: Final Panel Decision	Panel	March 1st Year 2, Month 4

[§302B□3.5] Appeals; charter school applications, revocations, or detailed implementation plan amendments. The board shall have the power to decide appeals from decisions of the panel to deny the approval of a charter school application, revoke a charter school's charter, or deny the approval of an amendment to a charter school's detailed implementation plan. An appeal shall be filed with the board within twenty-one calendar days of the receipt of the notification of denial or revocation. Only a party whose charter school application has been denied, whose charter has been revoked, or whose amendment to a detailed implementation plan has been denied may initiate an appeal under this section for cause. The board shall review an appeal and issue a final decision within sixty calendar days of the filing of the appeal. The board may adopt applicable rules and procedures pursuant to chapter 91 for implementing the appeals process. [L 2007, c 115, §2]

Part III. Contents of the Detailed Implementation Plan

Legal Note §302B-1 "Detailed implementation plan" means the document that details the charter school's purpose, focus, operations, organization, finances, and accountability, and becomes the basis for a performance contract between the panel and the charter school.

I. Foundation of the Charter

A. Founding Group

1) Briefly describe the founding group for the proposed charter school which has become the Interim Local School Board (ILSB) or Board of Directors of the nonprofit.

Explain the circumstances that brought the founding group together to form this charter school and its connection to the local community. Include resumes of the individuals and names of any organizations or agencies that are partners in planning and establishing the school, along with a description of the role they have played and any resources contributed by them. Note whether any member of the founding group is a proposed board member, school leader, or other "key" staff of the charter school.

Legal Note: §302B-6 Conversion charter schools; establishment.
(b) Any department school, school community council, group of teachers, group of teachers and administrators, or nonprofit organization may submit a letter of intent to the office to convert a department school to a charter school, establish an interim local school board as its governing body, and develop a detailed implementation plan pursuant to subsection (d).

.

§302B-7 Charter school local school boards; powers and duties. (a) All local school boards, with the exception of those of conversion charter schools that are managed and operated by a nonprofit organization pursuant to section 302B-6(e), shall be composed of, at a minimum, one representative from each of the following participant groups: (1) Principals; (2) Instructional staff members selected by the school instructional staff; (3) Support staff selected by the support staff of the school; (4) Parents of students attending the school selected by the parents of the school; (5) Student body representatives selected by the students of the school; and (6) The community at large. (b) No chief executive officer, chief administrative officer, executive director, or otherwise designated head of a school may serve as the chair of the local school board. (c) The local school board shall be the autonomous governing body of its charter school and shall be responsible for the financial and academic viability of the charter school, implementation of the charter, and the independent authority to determine the organization and management of the school, the curriculum, virtual education, and compliance with applicable federal and state laws. The local school board shall have the power to negotiate supplemental collective bargaining agreements with the exclusive representatives of their employees. (d) Local school boards shall be exempt from chapter 103D, but shall develop internal policies and procedures for the procurement of goods, services, and construction, consistent with the goals of public accountability and public procurement practices. Charter schools are encouraged to use the provisions of chapter 103D wherever possible; provided that the use of one or more provisions of chapter 103D shall not constitute a waiver of the exemption from chapter 103D and shall not subject the charter school to any other provision of chapter 103D.

Evaluation Criteria
Reviewers will look for substantial evidence that the founding group:
- ☐ *Demonstrates the capacity to establish and sustain an excellent school;*
- ☐ *Will manage public funds effectively and responsibly, or will secure necessary staff expertise for this purpose; and*
- ☐ *Includes members who possess skill and experience in areas such as education, management, finance, and law, and/or will secure necessary staff expertise in these areas.*
- ☐ *Established an ILSB consistent with the law.*

B. Mission Statement

The mission statement defines the core purpose and key values of the school and informs the public about the students the school intends to serve. It should be consistent with high academic standards and be meaningful, measurable, and free of jargon. A school's mission statement provides the foundation for the entire charter DIP and for the term of the school's charter. Therefore, the mission statement should be reflected throughout all sections of the Detailed Implementation Plan (DIP).

Reviewers will look for a clear and compelling mission statement that:
- ☐ *Defines the purpose and values of the school;*
- ☐ *Informs the public about the students the charter school serves;*
- ☐ *Is consistent with high academic standards and student success;*
- ☐ *Is meaningful, measurable, and free of jargon; and*
- ☐ *Is reflected throughout all sections of the DIP.*

C. Vision Statement

A vision statement should provide readers with an image of the future the applicant group wishes to create. The vision statement should articulate what the school will achieve for the community – students, parents, teachers, board members, and beyond. An effective vision statement aligns with the mission statement and is meaningful, measurable, and free of jargon.

Reviewers will look for a clear and compelling vision statement that:
- ☐ *Illustrates a compelling image of the school's future;*
- ☐ *Describes the ways in which the school will positively impact all stakeholders in the school;*
- ☐ *Aligns with the mission statement; and*
- ☐ *Is meaningful, measurable, and free of jargon.*

D. Statement of Need

In §302A-101, "charter schools" means public schools holding charters to operate as charter schools under chapter 302B, including start-up and conversion charter schools, that have the flexibility to implement alternative frameworks with regard to curriculum, facilities management, instructional approach, length of the school day, week, or year, and personnel management.

Charter schools, in general, are to be established to stimulate the development of innovative programs within public education, to encourage performance-based

educational programs, and to provide parents and students with greater curricular options in school.

When describing the charter school's statement of need, applicant groups should: speak to the value of your charter school, based on its own merit; explain how the community(ies) will benefit from the charter school; and describe the unique needs of this school population.

Reviewers will look for a statement of need that:

- ☐ *Provides compelling reasons why the school needs to convert to a charter school;*
- ☐ *Describes how the charter school will have positive impacts on the community(ies) it serves;*
- ☐ *Describes the students the charter school will serve and their unique needs;*
- ☐ *Provides a specific rationale for how this charter school will enhance or expand the educational options.*

II. Educational Viability

A. Educational Philosophy

An educational philosophy defines the school's core values about teaching and learning. The educational philosophy should address the diverse needs of the student population. Moreover, it should be founded on an understanding of effective, research-based educational practices, teaching methods, and high standards for student learning.

When describing the school's educational philosophy, applicant groups should:

- Include in this description a discussion of the instructional methods to be used that support the educational philosophy.
- Describe how this educational philosophy aligns with the school's mission.
- Provide research on this educational philosophy and/or approach that demonstrates it will result in high academic achievement for the student population.

Reviewers will look for an educational philosophy that:

- ☐ *Describes the instructional methods to be used in support of the educational philosophy;*
- ☐ *Is integrated into the implementation of the comprehensive educational program;*
- ☐ *Demonstrates that the philosophy serves the diverse needs of individual students;*
- ☐ *Aligns with the charter school's mission;*
- ☐ *Is founded on an understanding of effective, research-based educational practices, teaching methods, and high standards for student learning; and*
- ☐ *Shows evidence that this approach will lead to improved student performance.*

B. Curriculum

Charter schools have the freedom to choose and/or develop curriculum models that best reflect the mission and educational philosophy of the school and that best serve the needs of the student population. Regardless of whether curriculum is purchased or internally developed, it is important that it aligns with the Hawaii Content and Performance Standards III.

When describing the school's curriculum, applicant groups should:

- Explain the process used to identify the curriculum that will be used by the school.
- Provide a description of the curriculum that will be used by the school,which align with HCPS III and addresses the benchmarks.
- Define what components, such as curriculum alignment templates, unit plans, etc., will be created as a part of the curriculum.
- Explain how English language learners, special education students, and students who enter the school below grade level will be engaged in and benefit from the curriculum.
- Describe the non-academic goals for students and how progress toward their attainment will be measured.
- Provide a rich, detailed sample unit plan to demonstrate an understanding of the curriculum model to be used. This must include skills to be taught in a core subject area: elementary, k - 6 schools should provide plans for k-3 and 4-6; for subsequent grades, provide one unit plan per grade level group i.e. middle (6-8), high school (9-12).

- Describe any other features of the school educational program which will aid reviewers in understanding the unique educational offerings of the school.

Reviewers will look for a curriculum plan that:

- *Provides compelling reasons why the curriculum was chosen for the school;*
- *Provides clear narrative of the curriculum with content and skills that are ambitious yet realistic for each grade or performance level;*
- *Is research-based, engaging, and consistent with the mission of the charter school;*
- *Defines curriculum components that will facilitate ongoing improvement and development of the curriculum;*
- *Is aligned with the HCPS III;*
- *Will be accessible and appropriate for all students at all levels, including English language learners, special education students, and students who enter below grade level; and*
- *Includes non-academic goals (e.g. positive attitude toward learning) for students that are consistent with the stated mission, program, and educational philosophy of the school.*

C. School Characteristics

The school calendar, organization of students within the educational program, and the charter school culture/ethos are just a few of the elements that characterize a school. Your charter school's characteristics should be consistent with the proposed mission and educational philosophy and program.

When describing the school's characteristics, applicant groups should:

- Describe the culture or ethos that will be developed in the charter school and your plans to create and implement this culture/ethos.
- Provide a copy of the proposed charter school's calendar for its first year of operation that is compatible with the school's philosophy and provides sufficient time for students to meet HCPS III. Specify: a. the total number of days of instruction for the school year; b. the first and last day of classes; and c. all planned holidays and other days off, as well as planned half days.
- Provide a copy of the charter school's proposed weekly schedule, including: a. the total number of hours/minutes of instruction per week; b. the minimum number of hours the charter school will devote to core academic subjects in each grade, i.e. English language arts, mathematics, science, and social studies; c. the length of the school day (including the approximate start and dismissal times of the school day); and, d. a sample schedule.
- Provide a list of instructional staff positions for the school. The list should indicate and identify classroom teachers, and any teaching aides or assistants, as well as any specialty teachers. In addition, the list should identify the number of instructional personnel in each classroom, e.g., one teacher, one teaching assistant for each class and a plan for recruiting Highly Qualified Teachers.
- Describe the implementation of the educational program in terms of the daily or weekly organization of students and faculty (e.g., multi-grade, tracking, team-teaching, etc.).
- Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.
- Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.
- Student Enrollment: Use the following format to submit student enrollment information for each year of the proposed charter term. The student enrollment

information must include: a. the grades that the school would serve; b. the number of students to be served in each grade; c. the number of children expected in each class; and d. projected enrolled students for each year for five years.

	Number of Students				
Grades	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Total Students					
# Classes per Grade					
Ave. # Students per Class					

Reviewers will look for a description of charter school characteristics that:

- ☐ *Provides a clear plan for establishing a charter school culture and norms consistent with the school's mission and educational program.*
- ☐ *Include a thoughtful and academically rich school calendar and schedule for students and teachers;*

- *Describes how the school's educational program will be implemented for teachers and students;*
- *Illustrates a typical student's day; and*
- *Illustrates a typical teacher's day.*

D. Special Student Populations & Student Services

Describe your plan for providing students with disabilities and/or limited English proficiency access to the general education curriculum by implementing programs of special education and sheltered English immersion, and your plan for implementation of a student wellness program. Your response should not merely state the requirements of the laws, but how each program will be implemented at your particular charter school, given your particular educational program.

When describing the school's plan for special student populations and student services, applicant groups should:

- Describe how the charter school will ensure that adequate instructional support is available for all students and teachers, including reading instruction at the elementary level, remedial instruction, services for linguistic minority students, and consultative services for teachers.
- Describe how the charter school will identify, assess, and develop Individualized Education Plans (IEPs) for students who require special education.
- Describe how the school will comply with state and federal special education requirements for serving students with disabilities.
- Describe how special education services will be delivered within the school's daily schedule, the settings in which these services will be provided, the titles, salaries, and qualifications of the individuals delivering the services, and the methods they will use.
- Describe the services and supports that will be available through the school to students who are English language learners. Include a description of how services for English language learners will be delivered within the school's daily schedule, the settings in which these services will be provided.
- Describe your plan to provide a nutrition program at the school. Propose a way in which you plan to administer the free and reduced lunch program.
- Describe the school's plan for addressing student health needs.

Reviewers will look for:

- *Student services that effectively identify, assess and serve special student populations;*
- *Knowledge regarding program requirements and effective means of implementation;*
- *Proposed staffing levels and program structure that support delivery of high quality services for all students;*
- *Evaluative procedures implemented by the school to ensure that the programs are effectively servicing the needs of the targeted student populations; and*
- *Statement of provision for student health care even if no health aide is present.*

CONVERSION CHARTER SCHOOL DETAILED IMPLEMENTATION PLAN
Application

E. Performance, Promotion, & Graduation Standards

When describing the charter school's performance, promotion and graduation standards, applicant groups should:

- Provide an example of performance standards for a grade grouping of your choice to indicate how students will be graded. Performance standards should indicate to teachers, parents, and students the attributes that merit a particular letter grade or rubric score.
- Describe the charter school's policies and standards for promoting students to the next grade, achievement level, or grouping level.
- Provide examples of "exit standards" for the charter school's grade groupings (e.g. elementary, middle, high school or primary, upper elementary, etc.) in three areas: mathematics, English language arts and one other subject area of your choice. These exit standards should provide reviewers with a clear sense of what students will know and be able to do at the end of the last grade of each school level.
- If your proposed charter school will graduate students from high school, please indicate the type of diploma that will be offered: High School Diploma (signed by the DOE/BOE); BOE Recognition Diploma (signed by the DOE/BOE), Certificate of Completion and/or a diploma issued by the charter school in accordance with its graduation requirements and LSB policies.

Reviewers will look for:

- *Performance, promotion, and graduation standards that are specific, measurable, ambitious, yet attainable;*
- *Performance standards for student assessment that are clear and easy to understand, not only for teachers and administrators, but also for parents and students;*
- *Clear criteria for student promotion from one level to the next, and for graduation; and*
- *Performance, promotion, and graduation standards based on high expectations and aligned with the school's mission, educational program, assessment system, and HCPS III; and*
- *Clear indication the kind of diploma graduates are offered.*

F. Assessment System

Charter schools are results-oriented educational institutions. The proposed DIP must define clear, understandable instructional and school goals. The application must describe how assessment is embedded in the learning process, describing a variety of assessments to measure student achievement (standardized tests, student portfolios, teacher observations, parent surveys, etc.). Set standards for ambitious and attainable educational results and explain how standards will drive curriculum decisions. All students are expected to make progress toward proficiency.

When describing the school's assessment system, applicant groups should:

- Describe how achievement data will be collected, used and reported.
- Indicate whether, in addition to administering the Hawaii Assessment System tests as required by state law, the school will use additional assessment tools to determine and report student progress.
- Describe which internal/school-developed instruments will be created in order to measure and report student progress. Explain why these particular assessments were selected for the targeted student population.

- Describe how assessment and achievement information will be reported. Indicate which audiences will receive this information and how often.
- Explain how assessment data will be used to plan staff development that will support the goal of improved student learning. Please be specific.

Reviewers will look for an assessment system that:

- *Describes a clear process for the collection, use and reporting of data;*
- *Includes descriptions and/or examples of assessments that are consistent with the charter school's mission, program, and high expectations of students, and that are based upon solid research;*
- *Facilitates decision-making about necessary adjustments to the educational program and the staff development plan;*
- *Describes multiple measures of student outcomes that can be reported to a variety of stakeholders; and*
- *Demonstrates a working knowledge of assessment that recognizes the need for a thorough, clear, measurable, externally credible, and conceptually sound design for measuring and reporting the performance and progress of the school as a whole and the academic and social development of each student to all relevant stakeholders.*

III. Operational Viability

A. Capacity

Local School Board (LSB) members or board of directors of the nonprofit organization are public agents authorized by the state and are responsible for governing charter schools. It is important that these individuals possess a wide variety of skills and qualifications that will enable them to found and sustain an excellent school.

When describing the capacity of the founding group, LSB or nonprofit organization board, applicant groups should:

- Summarize each board member's experience and qualifications briefly and provide evidence that the applicant(s) possess(es) the necessary background in the following areas critical to the charter school's success and/or that the members have a plan to secure the services of individuals who have the necessary background in these areas: Curriculum, instruction and assessment; Finance, facilities, and business management; and Organization, governance, and administration within the text of the document.
- Please attach a statement of commitment and resume for each group member and specify whether the individual is a proposed board member, proposed school leader, or proposed for any other positions. (Statements of commitment and resumes in the attachments are not counted toward the page limit.)
- If the applicant group is affiliated with an organization that manages a network of charter schools, provide a statement of the background and capacities of the organization in the above-mentioned areas.
- Explain how often the group meets, how the planning and writing process is being executed, and identify who is the primary author of the Detailed Implementation Plan.

Reviewers will look for evidence that an applicant group:

- ☐ *provides clear and compelling reasons the charter school is being established;*
- ☐ *has tangible ties to the communities the school will serve;*
- ☐ *met regularly to plan and write a high quality DIP;*
- ☐ *has the experience and qualifications necessary to implement the proposal;*
- ☐ *demonstrates the capacity to sustain an excellent charter school;*
- ☐ *can manage public funds effectively and responsibly;*
- ☐ *includes members who possess skills and experience in areas such as education, management, finance, development, and law;*
- ☐ *has broad and diverse representation from the communities the school serves; and*
- ☐ *if necessary, administers an appropriate process to recruit and/or select a charter school leader.*

B. School Governance

When describing the governance structure:

- ☐ Present an organizational chart and narrative. Be sure that the chart and narrative clarify the proposed reporting structure to the LSB or nonprofit board and the relationship to the charter school's leader and administration regarding the governance and management of the school.
- ☐ Briefly describe the recruitment, selection, and development plans for board members.
- ☐ Briefly describe how the LSB or nonprofit board will define and address conflict of interest.
- ☐ Briefly describe a policy for matters related to student discipline.

In addition, if your proposed school plans to contract with an education management organization (EMO):

- ☐ Provide an explanation of why the EMO was chosen.
- ☐ Include a brief summary of the EMO's history, educational philosophy, and past academic and management results.
- ☐ Define the charter school's LSB relationship with the EMO and how the LSB will provide oversight to the EMO.

In addition, if you are filing the DIP together with a college, university, museum, educational institution or another not-for-profit entity, please provide the information below:

- ☐ Name of the partner organization;
- ☐ Name of the contact person at the partner organization with mailing address, facsimile number, and email address;
- ☐ A description of the nature and purpose of the school's partnerships with the organization; and
- ☐ How the partner organization will be involved in the governance of the school.

Evaluation Criteria – for all applicants
Reviewers will look for a practical governance model that:

- ☐ *is consistent with the charter school's mission and program;*
- ☐ *presents a clear and workable reporting structure to the LSB;*

- *encourages an appropriate relationship between the LSB, school leader and administration regarding the governance and management of the school;*
- *is consistent with public accountability and the charter school law;*
- *clearly delineates the roles and responsibilities of the Board and the school staff;*
- *defines conflict of interest and describes an initial policy for disciplining students;*
- *establishes viable processes for policy making and ongoing Board development; and*
- *establishes a viable process for recruiting and selecting additional board members.*

Additional Evaluation Criteria – for applicants intending to contract with an EMO
Reviewers will look for:

- *a compelling reason why the founding group has chosen the proposed EMO;*
- *alignment between the EMO's history and educational philosophy and the proposed charter school's mission, vision, and educational philosophy;*
- *a clear delineation between the roles and responsibilities of the charter school's Board and the EMO; and*
- *a clear, defined, and appropriate structure for the LSB to provide oversight to the EMO.*

Additional Evaluation Criteria – for applicants filing the DIP together with a college, university, museum, educational institution or another not-for-profit entity.
Reviewers will look for:

- *a relationship that enhances, complements, and/or supports the mission and educational philosphy of the proposed charter school.*

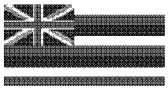
C. Enrollment and Recruitment

Charter schools are public schools and are therefore open to all students. This means that a charter school may not discriminate on the basis of race, color, national origin, sex, disability when recruiting or admitting students. Moreover, a charter school may not set admissions criteria that are intended to discriminate or that have the effect of discriminating based upon any of these characteristics.

When preparing the enrollment section of the DIP:

- Provide a description of how the founding group has assessed parental support for the charter school.
- Describe the proposed application and enrollment process.

Reviewers will look for:



- *evidence of a significant demand among parents for the charter school;*
- *a student admissions plan that ensures adequate enrollment and full accessibility of the charter school to all eligible students; and*
- *a proposed enrollment process that is open, fair, and in accordance with the charter school statute and regulations.*

D. Management

(1) Management Structure

- Describe the proposed organizational structure of all administrative positions and teachers.
- Describe how the school will make key organizational decisions about curriculum and instruction, student achievement, fiscal planning, and operations.

(2) Roles and Responsibilities

- Describe the roles and responsibilities of the school's leader and other administrative staff.
- Articulate key role distinctions with regard to student achievement, personnel, financial management, and operations.

(3) Policy Development

- Please describe one policy that the ILSB or board has established and the process for developing that policy.

(4) Educational Leadership

- Describe the proposed process for the development, supervision, coordination, and continual assessment of the educational content and pedagogical approach of the charter school.
- Explain how the operations of the charter school will be continually aligned to support instructional goals and student achievement.
- Describe how the principal or instructional leader will use student assessment data to improve instruction to lead to increased student achievement.
- Explain how student assessment data will be used to plan staff development that will support the goal of improved student achievement.

(5) Human Resources

- Indicate the number of faculty to be hired. Explain the process of determining job positions, roles, and responsibilities.
- Describe the charter school's plan for staff recruitment, advancement, and retention.
- Describe how the faculty and administrators will be evaluated.
- Describe plans for teachers, administrators, and other school staff to engage in professional development activities.
- Describe the qualifications and attributes of an ideal teacher for the charter school.
- Describe briefly the teaching program of typical teachers. Indicate how many hours they will be in class and what other school-related responsibilities they will have outside the classroom (lunch duty, dismissal advisory group, after school).
- Describe employee rights and management issues and a framework for addressing those issues that protect the rights of employees.

Reviewers will look for a management system that includes:

- *a clear reporting structure and solid plan for making key school-level decisions on student achievement, fiscal planning and operations;*
- *clearly delineated roles and responsibilities for the charter school's leader and other administrative staff;*
- *professional development opportunities for faculty and administrators;*

- *a clear plan for evaluating and revising the curriculum;*
- *a well-articulated plan for using student assessment data to improve instruction;*
- *a staffing plan, hiring criteria, and evaluation procedures that are clear and aligned with the school's mission; and*
- *working conditions that will retain high quality staff.*

E. Facilities

When describing plans the charter school facilities:

- Describe how you plan to continue to meet all safety and building requirements as required by state and county law for use of the facility as a charter school.
- Provide a layout and description of the proposed charter school facility. Include the number and size of classrooms, common areas, and recreational space.

Reviewers will look for evidence that there is:

- *a facility that will serve all eligible students and is consistent with charter school statute and regulations.*

IV Financial Viability

(1) Fiscal Management

- Explain who will manage the charter school's finances.
- Describe the fiscal controls and financial management policies the LSB will employ to remain informed of the school's financial position.
- Describe how the charter school will track finances in its daily business operations in order to maintain needed cash flow.
- Describe the systems and processes by which the charter school will keep track of financial data and compile information for the annual statement of income and expenditures for the prior fiscal year.
- Describe how the school will acquire and finance necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and provide evidence that the cost and availability of such insurance has been researched by the applicants.
- Describe the structure for providing business/administrative services (including, at a minimum, personnel transactions, accounting, and payroll) that reflects an understanding of school business practices and expertise needed to carry out administrative services or a reasonable plan and timeline to develop and assemble such practices and expertise. For any contract services planned to serve the charter school, describe the criteria and procedures for the selection of contractors.
- Describe the manner in which annual, independent financial audits will be completed following the close of each fiscal year, and the anticipated timeline in which audit exceptions and deficiencies (if any) will be resolved to the satisfaction of the charter authorizer.

- Describe who will be responsible for contracting and overseeing the independent audit, including a specification that the auditor will have experience in education finance. Outline, as applicable, the process for providing audit reports to the charter authorizer.

(2) Budget

- Provide a proposed first-year operational budget that includes: reasonable estimates of all anticipated revenues and expenditures necessary to operate the charter school – including special education; and budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels.
- Provide a complete five year budget for the charter school. Base the projections upon the most accurate estimates available at the time of application consistent with the narrative that describes the assumptions and operations of the charter school.
- Provide expenditure estimates that would minimally include:
  - personnel costs including benefits, wages and salaries, and taxes
  - building costs including maintenance, and utilities
  - curricular and extracurricular expenditures including books and supplies, field trips and technology
  - governance, advertising and promotion costs
  - food service and community service expenditures
  - all other costs including additional insurance, development costs, contracted services and support services including guidance, counseling and health services.
  - a detailed set of descriptions and costs for all contracted services including, but not limited to, those costs associated with maintenance companies, education service providers, auditors.

- Include a budget narrative that provides a rationale for items listed in the budget.

Reviewers will look for a:

- *fiscal management system that establishes channels of communication; is appropriate, efficient, and follows generally accepted accounting principles; safeguards assets.*
- *budget that reflects accurate revenue and expenditure estimates.*
- *clear understanding of the financial demands of running a charter school.*
- *viable plan for attaining the school's objectives with the funds that will be available.*
- *budget that reflects the unique qualities of the charter school.*

Part IV. Scoring the DIP Application

Scoring Considerations: The scoring shall consist of four categories weighted as indicated:

- Foundation of the Charter (20%)
- Educational Viability (30%)
- Operational Viability (30%)
- Financial Viability (20%)

The panel shall use the criteria published in APPLICATION FOR CHARTERS: CONVERSION CHARTER SCHOOL DETAILED IMPLEMENTATION PLAN.

Scoring Procedures: Each DIP will be reviewed by individual CSRP members independently before convening as a panel.

An acceptable score for each category:

Foundation of the Charter 16 of 20 points
Educational Viability 24 of 30 points
Operational Viability 24 of 30 points
Financial Viability 16 of 20 points
Total 80 of 100 points

Once individual scores are completed, the panel members will convene to deliberate by sharing individual scores for each category and the total score for each DIP.

The panel will review applications in order of receipt. All applications will be reviewed before any decisions are made.

The deliberations will result in a consensus score for each of the categories and a total score for each DIP. The deliberations will also result in one of three outcomes for each applicant:

- The approval of a charter
- The denial of a charter, or
- The request for amendments to be made.

If the number of DIPs exceeds the number of charters allowable, the panel will prioritize the applicants by the total score earned with the highest score as the first priority, the second highest score as the second, and so forth. The awarding of a charter will be provided in order of priority until the number of allowable charters is exhausted.

Approval will be granted to an application that:

- Holds exceptional promise;
- Receives high reviewer ratings (80% or better) in all categories;
- Fully meets the requirements;
- Is ready immediately to gear up to offer instructional services; and

- Earned a total score of at least 80 (out of 100) with no less than 80% in any category.

The CSRP Executive Assistant will schedule interviews with the full panel to run concurrently with DIP review. Each DIP applicant will be asked to address the four categories in the DIP and answer questions posed by panel members. Interviews will occur in a consistent manner with the order that DIPs were received.

Review of Detailed Implementation Plans and Interviews will take place by June 1 of the year of application.

Legal Note; HRS 302B-5 (c)(6) Upon receipt of a completed application, the convening of the panel by the panel chairperson to begin review of the application.

APPENDIX A: Establishing Conversion Charter Schools

§302B-6 Conversion charter schools; establishment.

(a) A conversion charter school may be established pursuant to this section.
(b) Any department school, school community council, group of teachers, group of teachers and administrators, or nonprofit organization may submit a letter of intent to the office to convert a department school to a charter school, establish an interim local school board as its governing body, and develop a detailed implementation plan pursuant to subsection (d).
(c) The conversion charter school application process and schedule shall be determined by the panel, and shall provide for and include the following elements:
  (1) The submission of a letter of intent to convert to a charter school;
  (2) The timely transmittal of the application form and completion guidelines to the interim local school board;
  (3) The timely submission to the panel of a completed application; provided that the application shall include certification and documentation that the application and the proposed detailed implementation plan was approved by a majority of the votes cast by existing administrative, support, teaching personnel, and parents of students at the proposed conversion charter school;
  (4) The timely review of the application by the panel for completeness, and notification of the interim local school board if the application is complete or, if the application is insufficient, a written statement of the elements of the application that require completion;
  (5) The timely resubmission of the application;
  (6) Upon receipt of a completed application, the convening of the panel by the panel chairperson to begin review of the application;
  (7) The timely notification of the applicant of any revisions the panel may request as necessary for a recommendation of approval;
  (8) Following the submission of an application, issuance of a charter or denial of the application by the panel by majority vote; provided that if the panel does not approve the application and issue a charter, provisions requiring the panel to:
    (A) Clearly identify in writing its reasons for not issuing the charter, which may be used as guidelines for an amended plan; and
    (B) Allow the interim local school board to revise its plan in accordance with the panel's guidelines, and resubmit an amended plan within ten calendar days;
  (9) A provision for a final date on which a decision must be made upon receipt of an amended plan; and
  (10) A provision that no conversion charter school may begin operation before obtaining panel approval of its charter.
(d) An application to become a conversion charter school shall include a detailed implementation plan that meets the requirements of this subsection and section 302B-9. The plan shall include the following:

(1) A description of employee rights and management issues and a framework for addressing those issues that protects the rights of employees;
(2) A plan for identifying, recruiting, and retaining highly-qualified instructional faculty;
(3) A plan for identifying, recruiting, and selecting students that is not exclusive, elitist, or segregationist;
(4) The curriculum and instructional framework to be used to achieve student outcomes, including an assessment plan;
(5) A plan for the assessment of student, administrative support, and teaching personnel performance that:
  (A) Recognizes the interests of the general public;
  (B) Incorporates or exceeds the educational content and performance standards developed by the department for the public school system;
  (C) Includes a system of faculty and staff accountability that holds faculty and staff both individually and collectively accountable for their performance, and that is at least equivalent to the average system of accountability in public schools throughout the State; and
  (D) Provides for program audits and annual financial audits;
(6) A governance structure for the charter school that incorporates a conflict of interest policy and a plan for periodic training to carry out the duties of local school board members;
(7) A financial plan based on the most recent fiscal year's per-pupil charter school allocation that demonstrates the ability to meet the financial obligations of one-time, start-up costs and ongoing costs such as monthly payrolls, faculty recruitment, professional development, and facilities costs; and
(8) A facilities plan.

(e) A nonprofit organization may submit a letter of intent to the office to convert a department school to a conversion charter school, operate and manage the school, establish a local school board as its governing body, and develop a detailed implementation plan pursuant to subsection (d); provided that:
(1) As the governing body of the conversion charter school, the local school board shall be composed of the board of directors of the nonprofit organization and not representatives of the participant groups specified in section 302B-7. The nonprofit organization may also appoint advisory groups of community representatives for each school managed by the nonprofit organization; provided that these groups shall not have governing authority over the school and shall serve only in an advisory capacity to the nonprofit organization;
(2) The detailed implementation plan for each conversion charter school to be operated by the nonprofit organization shall be formulated, developed, and submitted by the nonprofit organization, and shall be approved by a majority of the votes cast by existing administrative, support, and teaching personnel, and parents of the students of the proposed conversion charter school;
(3) The board of directors of the nonprofit organization, as the governing body for the conversion charter school that it operates and manages, shall have the same protections that are afforded to the board in its role as the conversion charter school governing body;

(4) Any conversion charter school that is managed and operated by a nonprofit organization shall be eligible for the same federal and state funding as other public schools; provided that the nonprofit organization makes a minimum annual contribution of $1 per pupil toward the operation of a conversion charter school for every $4 per pupil allocated by the office for the operation of the conversion charter school; provided that in no event shall the nonprofit organization be required to contribute more than the total required contribution per pupil per year. As used in this section, "total required contribution" means:
(A) $1,500 for school years 2006-2007 through 2010-2011;
(B) $1,650 for school years 2011-2012 through 2015-2016; and
(C) $1,815 for school years 2016-2017 through 2020-2021; and

(5) If, at any time, the board of directors of the nonprofit organization governing the conversion charter school votes to discontinue its relationship with the charter school, the charter school may submit an application with a revised detailed implementation plan to the panel to continue as a conversion school without the participation of the nonprofit organization.

(f) Any nonprofit organization that seeks to manage or operate a conversion charter school as provided in subsection (e) shall comply with the following at the time of application:

(1) Have bylaws or policies that describe the manner in which business is conducted and policies that relate to the management of potential conflict of interest situations;

(2) Have experience in the management and operation of public or private schools or, to the extent necessary, agree to obtain appropriate services from another entity or entities possessing such experience;

Appendix B: Procedures for Evaluating Remanded DIP Applications

If within 60 days the BOE returns a DIP Application to the CSRP for additional consideration, 8-12 CSRP members will be involved in the deliberation and decision-making process.

Each member will review his or her initial individual scores taking into consideration any comments from the BOE, if provided, to guide deliberations. The Panel will meet, discuss the remanded Application and determine if the charter is granted or denied.

The panel will then notify the ILSB and the chair of the BOE of approval or denial with written reasons for the decision.

Charter Schools – Standardized Financial Reporting Model
Fiscal Year 2010-11 Instructions

CSRP Approved 4/22/2010

These instructions are provided to assist charter schools in completed the Standardized Financial Reporting forms and tables that are enclosed with this document. There are three reporting processes/timelines that make up this system:

System Element	Reporting Deadline
Budget Reports	June 11, 2010
Year-end Financial Reports	60 days after end of school year
Budget Briefing Tables to the State Legislature	December 31, 2010

This document is organized to provide information to charter schools regarding how to complete the forms enclosed in the attached MS Excel spreadsheet in meeting these reporting requirements. This document is organized into four sections – (1) General Instructions; (2) Budget Report Instructions; (3) Year-end Financial Reporting Instructions; and (4) Budget Briefing Tables Instructions.

GENERAL INSTRUCTIONS:

Due dates are as follows: For budget reporting forms (Form 1, 2 & 8) the due date is June 11, 2010. For year-end financial reporting (Forms 3, 4, 5, 6 & 8) the due date is the same date as due date for the self-evaluations and should be submitted together (determined by the CSRP, approximately 60 days after the end of the school year). A certification statement should be submitted each time the charter school submits any of these forms. The comments page (Form 7) is submitted at the discretion of the charter school. The budget briefing tables (Tables 7, 10, 11 & 12) are due to the CSAO no later than December 31, 2010.

The attached MS Excel spreadsheet has multiple tabs that are to be used by charter schools in reporting their budget and financial results for budget year 2010-11 and actual year 2009-10. Tables 7, 10, 11 & 12 are to be used by charter schools to report data required by the legislature. For each form data entry is made in the **GREEN** colored cells. **YELLOW** colored cells are totals or other data that calculates automatically. Each charter school is required to submit their LSB approved budget no later than June 11, 2010.

The forms to use to submit budget information are:

Form 1: Budget Summary (Budgeted P&L)
Form 2: Bgt_FuncExp (Budgeted Functional Expenses)
Form 8: Certification Statement

Note that there are two versions of form 2. Only use one of these two versions. The Option 1 for form is simpler and should be easier to use. Option 2 is more complex because it requires that expenses be reported by class (program) as well as by functional area of expense.

The tentative forms to use to submit year end financial results are:

Form 3: Balance Sheet (aka Statement of Net Assets).
Form 4: Income Statement (aka Statement of Revenues, Expenses & Changes in Net Assets).
Form 5: Statement of Functional Expenses.
Form 6: Enrollment Report.
Form 8: Certification Statement.

The forms to be used to submit Budget Briefing information are:

Table 7: Non-general Funds (unencumbered)
Table 10: Vacant Positions
Table 11: Personnel Separations
Table 12: New Hires

Note: When you submit your year end financial results also submit any changes you have made to your budget during the year on Forms 1 & 2 which may be revised (and approved as revised by your LSB) based on fiscal changes that may occur during the fiscal year.

Detailed instructions for completing the forms follow:

BUDGET REPORTING FORMS:

Form 1. BudgetSumm: This is the Budget Summary table. This table is used to report your overall budgeted revenues and expenses, that your LSB has approved. The due date for submitting this completed form as well as one version of the "Budget by Functional Expense" form is June 11, 2010. Enter the name of your school in the space provided (currently entered with "sample charter school." Enter the Org ID of your school in the space provided (a table of ORGIDs has been provided in Appendix A).

OPERATING REVENUES: Use this section to report normal, ongoing operating revenues that have been budgeted. Using the instructions in Column M of the form enter the appropriate data. Note that if the school has a component unit then data for the component unit is also required to be completed in the column labeled "Sample Component Unit." If you do have a component unit enter the actual name of the component unit in the space provided at the top of the column. If the school or the component unit has normal, ongoing revenues budgeted from a source that does not fit into the revenue categories provided (1-14) use the space provided for items 15 & 16 to enter revenues from these sources. Be sure to include a description of the source as well.

OPERATING EXPENSES: Operating expense data for the charter school will load onto this form automatically from the Schedule of Budgeted Functional Expenses form. Data for a component unit is reported as total component unit expenses excluding amounts transferred to the charter school and the amount the

component unit transferred to the charter school. This amount should match the amount entered in line 30 for the charter school: "Contributions, from Component Unit."

NONOPERATING REVENUES: Use for one-time or unusual revenues that are not part of your regular operating revenues. Example would be a large one-time gift of cash or property to the school. Contributions to the charter school from your component unit, if applicable, would also be reported in this section.

NONOPERATING EXPENSES: Use for nonrecurring or unusual expenses that are not part of your usual operating expenses. Example would be a major repair of a facility that is not capitalized. Interest on long-term debt, if any, should also be reported in this section.

Form 2. Bdg_FuncExp: There are two versions of this form. These instructions apply to the Option 1 version. These forms are used to report the expenses of the charter school by function. The due date for returning this form is the same as the due date for the BudgetSumm form - June 11, 2010. If you choose to use the Option 2 version contact the CSAO for assistance. The name of your school and ORGID will load automatically from the BudgetSumm form. This form is organized by functional expense. The functional expense categories are:

100 Administration;
200 Instructional Services;
300 Pupil Services;
400 Operation and Maintenance of Plant;
500 Benefits and Other Charges;
600 Community Services; and
700 Other Non-operating Expenses.

Budgeted amounts are entered in the green cells as appropriate. For most charter schools the 100, 200, 300, and 400 functional categories will account for most of your planned expenses. Some charter schools may have planned (budgeted) expenses in the 500, 600 & 700 functions. Descriptions of the expenses that should be reported in each line can be found on the form in Column L. Suggested, or sample, detailed accounts are provided under each of the functional categories. Circumstances at your charter school may require different accounts or additional accounts in some or all of these functional categories. If that is the case add additional accounts as necessary under the appropriate functional area. For example, under the School Leadership sub-function within Administration there is no account for Travel. If you chose to report school leadership travel separately you should add an account under this sub-function and include the appropriate amount.

Other schools may not breakout their expenses at the same level of detail as that shown on this form. If this is the case at your school, then report the expenses in

the functional category that most closely represents the function where most of the expense was incurred. For example, within the Administration function each of the sub-functions includes an account for Contracted Services. Your school could have contracted with a provider for training for your LSB and your School Leadership staff, Business staff, etc. In this case use your judgment in determining the sub-function under which you report the expense. It should approximate the sub-function that benefited the most from the expense.

YEAR- END FINANCIAL REPORTS:

Form 3: Balance Sheet

This is a basic balance sheet format which separates current assets from non-current (capital or long-term assets) and current liabilities from non-current (long-term) liabilities. The format of this report is designed to be able to accommodate virtually any combination of assets and liabilities that charter schools may encounter. Additional space has been provided if the pre-assigned accounts are insufficient. Be sure that Total Assets line agrees with the Total Liabilities and Net Assets line. The descriptions in Column M have been provided to assist you in completing this report.

Form 4: Income Statement

Instructions for the completion of this form are similar to the instructions for Form 1 BudSumm. The difference is that this form is used to report the actual revenues and expenses incurred while the Budget Summary form is used to report budgeted (planned) expenses. The due date for submitting this completed form is the same due date as the CSRP self-evaluation document (approximately 60 days after the end of the school year). The instructions for completing Operating Revenues, Operating Expenses, Nonoperating Revenues and Nonoperating Expenses are the same as for the BudSumm form except the data is actual year end results.

Form 5: Schedule of Functional Expenses

Instructions for the completion of this form are similar to the instructions for Form 2 Budgeted Functional Expenses. The difference is that this form is used to report the actual expenses by functional category rather than budgeted (planned expenses). The due date for submitting this completed form is the same due date as the CSRP self-evaluation document (approximately 60 days after the end of the school year). The detailed instructions for completing this form are the same as for the Budgeted Functional Expenses form.

Form 6: Enrollment Report

Use this form to report your 2008-09 actual, May 15, 2009 projected, actual October 15, 2009, actual November 15, 2009 and projected October 15, 2010 enrollments. Breakout your enrollment by grade and Regular Ed/SPED per the space provided on the form.

BUDGET BRIEFING TABLES

Because the legislature typically does not release the upcoming session version of these forms until December, this packet includes the legislative tables used last year (20l0 legislative session). The 2011 forms will likely be very similar to the forms provided herein. An updated version of this document will be distributed after the legislature finalizes these tables for 2011. As stated in the General Instructions the deadline for submitting these tables to the CSAO is December 31, 2010.

Table 7 Non-general Funds: Include a list of all non general and non-federal sources of funds your school is receiving this year. That list, naming the source, goes in the column labeled "Name of Fund." If your school is receiving money through your non-profit, regardless of the source of the money to the non-profit, then enter the name of your non-profit in that column. If your school is receiving money directly from KSBE then enter KSBE in that column. When the column is completed it should list out all of the sources other than federal and other than state funds that you school is receiving funds from this year (2010-11). Then for each of the sources listed in the first column, if your school has spent or encumbered all of the funds as of November 30, 2010 then enter zero ($0) in the "Unencumbered Cash Balance" column. If your school has any unencumbered amounts from any of these sources as on hand (in cash) as of November 30, 2010, enter the amount of the unencumbered balance in the "Unencumbered Cash Balance" column of this table. MOF (Means of Financing) codes to be used in the MOF column are provided in Appendix A. The only charter schools that should enter anything in the Statutory Authority column are charter schools receiving funding from Ho`o ka ko`o Corp. These schools should only cite the statutory authority in HRS 302B for unencumbered cash balances on hand on November 30, 2010 from Ho'o ka ko'o Corp.

Table 10 Vacant Positions: The purpose of this form is to provide information to the legislature regarding vacant positions at your school as of November 30, 2010. This form should be used to report positions at your school that are budgeted for but were unfilled as of November 30, 2010. If you have a position that is unfilled and unbudgeted then it is not a vacant position it is an unbudgeted position and should not be included on this table. If you do have a budgeted, vacant position this would typically be due to a position that was filled early in the year and then the incumbent left employment with the school prior to November 30, 2010 and the position was not filled as of November 30, 2010 or a position that was budgeted for at the start of the year when it was unfilled and the position remains unfilled as of November 30, 2010. . If you have either of these situations at your school you should report data on this form regarding these positions.

Table 10 Instructions for the specific columns:

Date of Vacancy: If you have positions that fall within the description of vacant positions as described above provide the date that the position was vacated. Typically this would be sometime during this year.

Position Title: Provide the generic title of the vacant position (e.g. teacher, custodian, business manager, etc.)
Position Number: Provide the number of the position that the school has created to identify this position. This is not the same as the unique employee identification number, it is the number for the position. If you do not number your positions enter N/a.
Exempt (Y/N): Is the position exempt from collective bargaining.
Budgeted Amount: Enter the entire amount that was budgeted this year for the position.
Actual Salary Last Paid: Enter the total amount of salary actually paid for this position during this year through November 30, 2010.
MOF: Means of Finance – (see Appendix A for a table of MOF codes)
Prog ID: Identify the program that is paying for the position. For positions funded with per pupil funds use 15137 as the PROGID. For positions paid from Title I funds use PROGID 18902. If you have other positions paid from other sources type in a brief identifier of the source of funds in this column.
Authority to Hire (Y/N): This column is nonsensical for charter schools. If the position was authorized by your LSB then you had authority to hire and should enter a Y (yes) in this column.

Table 11 Personnel Separations: The purpose of this table is to provide a list to the legislature regarding positions that were filled on July 1, 2009 and subsequently vacated during the period between July 1, 2009 and November 30, 2010.
Instructions for the specific columns:
Program ID/Org: As with the vacancy table, if the position was funded with per pupil funds use 15137 as the code here along with your school's ORGID. If the position was funded with Federal Title I funds use 18902 along with your school's ORGID. If the position was funded with funds from other than these two sources enter a brief description of the source along with your school's ORGID. Your ORGID is the DOE ORGID for your school. I've attached a table of the ORGIDs for all of the charter schools in Appendix A. For example HAAS' ORGID is 561.
Position Number: Same instructions as per the Vacancy Report.
Perm/Temp: If the position is a permanent position enter PERM; if it is a temporary position enter Temp.
MOF: Same instructions as per the Vacancy Report.
Position Title: Same instructions as per the Vacancy Report.
Budgeted FTE: Enter the full time equivalent amount for the separated position. This should be a value between 0.00 and 1.00. For a full time position enter 1.00, for a half time position enter 0.50, etc. If the normal hours for the position you are entering as a full time position are 37.5 hours per week and the position was less than full time, to calculate the FTE use the actual number of hours of the position divided by 37.5.
Budgeted Salary: Enter the amount budgeted in 2009-10 for this position. Actual FTE: If the actual FTE differed from the budgeted FTE enter the actual FTE. IF

the budget and actual FTEs are the same, enter the same number as the budgeted FTE. Actual FTE may differ if the position was created as a full time position yet you were only able to find an employee willing to work part-time.
Actual Salary: Enter the actual salary paid in 2010-11 through November 30, 2010.
BU Code: Enter the bargaining unit code for the position (e.g. BU Code for teachers is 5, BU Code 3 is for clerical positions, BU Code 6 is for Educational Officers, BU Code 4 is for White Collar Supervisory – Admin Assistants and SASAs). If you have a question on which BU Code to use call Mary Jane Munoz in the CSAO office.
SR Level: This is the code for the salary range for the position. The salary range code can be found in the collective bargaining unit's salary schedule. Next to each salary on the salary schedule is an alpha-numeric code, enter the appropriate code for the position you are reporting as a separation. If you are not compensating your employees based on the salary schedule in the collective bargaining agreement enter the SR code that most closely approximates the amount of the salary that you are paying for the position.

Table 12 New Hires: The purpose of this table is to report to the legislature Use this table to report new hires at your charter school during the period between July 1, 2009 and November 30, 2010. This table is very similar to Table 11 so these instructions will only cover those elements that are different than Table 11. Refer to the Table 11 instructions for columns that are the same.
New Hire Effective Date: Enter the date that the new hire was employed by your school. This date should be somewhere during the period between July 1, 2008 and November 30, 2009.

Appendix A

Means of Financing Table:

Code	Description	Use
A	General Funds	State General Funds
B	Special Funds	Donations, funds from other agencies, etc.
N	Federal Funds	Federal Program Funds
T	Trust Funds	Student activity funds, Funds provided per a trust agreement
V	Federal ARRA Funds	Federal ARRA Part A funds
W	Revolving funds	Payments from parents/students for transportation, food services, etc.

Organization Code (ORGID) Table:

School Name	ORGID #
Connections-PCS	396
Educ Lab: A Hawaii NC-PCS	543
Hakipu'u Learning Ctr-PCS	546
Halau Ku Mana-PCS	540
Halau Lokahi NC-PCS	542
Hi Academy of A&S-PCS	561
Hawaii Technology Academy	551
Innovations-PCS	548
Ka 'Umeke Ka'eo-PCS	562
Ka Waihona O Ka Naauao-PCS	545
Kamaile	275
Kawaikini	565
Kanu O Ka'aina-PCS	397
Kanuikapono-PCS	564
Ke Ana La'ahana-PCS	549
Ke Kula Nawahi Iki Lab-PCS	563
Ke Kula O Kamakau Lab-PCS	547
Ke Kula Ni'ihau Kekaha-PCS	556
Kihei-PCS	554
Kona Pacific	566
Kualapuu-PCS	411
KANAKA - PCS	466
Kua O Ka La-PCS	557
Lanikai-PCS	320
Myron Thompson Acad-PCS	544
Volcano Sch of A&S-PCS	560
Voyager-PCS	541
Waialae-PCS	149
Waimea Mid-PCS	394
Waters of Life-PCS	398
West Hi Explor-PCS	399

Appendix A

DEPARTMENT OF EDUCATION

Adoption of Chapter 8-500
Hawaii Administrative Rules

April 15, 2010

Chapter 500 of Title 8, Hawaii Administrative Rules, entitled "Hawaii Public Charter Schools Probation and Revocation Procedures", is adopted.

HAWAII ADMINISTRATIVE RULES

TITLE 8

DEPARTMENT OF EDUCATION

SUBTITLE 5

CHARTER SCHOOL REVIEW PANEL

CHAPTER 500

HAWAII PUBLIC CHARTER SCHOOLS PROBATION AND REVOCATION PROCEDURES

§8-500-1 Definitions
§8-500-2 Applicability
§8-500-3 Probation and revocation for academic, organizational, or financial deficiencies
§8-500-4 Probation and revocation for serious health or safety deficiencies
§8-500-5 Immediate health or safety concerns
§8-500-6 Severability

§8-500-1 Definitions. As used in this chapter, terms have the same meaning as defined in section 302B-1, HRS. [Eff MAY 17 2010] (Auth: HRS §302B-14) (Imp: HRS §§302B-1, 302B-14)

§8-500-2 Applicability. The provisions in this chapter apply to all public charter schools in the State. For purposes of this chapter, references to charter schools include start-up charter schools and conversion charter schools, and their respective local school boards. [Eff MAY 17 2010] (Auth: HRS §302B-14) (Imp: HRS §302B-14)

§8-500-3 Probation and revocation for academic, organizational, or financial deficiencies. (a) The charter school review panel (panel) shall conduct or cause to be conducted a special evaluation of a charter school whenever the panel deems such an evaluation is necessary or appropriate. The special evaluation shall be in accordance with guidelines adopted by the panel at a duly noticed panel meeting and as may be amended from time to time at a duly noticed panel meeting.

(b) If, after conducting a special evaluation or reviewing a special evaluation conducted at the direction of the panel or based upon the annual or multi-year evaluation, the panel determines that a charter school has academic, organizational, or financial deficiencies, the panel and the charter school administrative office shall meet with the charter school and its local school board representative to discuss the specific deficiencies.

(c) If the deficiencies have not been resolved or corrected within sixty calendar days, the panel shall issue to the charter school and its local school board a notice of intent to place the charter school on probation, which notice shall specify the deficiencies found by the panel, the proposed probation period, and the proposed monitoring and reporting requirements for the probationary period.

(d) Upon issuance of a notice of intent to place a charter school on probation, the panel shall allow the charter school to present its position at the next regularly scheduled panel meeting at which such matter can be placed on the agenda.

(e) Upon completion of the meeting, the panel shall issue a written decision to the charter school and its local school board within twenty-one calendar days.

(f) The written decision shall notify the charter school and its local school board that either the charter school is not on probationary status and can continue normal operations or the charter school is being placed on probationary status.

(g) Any decision by the panel to place a charter school on probation shall be by a majority vote of all members to which the panel is entitled.

(h) If a charter school is placed on probationary status, the notice to the charter school shall specify the deficiencies requiring correction, the probation period, and the monitoring and reporting requirements while the charter school is on probation.

(i) Within fourteen calendar days prior to the end of the term of probation, the panel shall schedule a meeting to determine whether or not to continue the charter school on probation, remove the charter school from probationary status, or revoke the charter school's charter.

(j) The panel shall give at least ten calendar days notice to the charter school and its local school board of the meeting date.

(k) Upon completion of the meeting, the panel shall issue a written decision within twenty-one calendar days.

(l) Any decision by the panel related to keeping the charter school on probation or removing the charter school from probationary status shall be by a majority vote of all members to which the panel is entitled.

(m) Any decision by the panel related to revoking the charter school's charter shall be by a two-thirds vote of all members to which the panel is entitled.

(n) In the event of the revocation of a charter:

(1) All of the assets of the charter school shall immediately become the property of the State; and

(2) The local school board shall turn over all records and lists of assets within ten calendar days to the charter school administrative office. [Eff MAY 17 2010](Auth: HRS §§302B-9, 302B-14) (Imp: HRS §§302B-9, 302B-14)

§8-500-4 Probation and revocation for serious health or safety deficiencies. (a) In accordance with the statutory requirements relating to the placement of a charter school on probationary status or the revocation of a charter for serious student or employee health or safety deficiencies, a charter school shall be given written notice of specific health or safety deficiencies, which shall include a date by which the charter school shall submit a response regarding the deficiencies to the panel.

(b) The panel chair shall appoint a task group or the charter school administrative office to visit the charter school and meet with the local school board and members of the community.

(c) After the task group or the charter school administrative office has met with the charter school, its local school board, and members of the community, the task group or the charter school administrative office shall recommend to the panel at a duly noticed meeting to place the charter school on probation, revoke the charter school's charter, or continue the charter school's charter.

(d) If the recommendation of the task force or the charter school administrative office is to place the charter school on probation, the panel shall issue to the charter school and its local school board a notice of intent to place the charter school on probation, which notice shall specify the deficiencies found by the panel, the proposed probation period, and the proposed monitoring and reporting requirements for the probationary period.

(e) Upon issuance of a notice of intent to place a charter school on probation, the panel shall allow the charter school to present its position at the next regularly scheduled panel meeting at which such matter can be placed on the agenda.

(f) Upon completion of the meeting, the panel shall issue a written decision to the charter school and its local school board within twenty-one calendar days.

(g) The written decision shall notify the charter school and its local school board that either

the charter school is not on probationary status and can continue normal operations or the charter school is being placed on probationary status.

(h) Any decision by the panel to place a charter school on probation shall be by a majority vote of all members to which the panel is entitled.

(i) If a charter school is placed on probationary status, the notice to the charter school shall specify the deficiencies requiring correction, the probation period, and the monitoring and reporting requirements while the charter school is on probation.

(j) Within fourteen calendar days prior to the end of the term of probation, the panel shall schedule a meeting to determine whether or not to continue the charter school on probation, remove the charter school from probationary status, or revoke the charter school's charter.

(k) The panel shall give at least ten calendar days notice to the charter school and its local school board of the meeting date.

(l) Upon completion of the meeting, the panel shall issue a written decision within twenty-one calendar days.

(m) Any decision by the panel related to keeping the charter school on probation or removing the charter school from probationary status shall be by a majority vote of all members to which the panel is entitled.

(n) Any decision by the panel related to revoking the charter school's charter shall be by a two-thirds vote of all members to which the panel is entitled.

(o) In the event of the revocation of a charter:

(1) All of the assets of the charter school shall immediately become the property of the State; and

(2) The local school board shall turn over all records and lists of assets within ten calendar days to the charter school administrative office. [Eff MAY 17 2010] (Auth: HRS §302B-14) (Imp: HRS §302B-14)

§8-500-5 Immediate health or safety concerns.
(a) In the event of an immediate concern for student or employee health or safety, the panel shall schedule a meeting in accordance with chapter 92, HRS.

(b) If the panel decides to adopt an interim restructuring plan pursuant to the statutory requirements relating to the placement of a charter school on probationary status or the revocation of a charter for serious student or employee health or safety deficiencies, the interim local school board and interim administrator shall work on placing students of the charter school at other public schools while allowing the original local school board to correct the immediate concerns.

(c) The panel shall provide notice of a specific amount of time that the charter school has to correct the immediate concerns.

(d) If the immediate concerns are not corrected within the specified time, then the panel shall determine whether or not to place the charter school on probation or to revoke its charter pursuant to section 8-500-4.

(e) In the event that the panel does not form an interim restructuring plan, the panel may issue a notice immediately closing the charter school and appoint a body to assist with placement of the students in other public schools.

(f) The panel may place the charter school on probation or revoke its charter pursuant to section 8-500-4.

(g) Should the panel fail to act in accordance with the statutory requirements relating to the adoption of an interim restructuring plan with respect to immediate concern for student or employee health or safety at a charter school, the board of education shall have the authority to direct the panel to take action. [Eff MAY 17 2010] (Auth: §302B-14) (Imp: §§302B-9, 302B-14)

§8-500-6 Severability. If any section or portion of a section of this chapter, or the applicability of these rules to any person, entity, or circumstance is held invalid by a court, the remainder of these rules or the applicability of such provisions to other persons, entities, or circumstances shall not be affected thereby. [Eff MAY 17 2010] (Auth: §302B-14) (Imp: §302B-14)

DEPARTMENT OF EDUCATION

Chapter 8-500, Hawaii Administrative Rules, on the Summary Page dated April 15, 2010, was adopted on April 15, 2010, following a public hearing held on March 18, 2010, after public notice was given in the Honolulu Star-Bulletin, Hawaii Tribune-Herald, West Hawaii Today, The Maui News, and The Garden Isle on February 12, 2010.

The adoption of chapter 8-500 shall take effect ten days after filing with the Office of the Lieutenant Governor.

GARRETT TOGUCHI
Chairperson
Board of Education

LINDA LINGLE
Governor
State of Hawaii

Dated: 5/4/10

APPROVED AS TO FORM:

Deputy Attorney General

Filed

'10 MAY -6 A11:07

LIEUTENANT GOVERNOR'S OFFICE

THE SENATE
TWENTY-FIFTH LEGISLATURE, 2010
STATE OF HAWAII

S.C.R. NO. 108 S.D. 2

SENATE CONCURRENT RESOLUTION

REQUESTING THE CONVENING OF A TASK FORCE TO ESTABLISH A CONSISTENT FUNDING FORMULA, PROCESS, OR BOTH, BY WHICH EQUITABLE FUNDING TO CHARTER SCHOOLS IS DETERMINED.

WHEREAS, charter schools in Hawaii are public schools funded out of the Department of Education's budget; and

WHEREAS, section 302B-12, Hawaii Revised Statutes, provides some direction in determining which categories of funds are included in the calculation of per-pupil funding to charter schools; and

WHEREAS, despite existing law, issues regarding the parity of per-pupil funding to charter schools versus non-charter public schools have arisen, with no resolution because of disagreement over what is included and excluded in the calculation of the per-pupil allocations; and

WHEREAS, the inconsistent calculation of charter school funding should be addressed to ensure that an equitable amount of resources and opportunities for learning are provided to charter school students and public non-charter school students; now, therefore,

BE IT RESOLVED by the Senate of the Twenty-fifth Legislature of the State of Hawaii, Regular Session of 2010, the House of Representatives concurring, that the following are requested to convene as members of the Charter Schools Funding Task Force:

(1) The Chief Financial Officer of the Charter School Administrative Office;

(2) The Chief Financial Officer of the Department of Education;

(3) The Director of Finance, or the Director's designee;

(4) The Chairperson of the House of Representatives Committee on Finance;

(5) The Chairperson of the Senate Committee on Ways and Means;

(6) A representative of the Hookakoo Corporation;

(7) The Executive Director of the Hawaii Charter Schools Network, or the Executive Director's designee; and

(8) A representative of the Charter School Review Panel,

to determine a funding formula, process, or both, to be used by all agencies in the calculation of charter school funding in the State; and

BE IT FURTHER RESOLVED that the Charter Schools Funding Task Force is requested to examine the following in making its determinations:

(1) Detailed information on the existing funding sources of the charter schools' per-pupil allocation;

(2) Detailed information on the Department of Budget and Finance's method of calculating the Department of Education's per-pupil allocation and the charter schools' per-pupil allocation amounts;

(3) Discrepancies and the reasons for discrepancies in calculations of per-pupil allocations for non-charter public schools and charter schools by various agencies; and

(4) The portion of debt service, repair and maintenance, and capital improvement expenses that should be paid by charter schools; and

BE IT FURTHER RESOLVED that the Charter School Administrative Office is requested to provide staff support for the Task Force; and

BE IT FURTHER RESOLVED that the Charter Schools Funding Task Force is requested to submit a report of its findings and recommendations, including any proposed legislation, to the Legislature no later than twenty days prior to the convening of the Regular Session of 2011; and

BE IT FURTHER RESOLVED that this measure is not intended to hinder or impede the enactment of legislation addressing issues relating to charter school funding during the Regular Session of 2010 or any Special Session of 2010 that may be convened; and

BE IT FURTHER RESOLVED that certified copies of this Concurrent Resolution be transmitted to the Superintendent of Education, Executive Director of the Charter School Administrative Office, Chairperson of the Charter School Review Panel, Chief Financial Officer of the Charter School Administrative Office, Chief Financial Officer of the Department of Education, Director of Finance, President of the Senate, Speaker of the House of Representatives, Chairperson of the House of Representatives Committee on Finance, Chairperson of the Senate Committee on Ways and Means, CEO/Executive Director of Hookakoo Corporation, and Executive Director of the Hawaii Charter Schools Network.

§302A-1126 Waiver of policy, rule, or procedures. Any state agency that may be required to act under state law on a matter affecting an individual school or its school community, shall waive otherwise applicable policies, rules, or procedures when requested to do so by a school community council unless the agency, within thirty days, can justify a denial to the appropriate authority. The board shall adopt procedures necessary to process waivers initiated by a school community council. Any general waiver of policy, rule, or procedures granted by the board to a specific school or schools may be extended by the board to apply to other schools under comparable circumstances. This section shall apply to collective bargaining agreements as provided for in all relevant collective bargaining agreements negotiated pursuant to chapter 89. [L 1996, c 89, pt of §2; am L 2004, c 51, §26]

Previous Vol05_Ch0261-0319 Next

Hawaii Department of Education
Trend Report:
Educational and Fiscal Accountability
State Summary of School Reports for School Year 2008-2009

A Guide to Understanding Trend Reports explains the educational and fiscal measures and lists schools in each of the 42 complexes for school year 2008-09. The *Guide* is available on-line at http://arch.k12.hi.us.

Background Total number of schools: 256

Student Enrollment	*Total*	*SPED*		*ELL*		*Free & Reduced-Cost Lunch Program*		*Kindergartners Who Attended Preschool*
School Year	#	#	%	#	%	#	%	%
2006-2007	173,550	18,605	10.7%	15,853	9.1%	69,137	39.8%	61.0%
2007-2008	171,697	18,110	10.5%	17,256	10.1%	66,339	38.6%	60.3%
2008-2009	170,488	17,537	10.3%	19,075	11.2%	71,568	42.0%	60.5%

Teachers	*Total*		*Licensed*	*Years Experience*	*5+ Years at Same School*	*Classes Taught by Teachers Meeting NCLB Requirements*	*Advanced Degree*	*Early Childhood Endorsement (Gr. K teachers)*
	FTE	Head Count						
School Year	#	#	%	Average	%	%	%	%
2006-2007	11,052.0	11,154	86.3%	11.4	52%	72%	29.0%	21%
2007-2008	10,963.0	11,151	87.5%	11.4	53%	70%	30.0%	20%
2008-2009	10,884.5	11,094	90.3%	11.6	55%	74%	31.0%	19%

Academic Achievement

Hawaii State Assessment *Standards-Based*	*Reading % Proficient by Grade Level*							*Math % Proficient by Grade Level*						
School Year	3	4	5	6	7	8	10	3	4	5	6	7	8	10
2006-2007	61.5	53.7	60.2	55.5	61.6	59.9	64.9	49.0	47.8	40.0	39.5	37.7	25.8	29.3
2007-2008	61.7	61.4	56.8	57.3	64.3	65.6	67.4	52.6	49.1	44.3	42.4	40.5	35.3	34.2
2008-2009	62.4	61.6	61.2	65.0	66.7	68.1	73.2	48.5	50.7	46.1	44.6	47.7	39.1	33.7

Hawaii State Assessment *Standards-Based*	*Writing* *Average (range 0 to 4)*				*Science % Proficient by Grade Level*		
School Year	4	6	9	11	5	7	11
2006-2007	--	--	--	--	--	--	--
2007-2008	2.2	2.3	2.3	2.4	49.3	36.7	26.7
2008-2009	2.1	2.3	2.4	2.3	48.5	37.1	23.9

TerraNova Assessment *National sample scoring at Average & above = 77*		*Reading* *% Average & Above*							*Math* *% Average & Above*						
School Year	Grade Level	3	4	5	6	7	8	10	3	4	5	6	7	8	10
2006-2007		73.5	76.9	78.2	78.2	70.7	78.9	77.8	74.9	76.6	77.1	73.4	74.6	76.0	75.3
2007-2008		73.0	76.6	78.8	77.4	69.8	80.1	77.4	74.7	76.3	77.8	72.8	72.1	75.5	75.2
2008-2009		74.3	78.1	74.0	78.7	70.7	80.6	77.8	75.8	76.4	77.6	74.1	72.3	75.3	75.1

Academic Achievement (continued)

National Assessment of Educational Progress (NAEP) National Comparison		Reading % Proficient & Advanced				Math % Proficient & Advanced				Writing Average & Above			
School Year	Grade Level	4		8		4		8		4		8	
		Nation	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation	Hawaii
2007		32%	26%	29%	20%	39%	33%	31%	21%	--	--	31%	20%
2008		--	--	--	--	--	--	--	--	--	--	--	--
2009		--	--	--	--	38%	37%	33%	25%	--	--	--	--

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2006-2007	About 1/2	1%	2%	15.1%	16.1%	79.3%	4.6%
2007-2008	About 1/2	1%	1%	14.1%	15.7%	80.3%	4.0%
2008-2009	About 1/2	0%	1%	12.5%	15.4%	80.1%	4.4%

Safety and Well-Being

Students	Average Daily Attendance %		Offenses by Type of Incident (number of citations per 1,000 students)					
			Violence		Property		Illicit Substances	
School Year	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2006-2007	94.4%	92.2%	3	17	1	6	0	9
2007-2008	94.4%	91.6%	3	17	1	5	0	8
2008-2009	94.5%	91.3%	2	16	1	5	0	9

School	Facilities Inspection	Persistently Dangerous Schools (NCLB)	Workers' Compensation Claims		Student and Teacher Perceptions on School Quality Survey		Transition from home/preschool to Kindergarten	
School Year	% Passed	# of schools	Total # of claims	% of claims resulting in loss-time	Positive Responses		School mean (range 1-3)	# non-report schools
					% of student	% of teacher		
2006-2007	99.2%	0	893	11.3%	51.6%	77.8%	2.4	18
2007-2008	99.6%	0	816	20.7%	54.3%	75.5%	2.4	3
2008-2009	99.6%	0	759	13.8%	55.7%	77.4%	2.5	0

Civic Responsibility

	Young Voter Registration			Kids Voting Hawaii		BOE Student Member Election	Students Who Are Not Suspended	Volunteer Hours
School Year	# of students	# of schools	% of schools	# of students	% of students	# of students participating	% of Enrollment	# of PCNC volunteer hours per 100 students
2006-2007	805	16	34.8%	91,045	52.5%	38,157	94.1%	113
2007-2008	2,377	36	76.6%	--	--	27,960	94.5%	99
2008-2009	1,012	15	31.9%	107,576	63.1%	43,208	94.5%	84

	Service to School/ Community	Student Aloha Program		Scholarships	Gifts to DOE
School Year	# of projects	# of schools participating	# of student volunteers	Amount Accepted	Value Reported
2006-2007	12,137	11	5,025	$47,330,085.40	$2,501,853.61
2007-2008	10,757	21	12,157	$47,862,604.00	$2,936,261.31
2008-2009	11,736	19	15,299	$52,699,614.00	$3,147,940.04

Updated as of 12/08/2009

Fiscal Accountability

	State General Funds			*Significant Budget Changes**
School Year	Allocated**	Expended	Carryover	
2006-2007	$2,028,636,985	$1,985,017,462	$43,619,523	*** none
2007-2008	$2,154,312,331	$2,113,278,525	$41,033,806	Updated - 12/2009
2008-2009[1]	$2,247,636,726	$2,231,249,572	$16,387,154	none

*Explanation of Significant Budget Changes

***2006-2007 Due to non-carryover appropriations and other adjustments, the final carryover balance confirmed with the Department of Accounting and General Services (DAGS) for school year 2006-2007 is $43,619,523.

**Explanation of "Allocated" column:

"Allocated" amounts include not only the Department of Education's total general fund appropriation, but also carryover from prior years that is available for expenditure in the current year. Data also includes all general fund allocations and expenditures for charter schools, as recorded on records of DAGS.

[1] Note: Preliminary data, pending finalization of DOE Annual Financial Report.

[§302A-703] Educational officers, salary incentives. (a) The salary ranges for principal and vice-principal positions shall be determined by the board, based on the position classification/compensation plan approved by the board and salary incentives designed to:

(1) Keep exemplary principals and vice-principals at the school level;

(2) Encourage exemplary principals and vice-principals to accept long-term assignments to hard-to-staff schools, special needs schools, and schools with high teacher turnover;

(3) Encourage exemplary teachers to become vice-principals;

(4) Encourage exemplary vice-principals to become principals; and

(5) Encourage exemplary educational officers to become vice-principals.

(b) The department shall develop a definition of "exemplary" in consultation with the appropriate collective bargaining representative.

Salary ranges and salary incentives for educational officer positions shall be subject to the requirements of sections 302A-625 and 302A-626. [L 2001, c 256, pt of §1]

Previous Vol05_Ch0261-0319 Next

[E.] Teachers' Housing

Note

This subpart E takes effect on July 1, 2008. L 2005, c 204, §6.

§302A-831 Purpose. The purpose of this subpart is to transfer the administration of the teachers' housing program from the Hawaii public housing authority to the department of education. This subpart also establishes a revolving fund for the accounting and control of receipts and disbursements in connection with the department of education's functions of planning, constructing, repairing, maintaining, and operating housing programs for teachers employed and assigned by the department of education. [L 2005, c 204, pt of §1; am L 2007, c 249, §45]

Previous Vol05_Ch0261-0319 Next

§302A-631 Educational officers with special assignments; principals and vice-principals at special needs schools. (a) Educational officers at the state, district, and school levels with special assignments, where their duties and responsibilities are greater than the duties and responsibilities falling within the scope of their ordinary duties and responsibilities, shall be provided additional benefits by the department.

(b) Principals and vice-principals at special needs schools shall be provided additional benefits by the department pursuant to section 302A-625. As used in this subsection, "special needs schools" means those schools having a relatively large proportion of students exhibiting low performance, as indicated by such factors as low standardized achievement test scores, a high retention rate, and a low graduation rate for the area. [L 1996, c 89, pt of §2; am L 2001, c 256, §5]

Previous Vol05_Ch0261-0319 Next

EXECUTIVE CHAMBERS

HONOLULU

LINDA LINGLE
GOVERNOR

July 11, 2007

The Honorable Colleen Hanabusa, President
and Members of the Senate
Twenty-Fourth State Legislature
State Capitol, Room 409
Honolulu, Hawaii 96813

Dear Madam President and Members of the Senate:

Re: House Bill No. 1630 HD2 SD2 CD1

On July 10, 2007, House Bill No. 1630, entitled "A Bill for an Act Relating to Technology Workforce Development" became law without my signature, pursuant to Section 16 of Article III of the Constitution of the State of Hawaii.

This bill appropriates $1.1 million to be expended by the Economic Development Alliance of Hawaii for the project EAST program. EAST stands for environmental and spatial technology.

This bill poses possible constitutional concerns in that it sets up a spending mechanism without parameters and outside of the State Treasury. Article VII Section 4 of the Hawaii Constitution requires public funds to be spent pursuant to standards provided by law. Based on a review by the Attorney General, we find there are no standards specified in this bill or prior law for the Hawaii 3Ts school technology laboratories fund. There is another provision of existing law that says expenditures shall be approved by the Department of Business, Economic Development and Tourism director. The Department of Business, Economic Development and Tourism would, therefore, assume the burden of ensuring these funds are spent in accordance with statutorily required standards. An unclear line of accountability for public funds is not in the public's best interests.

For the foregoing reasons, I allowed House Bill No. 1630 to become law as Act 271 effective July 10, 2007 without my signature.

Sincerely,

LINDA LINGLE

Hawaii State Legislature
2003 Legislative Session

SCR45 SD1

Generated on 7/10/2003 10:46:33 AM

Measure Title: ENDORSING THE GOOD BEGINNINGS INTERDEPARTMENTAL COUNCIL'S SCHOOL READINESS TASK FORCE'S HAWAII STATE PRESCHOOL CONTENT STANDARDS.(AMENDED TITLE)

Report Title: Hawaii State Preschool Content Standards; Good Beginnings

Description:

Package: None

Companion:

Introducer(s): CHUN OAKLAND, Kim, Inouye, Kawamoto, Hooser, Hanabusa, Kanno, Aduja, Fukunaga, Sakamoto

Current Referral: EDN, FIN

Date		Status Text
3/4/2003	S	Offered.
3/10/2003	S	Referred to HMS/EDU.
3/25/2003	S	Resolution scheduled to be heard by HMS/EDU on 03-31-03 at 2:45 pm in conference room 016.
3/31/2003	S	The committee(s) on HMS recommend(s) that the measure be PASSED, WITH AMENDMENTS. The votes in HMS were as follows: 4 Aye(s): Senator(s) Chun Oakland, Inouye, Hooser, Trimble; Aye(s) with reservations: none ; 0 No(es): none; and 3 Excused: Senator(s) Fukunaga, Ige, Tsutsui.
3/31/2003	S	The committee(s) on EDU recommend(s) that the measure be PASSED, WITH AMENDMENTS. The votes in EDU were as follows: 4 Aye(s): Senator(s) Sakamoto, Hooser, Chun Oakland, Menor; Aye(s) with reservations: none ; 0 No(es): none; and 3 Excused: Senator(s) Kawamoto, Tsutsui, Hogue.
4/8/2003	S	Reported from HMS/EDU (Stand. Com. Rep. No. 1458) with recommendation of adoption, as amended (SD 1).
4/8/2003	S	One Day Notice 04-10-03.
4/10/2003	S	Report and Resolution Adopted, as amended (SD 1). Transmitted to House.
4/10/2003	H	Received from Senate (Sen. Com. No. 641) in amended form (SD 1).
4/14/2003	H	Referred to EDN, FIN, referral sheet 46.
4/17/2003	H	Resolution scheduled to be heard by EDN on Monday, 04-21-03 at 10:00 am in conference room 329.

4/21/2003	H	The committees on EDN recommend that the measure be PASSED, UNAMENDED. The votes were as follows: 7 Ayes: Representative(s) Takumi, Evans, Morita, Takai, Blundell, Ching, Leong; Ayes with reservations: none; 0 Noes: none; and 6 Excused: Representative(s) Arakaki, Hale, Kahikina, Schatz, Tamayo, Ontai.
4/21/2003	H	Reported from the committee on EDN (Stand. Com. Rep. No. 1655), recommending referral to the committee on FIN.
4/21/2003	H	Report adopted; referrred to the committee(s) on FIN with none voting no and Representative(s) Tamayo excused.
4/25/2003	H	Scheduled for decision making on Monday, 04-28-03 at 9:00 am in conference room 308.
4/28/2003	H	The committees on FIN recommend that the measure be PASSED, UNAMENDED. The votes were as follows: 9 Ayes: Takamine, Kawakami, Karamatsu, Mindo, Shimabukuro, Wakai, Jernigan, Meyer, Moses; Ayes with reservations: none; 0 Noes: none; and 6 Excused: Kaho`ohalahala, Magaoay, Nakasone, Nishimoto, Waters, Bukoski.
4/29/2003	H	Reported from the committee on FIN (Stand. Com. Rep. No. 1678), recommending adoption.
4/29/2003	H	Adopted with none voting no and Representative(s) B. Oshiro excused.
4/30/2003	H	Transmitted to Senate.
5/1/2003	S	Received from House (Hse. Com. No. 617).
6/9/2003	S	Certified copies of resolutions sent, 06-09-03.

$ = Appropriation measure
ConAm = Constitutional Amendment

THE SENATE
TWENTY-FOURTH LEGISLATURE, 2008
STATE OF HAWAII

S.B. NO. 2878 S.D. 2 H.D. 2 C.D. 1

A BILL FOR AN ACT

RELATING TO EARLY LEARNING.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

PART I

PURPOSE

SECTION 1. The legislature reaffirms its findings in Act 51, Session Laws of Hawaii 2004, that:

> [A]*lthough many responsibilities are laid upon education, ultimately education must do no less than advance the endowment of human culture itself, so that each succeeding generation finds itself further along the road towards peace, social justice, and environmental sustainability in a society guided by creativity, compassion, and curiosity.*

The legislature finds that Hawaii's children, starting at birth, need support and guidance from families, caregivers, and teachers to reach their full potential as citizens. As a report released in 2007 by the National Scientific Council on the Developing Child, *The Science of Early Childhood Development, Closing the Gap Between What We Know and What We Do*, so aptly states:

The future of any society depends on its ability to foster the health and well-being of the next generation. Stated simply, today's children will become tomorrow's citizens, workers, and parents. When we invest wisely in children and families, the next generation will pay that back through a lifetime of productivity and responsible citizenship. When we fail to provide our children with what they need to build a strong foundation for healthy and productive lives, we put our future prosperity and security at risk.

Yet, many of Hawaii's children lack the fundamental skills they should have when they enter kindergarten, a problem for which our state, let alone society as a whole, cannot afford a delayed response. *From Neurons to Neighborhoods*, a report developed by a committee of 17 national experts in the fields of education, psychiatry, neuroscience, economics, and public policy, found that:

[S]triking disparities in what children know and can do are evident well before they enter kindergarten. These differences are strongly associated with social

and economic circumstances, and they are predictive of subsequent academic performance.

Research has confirmed that a large gap exists between the academic abilities of children from high- and low-income families by age six: the latter "lag further behind in acquiring more sophisticated reading and math knowledge and skills such as recognizing words by sight or solving simple addition and subtraction problems" (National Child Care Association, 2002).

The gap can be closed by building an early learning system for Hawaii. Decades of research have determined that investments in high-quality early learning systems, based on the collective involvement of families, caregivers, and teachers, produce significant, long-term benefits for all children. These benefits include improved school success, decreased dropout rates, reduced crime, and increased workforce preparedness and productivity.

Thirty-six states now offer some type of publicly-funded preschool program. Two states, Oklahoma and Georgia, have established preschool systems for all four-year-olds statewide,

and New York, Florida, and Illinois are in the process of establishing similar systems.

Hawaii is now one of only a few states in the nation that lacks a state-sponsored early learning system, despite the fact that it was one of the leaders in providing universal access for kindergarten and providing in 2001 a definition for "school readiness," which acknowledged the joint responsibility of families, schools, and communities in preparing children for lifelong learning. The legislature acknowledges the significant milestones achieved thus far in promoting young children's development and school readiness through public and private efforts:

(1) Hawaii's healthy start program provides home visiting support to 2,400 at-risk children each year, and head start and early head start programs currently serve over 3,000 children from low-income families;

(2) Publicly-funded subsidies provided by the department of human services -- including the preschool open doors program that serves four-year-old children, and the subsidies provided to eligible parents and caregivers using federal funds from the child care

development block grant and temporary assistance to needy families block grant -- make private child care and early learning programs more accessible to many children in need;

(3) Other programs of the department of human services have increased both the quality and quantity of child care services, including the pre-plus program which operates at 16 department of education elementary schools throughout the state, and the child care capacity building and quality incentive payments program which supports professional development and increased capacity at private preschools;

(4) Local philanthropic educational organizations, such as Kamehameha Schools, operate and otherwise contribute to a full spectrum of early learning services for children from birth until the time they enter kindergarten;

(5) The United States Department of Defense has developed a nationally-renowned quality child care system that incorporates measures of accountability and offers

technical support, and is available to share its expertise with local communities; and

(6) Act 219, Session Laws of Hawaii 2004, established a two-tier junior kindergarten and kindergarten program within the department of education to support the range of developmental abilities of children. The program allows for an extended period of time for a child to succeed in kindergarten prior to entering first grade.

However, the current landscape of Hawaii's early learning services remains highly fragmented and lacks cohesiveness. Act 77, Session Laws of 1997, created a public-private partnership to build a coordinated system of early childhood care and education, but it lacked sufficient authority, resources, and accountability to reach its intended goal.

The current array of services and expertise form the basis for further development and integration into an early learning system that better serves Hawaii's young children and their families. The legislature finds that the state needs a cohesive, comprehensive, and sustainable early learning system that ensures a spectrum of quality early learning opportunities

for young children from birth until the time they enter kindergarten. It is vital that the early learning system be widely accessible and provide high-quality education and services that are evidence- and standards-based and require accountability, all the while maintaining sensitivity to family choice and cultural elements.

In 2006, the 23rd legislature passed Act 259, establishing the early learning educational task force, a diverse group of public and private stakeholders given the mission to develop a five-year plan for an early learning system. The resulting plan proposed a comprehensive, voluntary early learning system that would initially offer services to four-year-old children and focus on underserved families. In time, all families, regardless of income or background, would be provided access to high-quality, culturally-responsive early learning services that promote the healthy, successful development of children and their ability to reach their full potential. In late 2007, the task force produced a report to present their plan and findings and recommendations for an early learning system, including cost models with implementation guidelines over either a five- or ten-year period. The task force and its members are to be

commended for their excellent efforts that spanned over a year of meetings and discussion. This Act takes into consideration the findings and recommendations of the task force.

The purpose of this Act is to help Hawaii's children succeed upon entry into kindergarten by:

(1) Establishing an early learning system to be known as keiki first steps;

(2) Creating the early learning council to develop and administer the state's early learning system;

(3) Establishing the keiki first steps grant program;

(4) Statutorily establishing the pre-plus program; and

(5) Promoting the development of early learning facilities.

PART II

EARLY LEARNING SYSTEM

SECTION 2. The Hawaii Revised Statutes is amended by adding a new chapter to be appropriately designated and to read as follows:

"**CHAPTER**

EARLY LEARNING SYSTEM

§ -1 **Definitions.** As used in this chapter, unless the context otherwise requires:

"At-risk children" means children who, because of their home and community environment, are subject to language, cultural, economic, and other disadvantages that cause them to be at risk for school failure, including children:

(1) Who are eligible for special education services;

(2) Who are English as a second language learners;

(3) Who reside within a public school district, established under chapter 302A, that is in need of improvement based on the criteria of the federal No Child Left Behind Act of 2001 (Public Law 107-110), as amended; or

(4) Whose family income is no more than two hundred fifty per cent of the federal poverty level.

"Center-based" describes programs in which early childhood education and care services are provided in a facility, including private preschools, child care centers, and head start programs, licensed, or excluded or exempt from licensing, by the department of human services.

"Council" means the early learning council established pursuant to this chapter.

"Family child care program" means a program in which a child is cared for in a family child care home licensed under section 346-161.

"Family-child interaction learning program" means a program attended by both a child and at least one adult who is the child's parent, relative, or other caregiver, that facilitates family-child interactive learning experiences for children and educates the family member or members about how to encourage the child's learning.

"Home-based instruction program" means a family-involvement, school-readiness program that helps families prepare their child for success in school and beyond, and that is based in the child's home; provided that home schooling is not a home-based instruction program.

§ -2 **Early learning system; keiki first steps.** There is established an early learning system, to be known as keiki first steps, that shall ensure a spectrum of high-quality early learning opportunities for children throughout the state, from birth until the time they enter kindergarten, with priority

given to underserved or at-risk children. The early learning system shall be developed and administered by the early learning council to the extent permissible by law. The early learning system shall:

(1) Be widely accessible and voluntary for both those served and program and service providers;

(2) Be a cohesive, comprehensive, and sustainable system in which:

(A) All existing early learning programs and services, whether publicly- or privately-run, which consist of a variety of early learning approaches, service deliveries, and settings, including center-based programs, family child care programs, family-child interaction learning programs, and home-based instruction programs designed to promote early learning, are coordinated, improved, and expanded;

(B) Public and private resources are maximized; and

(C) The use of public facilities for either publicly- or privately-run early learning programs is maximized;

(3) Provide high-quality early learning experiences with:

(A) Standards-based content and curriculum, and accountability; and

(B) Sufficient numbers of well-qualified educators and administrators who are fairly compensated and have access to continuing professional development;

(4) Offer opportunities for family and community engagement and parent education and support; and

(5) Be sensitive to family choice and cultural diversity.

§ -3 **Early learning council.** (a) There is established an early learning council which shall be attached to the department of education for administrative purposes only, notwithstanding any other law to the contrary. To the extent permissible by law, the council shall develop and administer the early learning system established in section -2 to benefit all children throughout the state, from birth until the time they enter kindergarten. In developing the early learning system, the council shall, among other things:

(1) Establish policies and procedures governing its operations;

(2) Develop a plan, with goals and objectives, for the early learning system, including the development, execution, and monitoring of a phased implementation plan;

(3) Coordinate, improve, and expand upon existing early learning programs and services for children from birth until the time they enter kindergarten;

(4) Establish policies and procedures to include existing early learning programs and services;

(5) Establish additional early learning programs and services;

(6) Establish policies and procedures governing the inclusion of children with special needs;

(7) Develop incentives to enhance the quality of programs and services within the early learning system;

(8) Coordinate efforts to develop a highly-qualified, stable, and diverse workforce, including:

(A) Ensuring that more early childhood educators and administrators, existing or potential, have opportunities to receive early childhood

education degrees, including offering higher education scholarships;

(B) Increasing the availability of early childhood education coursework, including distance learning courses and community-based early childhood education training;

(C) Providing access to continuing professional development for all educators and administrators;

(D) Establishing a system for awarding appropriate credentials to educators and administrators, as incentives to improve the quality of programs and services, relevant to the various early learning approaches, service deliveries, and settings, such as for experience or coursework or degrees completed;

(E) Providing consultation on the social-emotional development of children; and

(F) Providing substitute teacher allowances;

(9) Develop and implement methods of maximizing the involvement of families, caregivers, and teachers in the early learning system;

(10) Develop an effective, comprehensive, and integrated system to provide training and technical support to programs and services within the early learning system;

(11) Develop standards of accountability to ensure that high-quality early learning experiences are provided by programs and services of the early learning system;

(12) Collect, interpret, and release data relating to early learning in the state;

(13) Recommend the appropriate proportion of state funds that should be distributed to programs and services across the early learning system, to ensure the most effective and efficient allocation of fiscal resources within the early learning system;

(14) Promote awareness of early learning opportunities to families and the general public; and

(15) Consult with community groups, including statewide organizations that are involved in early learning professional development, policy and advocacy, and early childhood programs, to broaden the council's knowledge of early learning.

(b) The council shall consist of the following voting members:

(1) The superintendent of education or the superintendent's designee;

(2) The director of human services or the director's designee;

(3) The director of health or the director's designee;

(4) The president of the University of Hawaii or the president's designee;

(5) A representative of center-based program providers;

(6) A representative of family child care program providers;

(7) A representative of family-child interaction learning program providers;

(8) A representative of philanthropic organizations that support early learning; and

(9) Two representatives of the Hawaii Council of Mayors.

The council shall invite the director of the Hawaii head start state collaboration office, the chief executive officer of the Kamehameha Schools, and the executive director of the Hawaii

Association of Independent Schools, or their designees, to serve as voting members of the council.

Except for the superintendent of education, directors of state departments, president of the University of Hawaii, director of the Hawaii head start state collaboration office, chief executive officer of the Kamehameha Schools, and executive director of the Hawaii Association of Independent Schools, or their designees, and the two representatives of the Hawaii Council of Mayors, the members shall be nominated and, by and with the advice and consent of the senate, appointed by the governor.

(c) Except for the superintendent of education, directors of state departments, president of the University of Hawaii, director of the Hawaii head start state collaboration office, chief executive officer of the Kamehameha Schools, and executive director of the Hawaii Association of Independent Schools, or their designees, members of the council shall serve staggered terms as follows:

(1) The representative of center-based program providers shall serve a two-year term;

(2) The representative of family child care program providers shall serve a three-year term;

(3) The representative of family-child interaction learning program providers shall serve a three-year term;

(4) The representative of philanthropic organizations that support early learning shall serve a two-year term; and

(5) Of the two representatives of the Hawaii Council of Mayors, one shall serve a two-year term, and the other shall serve a three-year term as determined by the Hawaii Council of Mayors.

(d) The council shall select a chairperson by a majority vote of its members; provided that the chairperson shall be a representative from the private sector. A majority of the members serving on the council shall constitute a quorum to do business. The concurrence of the majority of the members serving on the council shall be necessary to make any action of the council valid.

(e) The council may form workgroups and subcommittees, including with individuals who are not council members, to:

(1) Obtain resource information from early learning professionals and other individuals as deemed necessary by the council;

(2) Make recommendations to the council; and

(3) Perform other functions as deemed necessary by the council to fulfill its duties and responsibilities.

Two or more council members, but less than a quorum, may discuss matters relating to official council business in the course of their participation in a workgroup or subcommittee, and such discussion shall be a permitted interaction as provided for in section 92-2.5.

(f) Members of the council shall serve without compensation but shall be reimbursed for expenses, including travel expenses, necessary for the performance of their duties.

(g) The council shall appoint, without regard to chapters 76 and 89, an executive director who shall serve at the pleasure of the council and whose duties shall be set by the council. The salary of the executive director shall be set by the council; provided that the salary shall not exceed the salary of the deputy director of the department of human services. The executive director may also appoint other personnel, without

regard to chapters 76 and 89, to work directly for the executive director.

(h) The council may require reports as necessary in the form specified by the council, from state agencies, and program and service providers of the early learning system. All publicly-run programs and services that participate in the early learning system shall establish a system to account for expenditures of non-federal funds that would qualify for matching federal childcare and development funds, or other federal funds, and provide this data to the council to maximize the availability of federal funds. Privately-run programs and services that participate in the early learning system shall be encouraged to make the same data available.

(i) The council shall submit to the legislature no later than twenty days prior to the convening of each regular session, a report regarding:

(1) Its progress; and

(2) The status of the early learning system in the state.

§ -4 Keiki first steps grant program; establishment. (a) There is established, as part of the early learning system, the keiki first steps grant program, to be developed by the

council and administered by the department of human services. The program shall increase early learning opportunities that meet high standards of quality through the awarding of grants to publicly- or privately-run:

(1) Center-based programs for three- and four-year-old children; and

(2) Family child care programs, family-child interaction learning programs, and other early learning programs and services regardless of the age of children served.

(b) Eligibility criteria for grants. The department of human services may award grants for the keiki first steps grant program based on criteria that shall be developed by the council. The criteria shall include the requirement that early learning programs and services meet certain standards of quality, including:

(1) The implementation of evidence-based and culturally responsive models of service delivery;

(2) The use of evidence-based curricula and methods;

(3) Minimum scheduling requirements, as follows:

(A) For center-based programs: providing services for a full school day and full school year;

(B) For family child care programs: providing services for three hours daily for a full school year;

(C) For family-child interaction learning programs operating in classroom-like settings: providing early learning activities at least twice a week for a full school year, and for a minimum of three hours each day; and

(D) For home-based instruction programs: providing early learning activities for no fewer than thirty weeks within a school year;

(4) Staff-to-child ratios and group size that meet or exceed nationally recommended standards;

(5) The employment of teachers and administrators who meet the qualifications required by the council;

(6) The incorporation of preschool content standards or other early learning guidelines;

(7) The implementation of health and developmental screenings for children;

(8) Opportunities for parent or family engagement and parent education and support; and

(9) Activities for monitoring and data collection to evaluate early learning programs and services and inform best practices.

(c) Training; technical assistance; monitoring. The department of human services may offer technical support to, and shall be responsible for monitoring to ensure the accountability of programs and services within the keiki first steps grant program, according to the standards developed by the council.

§ **-5 Keiki first steps trust fund.** There is established within the state treasury the keiki first steps trust fund, to be administered by the early learning council, into which shall be deposited all moneys received by the council in the form of:

(1) Fees;

(2) Grants;

(3) Donations;

(4) Appropriations made by the legislature to the fund; and

(5) Revenues regardless of their source,

and earnings on moneys in the fund. Moneys in the fund shall be used for the early learning system. Expenditures from the fund may be made by the council without appropriation or allotment."

PART III

SECTION 3. Section 302A-409, Hawaii Revised Statutes, is repealed.

["~~[§302A-409] Policy.~~ ~~The department shall develop a plan for quality voluntary early education that will be fully implemented and available statewide to all eligible children on a voluntary basis no later than January 1, 2000.~~"]

SECTION 4. Section 302A-410, Hawaii Revised Statutes, is repealed.

["~~§302A-410 Quality early education plan.~~ ~~(a) The department plan for quality early education shall focus on children from ages four up to six years.~~

~~(b) The board shall adopt standards and criteria for quality early education based on current national standards and the needs of Hawaii's children. The standards and criteria shall provide the basis upon which the early education plan shall be developed.~~

~~(c) The department of education shall work cooperatively with the department of human services, the department of health, college level education programs, early education organizations, parents of young children, and other appropriate organizations,~~

~~in developing a quality early education plan. The plan shall include but not be limited to the following:~~

~~(1) Standards for curriculum, activities, facilities, and teacher training for early childhood education;~~

~~(2) Methods and materials designed to involve and educate parents and guardians in the education and development of their young children;~~

~~(3) A timetable and implementation schedule, approved by the board, to be submitted to the governor and the legislature;~~

~~(4) Costs for delivery of early childhood services, including how costs can be shared between the public and private sectors; and~~

~~(5) Assessment of training and certification capacity of teachers, including assurances by teacher training institutions to recruit and graduate qualified staff for early childhood education.~~

~~(d) Early education shall be delivered through private providers to the maximum extent possible, and provision shall be made to enable parents and guardians to opt for home care if~~

~~they so choose by providing early childhood education resources in each school for in-home use.~~

~~(c) Beginning with the 1997-1998 school year, this section shall be interpreted as though the term "certification" read "licensing", as the term is used in part III, subpart D, and as circumstances require.~~"]

PART IV

EARLY LEARNING FACILITIES

SECTION 5. Chapter 346, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"**§346- Early childhood education facilities; pre-plus.** (a) There is established the pre-plus program within the department to expand access to affordable and high-quality early childhood education for three- to four-year-old children from low-income families, by allowing preschool programs to be established on public school campuses through public-private partnerships.

(b) The department and the department of education shall work collaboratively to develop suitable pre-plus classrooms on department of education campuses statewide, including conversion

charter school campuses. The department, with the department of education, shall coordinate site selection for additional pre-plus programs at public school sites, with priority given to public school sites that serve at-risk children as defined in section -1, including sites located in areas with limited access to early learning programs and services."

SECTION 6. Section 302A-1506.5, Hawaii Revised Statutes, is amended to read as follows:

"[~~[~~]§302A-1506.5[~~]~~] **Early** [~~**childhood education**~~] **learning facilities; identifying sites.** (a) The department of education shall identify unused public school facilities to be used for [~~use by~~] early [~~childhood education~~] learning programs[~~,~~] and services. Suitable empty classrooms, as determined by the department, shall be inventoried for potential use [~~in~~] for early [~~childhood education~~] learning programs[~~,~~] and services. Priority shall be given to facilities on sites with sufficient space for three or more classrooms to be renovated or constructed.

(b) The department shall assist in the identification of possible construction sites for private providers to build early [~~childhood education~~] learning facilities.

(c) The department shall submit an annual report to the legislature and the early learning council no later than twenty days prior to the convening of each regular session on:

(1) The number of classrooms that would be suitable for programs and services in the early learning system established by chapter ; and

(2) The cost of renovating these classrooms to meet the standards of programs and services in the early learning system."

PART V

MISCELLANEOUS

SECTION 7. Statutory material to be repealed is bracketed and stricken. New statutory material is underscored.

SECTION 8. This Act shall take effect on July 1, 2008.

S.B. NO. 2878
S.D. 2
H.D. 2
C.D. 1

Report Title:
Early Learning System; Early Learning Council; Pre-Plus Program; Facilities

Description:
Establishes an early learning system in the state. Creates the Early Learning Council to develop and administer the early learning system, to be known as Keiki First Steps. Establishes the Keiki First Steps Grant Program. Statutorily establishes the Pre-Plus Program. Promotes the development of early learning facilities. (SB2878 CD1)

SB2878 CD1 HMS 2008-4118

Report Title:

Good Beginnings Alliance; School Readiness

Description:

Defines the term "school readiness" to mean that young children are ready to have successful learning experiences in school when there is a positive interaction among the child's developmental characteristics, school practices, and family and community support. (SD1)

THE SENATE

TWENTY-FIRST LEGISLATURE, 2002

STATE OF HAWAII

S.B. NO. 2283 S.D. 1

A BILL FOR AN ACT

relating to education.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

SECTION 1. The legislature finds that the Good Beginnings Alliance, established in response to Act 77, Session Laws of Hawaii 1997, is a public-private partnership charged with the responsibility for improving early childhood outcomes through the development of quality early childhood education and care and related family support services. Specifically, the Good Beginnings Alliance must develop policy recommendations concerning all aspects of a coordinated early childhood education and care system, including coordination strategies, resource development, and advocacy.

Through Act 77, Session Laws of Hawaii 1997, the Good Beginnings Alliance is charged with ensuring forward and strategic movement with partners — families, communities, providers, and policy makers — who share a

commitment to the goal of all children in Hawaii starting school safe, healthy, and ready to succeed.

The legislature also recognizes that recent reports on the science of child development continue to emphasize that during the first five years of life it is critical for optimum growth and development that a child be in an early education and care environment that stimulates the child's curiosity and creativity, is safe and healthy, and nurtures the child's spirit. Studies have shown that young children thrive when they live in families and communities that foster their "warm heartedness", respect their dignity, and encourage their life-long learning.

Hawaii recognizes the importance of early childhood development on future learning so that children will be ready to succeed in school. Public and private agencies in partnership with communities across the State have implemented the state policy adopted in 1998 by the legislature in House Concurrent Resolution No. 38, S.D. 1, "All of Hawaii's Children Will Be Safe, Healthy and Ready to Succeed."

There is increasing national and local focus on the need for quality early childhood programs and experiences in preparing children for kindergarten. The public is becoming more aware that addressing the school readiness of young children is essential for meeting the standards that the federal government will be putting into place as part of education reform. As growing numbers of kindergarten teachers report that children are entering kindergarten not ready for success, the focus is beginning to fall on how families, communities, and early education can support a child to become ready for school, and on how the schools can become better prepared to meet the needs of each individual child entering kindergarten.

The 2001 census reports state that Hawaii has 31,751 children three and four years of age. Of those children, 14,967 are from low-income families. However, fifty-one per cent of three and four-year-old children whose families are considered "low-income" (meaning they earn less than one hundred eighty-five per cent of the Federal Poverty Index) do not receive preschool subsidies. Studies in Hawaii and around the nation have demonstrated that children from low-income families who are in quality early childhood education environments and programs prior to entry into kindergarten show greater gains in later school achievement than children who did not have these opportunities.

The recent report entitled "From Neurons to Neighborhoods", developed by a committee of seventeen national leaders in the fields of early childhood education, psychiatry, neuroscience, economics, and public policy convened by the Board on Children, Youth, and Families of the National Research Council and the Institute of Medicine, states that "striking disparities in what children know and can do are evident well before they enter kindergarten. These differences are strongly associated with social and economic circumstances, and they are predictive of subsequent academic performance." The report goes on to state, "children grow and thrive in the context of close and dependable relationships that provide love and nurturance, security, responsive interactions, and encouragement for exploration. These conditions most often occur when there is a positive

interaction among family, school, community, and the child." The report emphasizes the importance of ensuring that young children's needs are met through sustained relationships with qualified caregivers, that the special needs of children with developmental disabilities or chronic health conditions are addressed, and that the settings in which children spend their time are safe, stimulating, and compatible with the values and priorities of their families.

The legislature, by codifying the definition of "school readiness", recognizes the importance of positive interactions among family, school, community, and the child. The legislature affirms the progress of the interdepartmental council school readiness task force and the results and performance framework underway. The overriding purpose for developing a definition of readiness is to create conditions that will enable children in Hawaii to succeed in kindergarten and subsequent school experiences. In order to realize this purpose, Hawaii is following the lead of the National Education Goals Panel and national and state early childhood research and defining readiness broadly to include the critical attributes of child, school, and family and community support.

This definition of "school readiness" is one of shared responsibility and accountability. Children's developmental characteristics and abilities vary widely in individual children and include: physical health and well being, social and emotional development, school-related behaviors and skills, approaches to learning, motor development and self-help skills, communication and language developmental skills, general knowledge, and cognitive development.

Family support includes meeting children's basic needs, providing emotional support, supporting learning by providing stimulating experiences, talking to children, and reading to them every day.

School support includes welcoming children and families, involving families in school, providing transitions between the home or early education program and the school, providing active, hands-on learning experiences, supporting quality instructional methods, building relationships between children and teachers, honoring individual and cultural diversity, and partnering with community agencies.

Community support includes provisions for children to have adequate nutrition, opportunity for physical activity, health care, enriching preschool and home experiences, and programs that help families to be their child's first teacher.

The purpose of the Act is to add the definition of "school readiness" to Act 77, Session Laws of Hawaii 1997. The inclusion of the definition of "school readiness" is in keeping with the intent of Act 77, which recognizes the Good Beginnings Alliance as the focal point for policy development, and is dedicated to enhancing, developing, and coordinating quality early childhood services.

The school readiness task force of the interdepartmental council, the private nonprofit corporation, and the community councils are committed to improving the school readiness of Hawaii's children and joining with

families, schools, and communities to further support children's readiness for school and school's readiness for children. This Act requires the foregoing partners to present to the legislature an annual report of progress in enlisting public and community support and family participation in school readiness and in developing policies and strategies for measuring results and performance indicators of school readiness that will strengthen Hawaii's early childhood system and build capacity for sustainability.

SECTION 2. Act 77, Session Laws of Hawaii 1997, section 2, as amended by Act 60, Session Laws of Hawaii 2000, is amended by adding a new section to read as follows:

"§ -6 **School readiness; progress report.** (a) "School readiness" means that young children are ready to have successful learning experiences in school when there is a positive interaction among the child's developmental characteristics, school practices, and family and community support.

(b) The corporation designated in section -1 and the interdepartmental council shall jointly submit, in their annual report to the governor and the legislature, a description of the progress achieved in enlisting public, private, and community support and family participation in school readiness and in developing policies and strategies for measuring results and performance indicators of school readiness that will strengthen Hawaii's early childhood system and build capacity for sustainability."

SECTION 3. New statutory material is underscored.

SECTION 4. This Act shall take effect upon its approval.

THE SENATE
TWENTY-FIFTH LEGISLATURE, 2010
STATE OF HAWAII

S.B. NO. 2068 S.D. 2 H.D. 1 C.D. 1

A BILL FOR AN ACT

RELATING TO EARLY EDUCATION.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

SECTION 1. Act 219, Session Laws of Hawaii 2004, launched junior kindergarten beginning with the 2006-2007 school year, with the intent to enable all children in Hawaii to succeed in kindergarten and subsequent school experiences by addressing their varying developmental and learning needs. The legislature finds that thus far, only about one-third of the schools in the state have adopted some variation of the junior kindergarten program.

The intent of Act 14, Special Session Laws of Hawaii 2008, which established the State's early learning system known as Keiki First Steps, was to integrate the cohort of children who would otherwise attend junior kindergarten into the system over time, because as the legislature continues to find, these children may be placed more appropriately in a preschool setting. However, the legislature finds that more rapid progress must be made in finding cost-effective methods of providing early education.

The purpose of this Act is to:

(1) Amend the age requirement for entrance into the public kindergarten program; and

(2) Require the department of education and early learning council to work together on a plan to assess the success of public junior kindergarten programs at individual schools.

SECTION 2. Section 302A-411, Hawaii Revised Statutes, is amended by amending subsection (c) to read as follows:

"(c) Beginning with the 2004-2005 school year, a child who will be at least five years of age on or before December 31 of the school year may attend a public school kindergarten. Beginning with the 2006-2007 school year, a child who will be at least five years of age on or before August 1 of the school year may attend a public school kindergarten. Beginning with the 2006-2007 school year, a child who will be at least five years of age after August 1 and before January 1 of the school year may attend a public school junior kindergarten. Beginning with the 2013-2014 school year, a child who will be at least five years of age on the first day of instruction may attend a public school kindergarten."

SECTION 3. The department of education and early learning council shall work together to develop a plan to assess the

success of public junior kindergarten programs at individual schools. The plan shall:

(1) Provide for early childhood educational opportunities for the children who would have otherwise been eligible for junior kindergarten or kindergarten; and

(2) Recommend a funding plan with the following features:

(A) Supports the education of four year olds, including children who would have been eligible to attend public school prior to the age change provided for under section 302A-411(c), Hawaii Revised Statutes, pursuant to this Act;

(B) Be tiered and based on family income; and

(C) Incorporates public and private funding sources.

The department of education and early learning council shall submit the plan and any proposed legislation to the legislature no later than twenty days prior to the convening of the 2011 regular session.

SECTION 4. New statutory material is underscored.

SECTION 5. This Act shall take effect upon its approval.

Report Title:

Junior Kindergarten; Early Learning System; Assessment Plan

Description:

Amends the age requirement for entrance into public school kindergarten. Requires the department of education and early learning council to develop a plan to assess public junior kindergarten programs. (CD1)

The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.