



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

February 16, 2016

TO: The Honorable Lance Mizumoto  
Chairperson, Board of Education

FROM:  Kathryn S. Matayoshi  
Superintendent

SUBJECT: Presentation on the Office of Hawaiian Education: Update on Implementation Planning for Board Policy E-3 Nā Hopena A'o, 105.7 Hawaiian Education (Formerly Board Policy 2104), and 105.8 Ka Papahana Kaiapuni (Formerly Board Policy 2105)

On February 3, 2015, an update was provided to the Board of Education regarding the implementation planning for Board Policy 105.7 Hawaiian Education, which established the Office of Hawaiian Education, and Board Policy 105.8 Ka Papahana Kaiapuni. A new Director was hired in June of 2015. Additionally, on June 16, 2015, the Board of Education also adopted Board Policy E-3 Nā Hopena A'o. The responsibility of planning for implementation for each of these policies has been assigned to the Office of Hawaiian Education.

The purpose of this presentation is to update the Board on the progress that has been made since June of 2015. It is also to provide the Board with an opportunity to comment on the direction that has been set for the Office of Hawaiian Education and the implementation of Hawaiian education for the next three years.

The attached documents include: (1) A Presentation by the Office of Hawaiian Education; (2) the Plan for Office of Hawaiian Education Priorities (December 9, 2015) and (3) a brochure outlining the policy, the process and the framework for E-3 Nā Hopena A'o.

KSM:DKS:lh  
Attachments

Board of Education General Business Meeting  
Tuesday, February 16, 2016

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# A presentation by the: Office of Hawaiian Education

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PRESENTATION ON THE OFFICE OF  
HAWAIIAN EDUCATION: UPDATE ON  
IMPLEMENTATION PLANNING FOR  
BOARD POLICY E-3 NĀ HOPENA A'O,  
105.7 HAWAIIAN EDUCATION  
(FORMERLY BOARD POLICY 2104), AND  
105.8 KA PAPAHAHA KAIAPUNI  
(FORMERLY BOARD POLICY 2105)

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# GUIDING PRINCIPLES

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- ❖ Collaborative, Transparent Leadership
- ❖ Focus on the Student
- ❖ Shared Measures of Success

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# PRESENTATION OBJECTIVES

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- ❖ Our objectives for today are to:
  - ❖ Provide an overview of the strategic priorities and delivery plan for the implementation of BOE Policies E3, 105.7 and 105.8
  - ❖ Update Board Members on the progress to date
  - ❖ Share next steps and seek support

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# BACKGROUND OF OHE

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- ❖ BOE Policy Audit
  - ❖ Policy 2104 changed to Policy 105.7 Hawaiian Education Programs
  - ❖ Policy 2105 changed to Policy 105.8 Ka Papahana Kaiapuni
  - ❖ Policy 4000 review resulted in a new policy, E3 Nā Hopena A'o
- ❖ Office of Hawaiian Education (OHE) Strategic Implementation Planning Sept. - Nov. 2015
  - ❖ Pilot Project - E-3 Nā Hopena A'o
  - ❖ Implement 105.7 Hawaiian Education & 105.8 Ka Papahana Kaiapuni

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# BOE E3 Policy Priorities

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- ❖ A1: Complete HĀ - based Community Engagement Framework for Schools & Complex Areas
- ❖ A2: Complete HĀ - based Leadership (Teacher & Administrator) Training & Evaluation System
- ❖ A3: Complete HI DOE Systems Alignment to Nā Hopena A'o (HĀ)

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# BOE Policy 105.7 Priorities

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- ❖ B1: Create 105.7 Hawaiian Education specific Standards with Curricular, Instructional and Assessment Resources
- ❖ B2: Implement an Educators, Staff and Administrators Professional Development Pathway
- ❖ B3: Complete Plan for System to Evaluate Implementation of 105.7

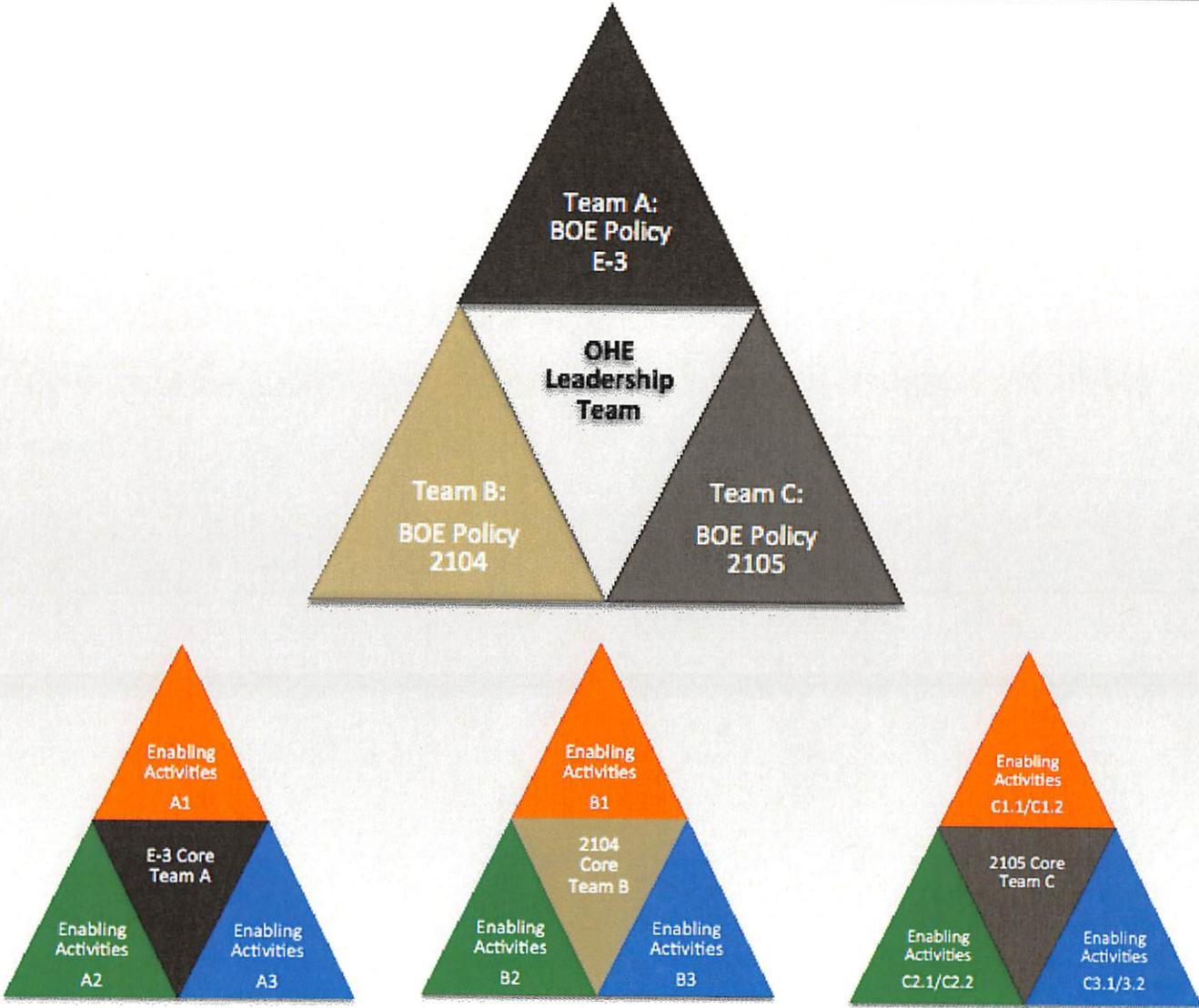
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# BOE Policy 105.8 Priorities

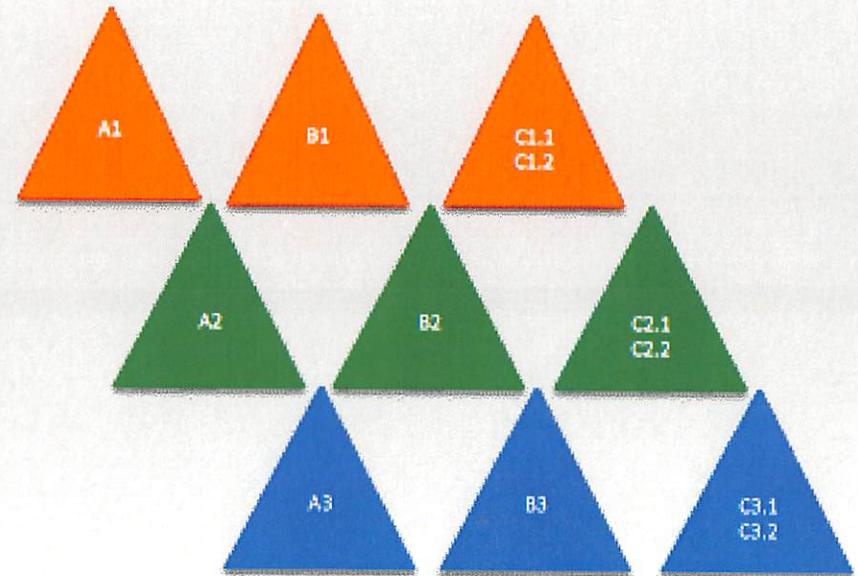
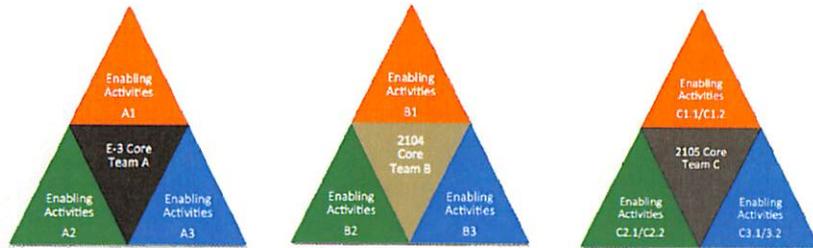
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- ❖ C1.1: Complete Kaiapuni Hawai'i curriculum framework with Hawaiian Language Arts
- ❖ C1.2: Complete Hawaiian Language Proficiency Scale
- ❖ C2.1: Complete Kaiapuni Hawai'i Dual Qualification Criteria and Process
- ❖ C2.2: Complete Professional Development Design for Kaiapuni Hawai'i K-12 Standards
- ❖ C3.1: Complete Plan to Address Kaiapuni Hawai'i Expansion and Organization
- ❖ C3.2: Implement Communications and Advocacy Strategies to Grow Kaiapuni Hawai'i Demand

# OHE Delivery Plan



## Connecting with DOE Strategic Plan



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# OHE Next Steps

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- ❖ Convenings for development of standards
- ❖ Tracking activities in relationship to all priorities and progressing accordingly
- ❖ Communicate updates to the field as they become available
- ❖ Prepare for budget request in Summer of 2016

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# Support Items

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- ❖ Open communication and clarify direction
- ❖ Provide feedback to improve implementation
- ❖ Connect to the activities, contact OHE if you would like to be on a team or if you have ideas you think will help advance the work
- ❖ Support future budget requests

*Mahalo nui loa...*

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# Questions

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# Plan for Office of Hawaiian Education Priorities

December 9, 2015

## 1. INTRODUCTION AND RATIONALE

This Delivery Plan for the Office of Hawaiian Education (OHE) will guide the Hawai'i Department of Education (HIDOE) implementation of three Board of Education (BOE) policy revisions: Ends Policy E-3 "Nā Hopena A'o" (HĀ); Policy 2104 "Hawaiian Education"; Policy 2105 "Papahana Kaiapuni Hawai'i."

The OHE was officially established in February 2015 (per the revisions to policies 2104 and 2105), and its initial Director hired in June 2015. With planning and implementation of the new Ends Policy (E-3) assigned to OHE (June 2015), the office and its new director became solely responsible for leading a brand new course within HIDOE for all three policy revisions.

An implementation approach of policies E-3, 2104 and 2105 is presented via the three priorities in this Delivery Plan.

A three-year term (2015-18) for implementation of all three policies was rationalized as a reasonable timeframe in which to explore, examine and determine the best means of managing and measuring these policies, such that by 2018 when HIDOE develops a new Strategic Plan OHE will be positioned with the working relationships, tested models and indicators of success necessary to project and measure the preferred future for students benefitting from these policies.

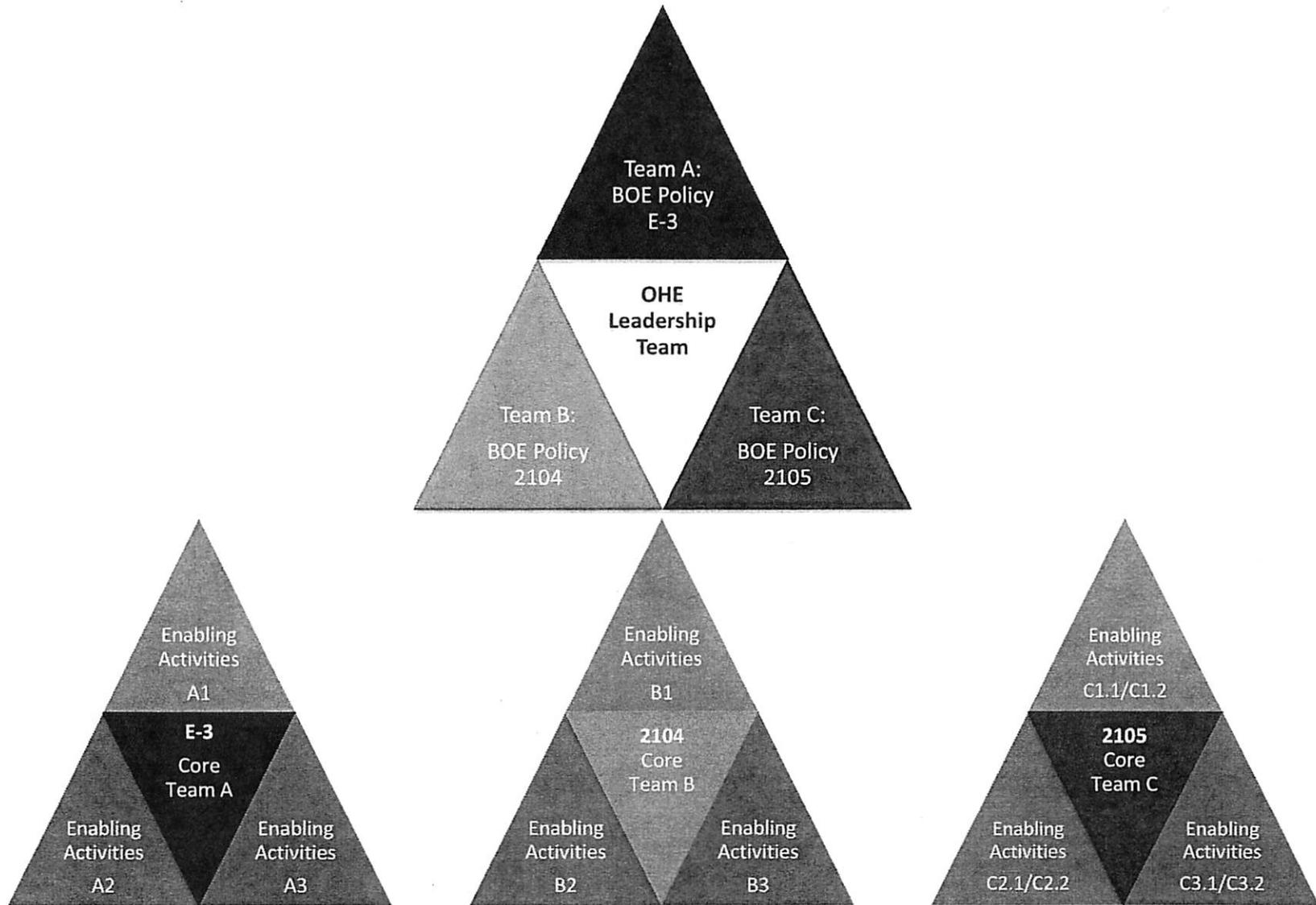
Therefore, OHE has not selected any "Long-term measures of success," as called for in the Delivery Plan template, because there are no metrics from the current HIDOE Strategic Plan's Scorecard that OHE could actually influence in these years 2015-18.

OHE will leverage the similarities between the three policies where it is appropriate, to maximize resources and impact. For example, instances of training and professional development around E-3 may also include topics relevant to implementation of 2104 so that each priority benefits.

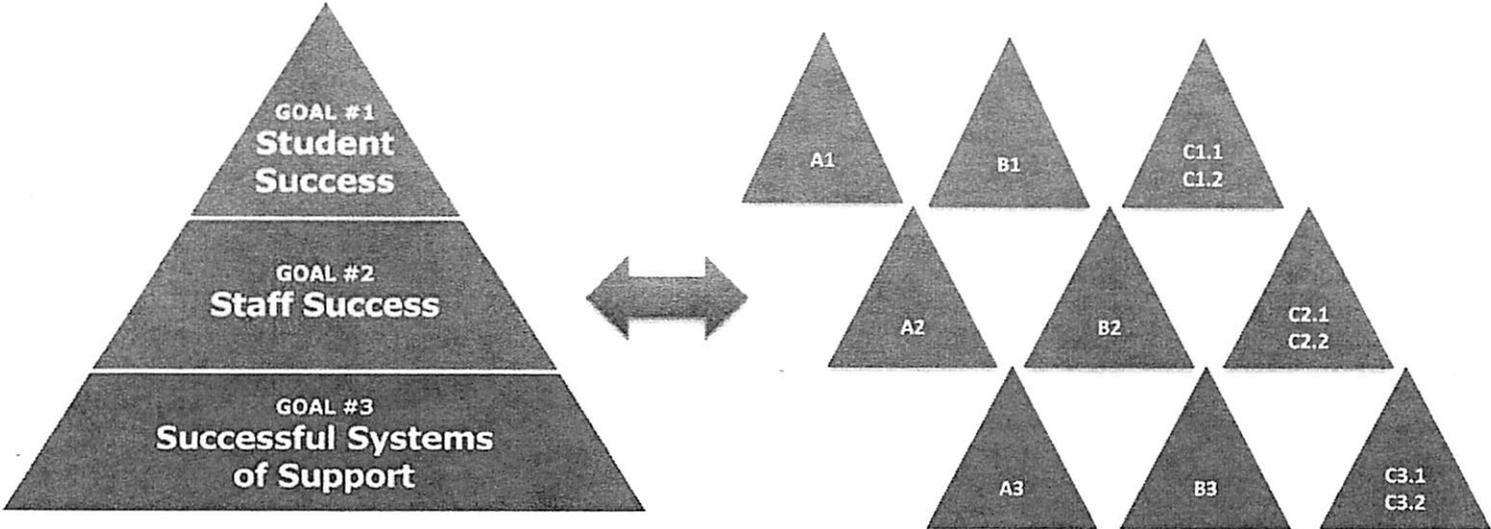
Furthermore, OHE anticipates that through implementation of 2104 and 2105 it will be advancing HIDOE incorporation of E-3 outcomes. In other words, 2104 and 2105 can be viewed as the "means" towards Ends Policy E-3.

Each completed priority plan contained herein is the product of three planning phases: (1) Scope of Work; (2) Delivery Assessment; and (3) Implementation Planning. The total of nine planning sessions were participatory and inclusive of OHE staff, other HIDOE staff, and community stakeholders.

**Organization of the 3 Priorities within OHE**



*Connections of the 3 OHE Priorities to the HODOE Strategic Plan*



## 2. TEAM

<b>Executive Sponsor</b>	Superintendent Kathryn Matayoshi
<b>Project lead(s)</b>	Director Kau'i Sang
<b>OSIP Portfolio manager</b>	Assistant Superintendent Tammi Oyadomari-Chun

## 3. PRIORITY DEFINITIONS

### a. Priority 1: Establish a HĀ Core Mindset

#### **Priority Description:**

On February 18, 2014, the Board of Education (BOE) unanimously approved referring BOE Policy 4000, Focus on Students, to the Student Achievement Committee for further consideration. The Working Group that was established to make recommendations on Policy 4000 had the purpose of identifying a set of learning outcomes that are grounded in Hawaiian values, culture, language, and history and that best prepare all students for 21<sup>st</sup> century success in college, career, and communities, locally and globally.

The Work Group recommended a new Ends Policy (E-3) instead of revising Policy 4000. The recommended E-3, named Nā Hopena A'o, contain six outcomes that apply foundationally to the whole HIDOE system. These six outcomes are the strengthened sense of **belonging, responsibility, excellence, aloha, total-well-being and Hawai'i (BREATH)** in our selves, students and others.

Per Policy E-3, the following guiding principles should lead all efforts to use HĀ as a comprehensive outcomes framework:

- All six outcomes are interdependent and should not be used separately
- Support systems and appropriate resources should be in place for successful and thoughtful implementation
- Planning and preparation should be inclusive, collective and in a timeframe that is sensitive to the needs of schools and their communities
- Current examples of HĀ in practice can be drawn on as sources for expertise
- All members of the school community share in the leadership of HĀ

The Work Group further recommended that planning and implementation of E-3 be managed by OHE. Implementation of Policy E-3 will be approached via this Delivery Plan.

The Scope of Work Planning Team on September 14, 2015, envisioned the long-term success of an implemented Policy E-3 to include:

- Happy, smart, and driven students
- Valued and supported teachers and kūpuna
- A Robust, nationally and internationally recognized Hawaiian-culture based Educational System

**Scope of Work (Enabling Activities):**

Activity		HĀ Core Mindset: Key Milestones, Dates & Person Responsible (Kau'i Sang)		
Through June 2018		2016	2017	2018
<b>A1: Complete HĀ-based Community Engagement Framework for Schools &amp; Complex Areas</b>		<ul style="list-style-type: none"> <li>Designated pilot experiences for Community Engagement framework (DEC)</li> </ul>	<ul style="list-style-type: none"> <li>Completed toolkit</li> <li>Initiated PSA campaign</li> <li>Convened HĀ Conference/Summit for interested schools, teams and groups</li> </ul>	<ul style="list-style-type: none"> <li>Completed (and maintained) web-based HĀ resource bank (including PSAs, testimonials, interviews, restorative justice)</li> <li>Completed training on toolkit</li> </ul>
<b>A2: Complete HĀ-based Leadership (Teacher &amp; Administrator) Training &amp; Evaluation System</b>	(A) Administrator	<ol style="list-style-type: none"> <li>Completed initial discussion of HĀ incorporation into CESSA with relevant stakeholders (DEC)</li> <li>Completed conversations &amp; tentative plan for incorporation of HĀ into CISL (DEC)</li> </ol>	<ul style="list-style-type: none"> <li>Guidelines and toolkit with HĀ practices and examples for all HĪDOE personnel including 'Ike Hawai'i</li> </ul>	<ul style="list-style-type: none"> <li>Developed, piloted &amp; scaled-out evaluation tools to measure effectiveness of 'Ike Hawai'i (HĀ underpinnings) toolkit</li> <li>'Ike Hawai'i with HĀ underpinnings guidelines &amp; toolkit</li> <li>Training system (administrators, teachers, staff at all levels) that integrates HĀ into all training for all HĪDOE personnel</li> <li>Evaluation system plan, with agreements, for all HĪDOE personnel</li> </ul>
	(B) In-/Pre-Service	<ul style="list-style-type: none"> <li>HĀ PD training framework completed (DEC)</li> </ul>		
<b>A3: Complete HĪ DOE Systems Alignment to Nā Hopena A'o (HĀ)</b>		<ul style="list-style-type: none"> <li>Completed HĀ process for strategic planning for 2018 and beyond (SEP)</li> </ul>	<ul style="list-style-type: none"> <li>Completed re-evaluation of E-3 Policy, including BOE presentations</li> <li>Completed draft of HĀ process manual (system-wide process manual, possibly including new student PTP with HĀ outcomes)</li> </ul>	<ul style="list-style-type: none"> <li>HĀ Outcomes integrated in HĪDOE 2018 Strategic Plan</li> </ul>

E-3 Implementation Enabling Activities	2016 Quarterly Milestones				
	JAN – MAR	APR – JUN	JUL – SEP	OCT – DEC	
<b>A1: Complete HĀ-based Community Engagement Framework for Schools &amp; Complex Areas</b> <Manuwai Peters>	<ol style="list-style-type: none"> <li>1) Identified models of HĀ in the external community plus resources that are HĀ-ready (i.e., focus groups)</li> <li>2) Introduced HĀ to community partners (as applicable, i.e., PTA, Legislature, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1) Generated Needs Assessment, and next steps for HĪDOE resources</li> <li>2) Collected &amp; initiated inventory of resources <b>with Teams A2 &amp; A3</b></li> </ol>	<ul style="list-style-type: none"> <li>• Collected &amp; developed engagement strategies &amp; general guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Designated pilot experiences for Community Engagement framework</li> </ul>	
<b>A2: Complete HĀ-based Leadership (Teacher &amp; Administrator) Training &amp; Evaluation System</b> <Jessica Worchel>	(A) Administrator	<ul style="list-style-type: none"> <li>• Completed pilot design for SOLA</li> </ul>	<ol style="list-style-type: none"> <li>1) Developed HĀ-based evaluation questions for HĀ-based data bank (inventory)</li> <li>2) Completed plan for HĀ-based PD with CAS pilot groups</li> <li>3) Completed administrator environmental scan</li> </ol>	<ol style="list-style-type: none"> <li>1) Completed 2-5 pre-ELI HĀ-based events</li> <li>2) Launched SOLA</li> </ol>	<ol style="list-style-type: none"> <li>1) Completed initial discussion of HĀ incorporation into CESSA with relevant stakeholders</li> <li>2) Completed conversations &amp; tentative plan for incorporation of HĀ into CISL</li> </ol>
	(B) In-/Pre-Service	<ul style="list-style-type: none"> <li>• Developed data collection tool/ process of pilot groups &amp; focus groups; Assembled Program Development Team; Completed data collection report (<i>data on best practices, lessons, successes/challenges, personal testimony/growth</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Completed program outline &amp; training module drafts</li> </ul>	<ul style="list-style-type: none"> <li>• Completed draft program design, review &amp; revise</li> </ul>	<ul style="list-style-type: none"> <li>• HĀ PD training framework completed</li> </ul>
<b>A3: Complete HI DOE Systems Alignment to Nā Hopena A’o (HĀ)</b> <Kau’i Sang>	<ol style="list-style-type: none"> <li>1) HĀ core leadership is in place &amp; ready to weave HĀ throughout the system</li> <li>2) Draft set of guides (guiding principles, mo’olelo, set of questions) that create conditions for HĀ core mindset for internal &amp; external audiences</li> </ol>	<ul style="list-style-type: none"> <li>• Completed first inventory of <b>self-identified</b> HĀ experiences in HĪDOE where strengthening can occur, <b>and share with Team A1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Completed HĀ process for strategic planning for 2018 and beyond</li> </ul>		

<b>A1 Complete HĀ-based Community Engagement Framework for Schools &amp; Complex Areas &lt;Manuwai Peters&gt;</b>							
January – March 2016	Due Date	R	A	S	C	I	Cost Items
<b>(1) Identified models of HĀ in the external community plus resources that are HĀ-ready (i.e., focus groups)</b>							
1. Convene a Hawaiian community/organization meeting to identify HĀ models	Jan 2016	MP	KS, HĀ EO	OHES	S		
2. Meet with CPR to identify HĀ models in respective communities	Feb 2016	KI	KS	DK			
R: <i>Responsible</i> – the “doer”    A: <i>Accountable</i> – “buck stops here”    S: <i>Support</i> – “helpers” for “R”    C: <i>Consulted</i> – “in the loop” 2-way comm’s    I: <i>Informed</i> – “tell me after” 1-way comm’s MP: Manuwai Peters    KI: Keoni Inciong    HĀ EO: Policy E-3 Education Officer    DK: Danile Kop    OHES: Office of Hawaiian Education Staff    S: Superintendent Office							
<b>(2) Introduced HĀ to community partners (as applicable, i.e., PTA, Legislature, etc.)</b>							
January – March 2016	Due Date	R	A	S	C	I	Cost Items
1. Send memo and PSA	Dec 2015	KS	KS, HĀ EO				
2. Introduce HĀ (presentation)	Jan 2016	KS	DDC, HĀ EO	OHES			
R: <i>Responsible</i> – the “doer”    A: <i>Accountable</i> – “buck stops here”    S: <i>Support</i> – “helpers” for “R”    C: <i>Consulted</i> – “in the loop” 2-way comm’s    I: <i>Informed</i> – “tell me after” 1-way comm’s KS: Kau’i Sang    DDC: Donalyn Dela Cruz    HĀ EO: Policy E-3 Education Officer    OHES: Office of Hawaiian Education Staff							

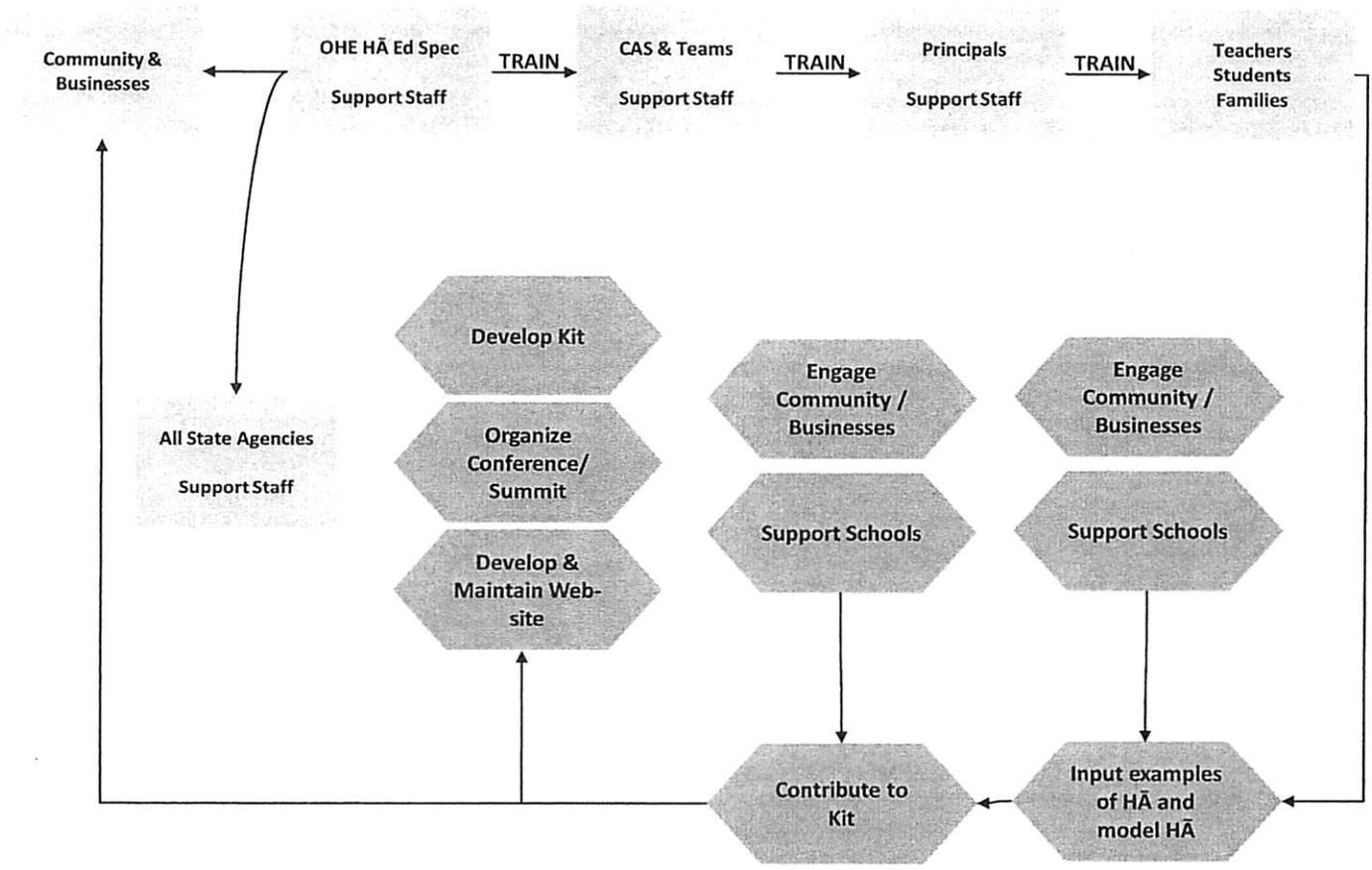
<b>A2: Complete HĀ-based Leadership (Teacher &amp; Administrator) Training &amp; Evaluation System &lt;Jessica Worchel&gt;</b>							
January – March 2016	Due Date	R	A	S	C	I	Cost Items
<b>(A) ADMINISTRATOR: Completed pilot design for SOLA (State Office Leadership Academy)</b>							
1. Completed debrief of 1 <sup>st</sup> HĀ-based Leadership training	Jan 2016	JW	KS		DT		
2. Develop Modules	Mar 2016	JW	TU	EDI	OHES, KS		
3. Completed best practice review and analysis	Mar 2016	JW	KS				
R: <i>Responsible</i> – the “doer”    A: <i>Accountable</i> – “buck stops here”    S: <i>Support</i> – “helpers” for “R”    C: <i>Consulted</i> – “in the loop” 2-way comm’s    I: <i>Informed</i> – “tell me after” 1-way comm’s JW: Jessica Worchel    TU: Teri Ushijima    EDI: Education Delivery Institute    OHES: Office of Hawaiian Education Staff    DT: Design Team							
<b>(B) PRE/INSERVICE: Developed data collection tool/ process of pilot groups &amp; focus groups; Assembled Program Development Team; Completed data collection report (data on best practices, lessons, successes/challenges, personal testimony/growth)</b>							
January – March 2016	Due Date	R	A	S	C	I	Cost Items
1. Set up Program Development Team of 6-9 members: Jessica Worchel (Lead); Pre-service (OHR); Pre-service programs; TECC; CPR; HSTA Rep; HGEA Rep; K/S; Teachers	Jan 2016	JW	KS	OHES	K/S		

(Early Ed, Elementary, Secondary, College); Community/Cultural Practitioner							
<b>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</b> <b>JW: Jessica Worchel    OHES: Office of Hawaiian Education Staff    KS: Kau’i Sang    K/S: Kamehameha Schools</b>							

<b>A3: Complete HI DOE Systems Alignment to Nā Hopena A’o (HĀ) &lt;Kau’i Sang&gt;</b>							
<i>January – March 2016</i>	<i>Due Date</i>	<i>R</i>	<i>A</i>	<i>S</i>	<i>C</i>	<i>I</i>	<i>Cost Items</i>
<b>(1) HĀ core leadership is in place &amp; ready to weave HĀ throughout the system</b>							
1. Identify and invite 5-7 persons early-adopters of HĀ to become HĀ Core Team	Mar 2016	JW	KS	OHES	S, DS	AS, CAS	
2. Orient HĀ Core Leadership Team to begin increasing capacity through shared experience	Mar 2016	KS	CT	OHES	OHES, KS		
<b>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</b> <b>JW: Jessica Worchel    KS: Kau’i Sang    S: Superintendent    DS: Deputy Superintendent    OHES: Office of Hawaiian Education Staff    CT: Core Leadership Team</b> <b>AS: Assistant Supt    CAS: Complex Area Supt</b>							
<b>(2) Draft set of guides (guiding principles, mo’olelo, set of questions) that create conditions for HĀ core mindset for internal &amp; external audiences</b>							
<i>January – March 2016</i>	<i>Due Date</i>	<i>R</i>	<i>A</i>	<i>S</i>	<i>C</i>	<i>I</i>	<i>Cost Items</i>
1. Review existing HĀ-related work	Mar 2016	A3	KS	OHES	C		
2. Identify common themes	Mar 2016	CT	KS	OHES		S, DS, C	
3. Draft set of guiding principles for review	Mar 2016	A3, CT	KS	OHES	S, DS, C		
<b>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</b> <b>A3: A3 Team    KS: Kau’i Sang    S: Superintendent    DS: Deputy Superintendent    OHES: Office of Hawaiian Education Staff    CT: Core Leadership Team    C: Community &amp; Kūpuna</b>							

Delivery Chains:

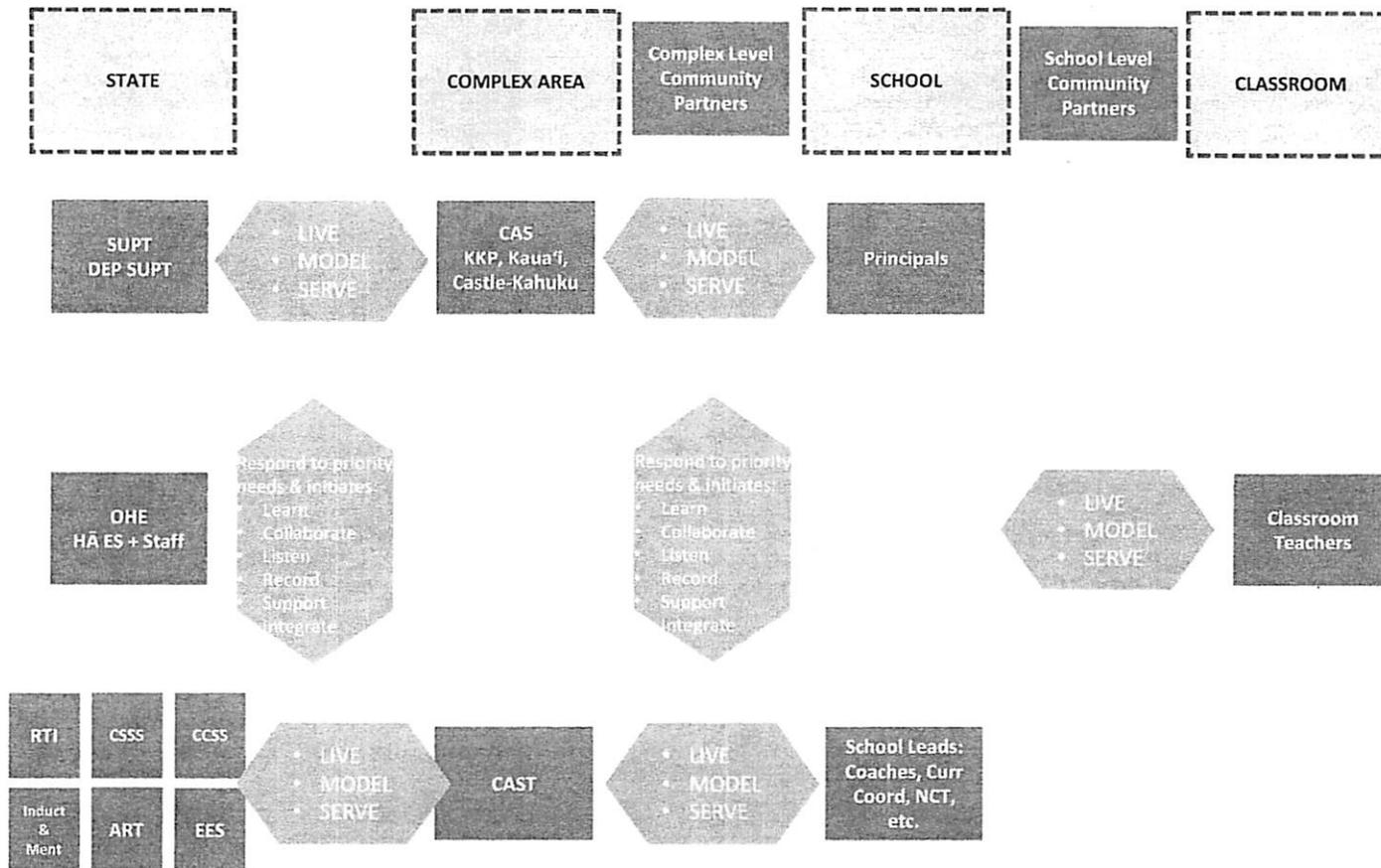
A1: Complete HĀ-based Community Engagement Toolkit for Schools & Complex Areas



**A2: Complete HĀ-based Leadership (Teacher & Administrator) Training & Evaluation System**



**A3: Complete HI DOE Systems Alignment to Nā Hopena A’o (HĀ)**



**Risk Assessment, by Enabling Activity:**

Potential Risks	Solutions
<b>A1: Complete HĀ-based Leadership (Teacher &amp; Administrator) Training &amp; Evaluation System</b>	
<ul style="list-style-type: none"> <li>Poor participation will inhibit system integration</li> <li>Limited resources to develop and implement HĀ training system, guidelines and evaluation plan</li> <li>Challenge shifting of mindsets will decrease change of and in practice</li> </ul>	<ul style="list-style-type: none"> <li>Establish personalization process in order to increase participation</li> <li>Increase partnerships in order to successfully develop and implement resources for HĀ training system, guidelines and evaluation plan</li> <li>Ongoing mentorship and assessment in order to increase change in practice</li> </ul>
<b>A2: Complete HĀ-based Community Engagement Toolkit for Schools &amp; Complex Areas</b>	
<ul style="list-style-type: none"> <li>Expectations of a complete packet (package) does not match deliverable</li> <li>School staff see HĀ as an add-on and push-back from staff "making us a Hawaiian school"</li> <li>Resistance to change and adoption of new outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Well-defined guidelines shared early in the process and inclusion of stakeholders will ensure understanding</li> </ul>
<b>A3: Complete HI DOE Systems Alignment to Nā Hopena A’o (HĀ)</b>	
<ul style="list-style-type: none"> <li>Reluctant system acceptance of HĀ value and potential for positive change</li> <li>Inadequate communication can hinder data collection , HĀ outreach and education</li> </ul>	<ul style="list-style-type: none"> <li>Effectively educate the system in order to increase acceptance of HĀ</li> <li>Establish a communication plan in order to promote HĀ outreach and education</li> </ul>

**Resources and support required:**

	Resources required	How will they be used?
<b>Staff or personnel</b>	<ul style="list-style-type: none"> <li>OHE: HĀ Educational Specialist</li> <li>Staff facilitators</li> </ul>	<i>To lead OHE efforts in implementing new BOE Ends Policy E-3</i>
<b>Funding</b>		
<b>Other resources</b>	<ul style="list-style-type: none"> <li>Meeting support (working groups and focus groups)</li> <li>Consultants and Individuals with relevant skill sets</li> <li>Writing Team</li> <li>Models and best practices</li> </ul>	<i>To develop a collaborative and insightful approach to integrated Nā Hopena A’o across the HIDOE system</i>

<b>External Partnerships</b>	<ul style="list-style-type: none"> <li>• HSTA</li> <li>• Kamehameha Schools</li> <li>• Office of Hawaiian Affairs</li> <li>• UH System</li> <li>• 'Aha Kauleo</li> <li>• Hawai'i P-20</li> <li>• NETC</li> <li>• Practitioners and Kūpuna</li> <li>• Community and business partners</li> </ul>	<i>To gain both insight and support for implementation of BOE Policy E-3 and create common visions or shared outcomes among multiple partners</i>
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b. Priority 2: Implementation of BOE Policy 2104 “Hawaiian Education”

**Priority Description:**

The revision to Policy 2104 in February 2014 expanded Hawaiian Education with the expectation that “Hawaiian language, culture, and history should be an integral part of Hawai’i’s education standards for all students in grades K-12.”

The initial Enabling Activities in this Priority will focus on integrating Hawaiian language, culture, history, knowledge, practices and perspectives into K-12 Standards.

Implementation of Policy 2104 will serve as one of the “means” to realizing Ends Policy E-3, as new Hawaiian Education content and practices are integrated into K-12 instruction.

This priority will have a strong reliance upon external relationships, including stakeholder involvement on development of standards and assessment, collaboration on instructional resource development, and partnerships for professional development.

OHE is mindful that systems change – in many institutional contexts – is not always a welcome proposition. Therefore, the Office will seek, incorporate and highlight exemplary instances within the HDOE system where Hawaiian language, culture and history are already integrated into standards, curriculum, instruction and assessment as a means to spark imagination and innovation in others.

**Scope of Work (Enabling Activities):**

Activity	Policy 2104: Key Milestones, Dates & Person Responsible (TBD)		
Through June 2018	2016	2017	2018
<b>B1: Create 2104-specific Standards with Curricular, Instructional and Assessment Resources</b>	<ul style="list-style-type: none"> <li>Presented 2104 Standards to larger audience &amp; refined based on feedback (DEC)</li> </ul>	<ul style="list-style-type: none"> <li>Standards &amp; benchmarks</li> <li>Rigor, depth, level</li> <li>Identified already existing curricula that has HĀ embedded</li> </ul>	<ul style="list-style-type: none"> <li>Conducted teacher meetings to train &amp; build curricular framework</li> <li>Piloted curriculum &amp; instructional resources to support 'Ike Hawai'i with HĀ underpinnings</li> <li>Completed framework</li> <li>Curriculum &amp; resources</li> <li>Assessment</li> </ul>
<b>B2: Implement an Educators, Staff and Administrators Professional Development Pathway</b>	<ul style="list-style-type: none"> <li>Completed scope-and-sequence, Standards draft review, &amp; creation of preliminary database of resources ("wiki") (DEC)</li> </ul>	<ul style="list-style-type: none"> <li>Formulated a scope-and-sequence for all educators to implement 'Ike Hawai'i framework</li> </ul>	<ul style="list-style-type: none"> <li>'Ike Hawai'i Professional Development Pathway established (in-service for educators)</li> <li>'Ike Hawai'i component for all pre-service programs established</li> <li>Completed introduction to newly created 2104 standards &amp; evaluation through PD (school-level, workshops, PDE3)</li> </ul>
<b>B3: Complete Plan for System to Evaluate 2104 Success</b>	<ul style="list-style-type: none"> <li>Completed report on early successes &amp; areas for refinement (Gaps) (DEC)</li> </ul>	<ul style="list-style-type: none"> <li>Completed system to evaluate 2104 implementation                             <ul style="list-style-type: none"> <li>Piloted evaluation system report</li> <li>Implement plan with : steps in process, inventory of resource needs, specific data uses (student achievement, policy evaluation)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Report on 2104 implementation evaluation</li> </ul>

2104 Implementation Enabling Activities	2016 Quarterly Milestones			
	JAN – MAR	APR – JUN	JUL – SEP	OCT – DEC
<b>B1: Create 2104-specific Standards with Curricular, Instructional and Assessment Resources</b> <Manuwai Peters>	<ul style="list-style-type: none"> <li>Workgroup formed to determine Standards as it relates to Curriculum, Instruction &amp; Assessment</li> <li>Consult &amp; confer with Teams B2 &amp; B3 to find commonalities, reduce duplications &amp; revise</li> </ul>	<ul style="list-style-type: none"> <li>Inventory of indigenous education "Standards" &amp; review of present HIDEO Standards done</li> </ul>	<ul style="list-style-type: none"> <li>Wrote &amp; refined 2104 Standards</li> </ul>	<ul style="list-style-type: none"> <li>Presented 2104 Standards to larger audience &amp; refined based on feedback</li> </ul>
<b>B2: Implement an Educators Professional Development Pathway</b> <Kawehi Napeahi>	<ul style="list-style-type: none"> <li>Scan &amp; data collect of 'Ike Hawai'i resources &amp; completed conversations with TECC, HTSB, KS, Induction &amp; Mentoring, to assist with development of 'Ike Hawai'i Standards</li> </ul>	<ul style="list-style-type: none"> <li>Report on 'Ike Hawai'i Resources</li> </ul>	<ul style="list-style-type: none"> <li>ELI Presentation to inform about Kahua Program, with Focus Work Groups formed for each pathway (pre-service, induction, in-service)</li> </ul>	<ul style="list-style-type: none"> <li>Completed scope-and-sequence, Standards draft review, &amp; creation of preliminary database of resources ("wiki")</li> </ul>
<b>B3: Complete Plan for System to Evaluate 2104 Success</b> <Melisa Abregano, Kalae Akioka>	<ul style="list-style-type: none"> <li>Identified themes, patterns, fractals in order to locate &amp; determine definitions &amp; indicators of success (starting from Hawai'i perspectives &amp; world-view)</li> </ul>	<ul style="list-style-type: none"> <li>Completed literature review &amp; data analysis</li> </ul>	<ul style="list-style-type: none"> <li>Completed crosswalk of indicators of success to existing internal evaluation instruments (e.g., WAS, SQS, SAWS, PTP, Strive HI, Strategic Plan Scorecard)</li> </ul>	<ul style="list-style-type: none"> <li>Completed report on early successes &amp; areas for refinement (Gaps)</li> </ul>

<b>B1 Create 2104-specific Standards with Curricular, Instructional and Assessment Resources &lt;Manuwai Peters&gt;</b>							
January – March 2016	Due Date	R	A	S	C	I	Cost Items
<b>(1) Workgroup formed to determine Standards as it relates to Curriculum, Instruction &amp; Assessment</b>							
1. Identify, invite and select participants for a Working Group	Jan 2016	MP, DK, KI	KI		CPR, OHES	B1 Group	Travel (air, ground)
2. Establish protocols and desired outcomes with Working Group, including discussion of (a) teaching "OF" and teaching "THROUGH" and (b) connections with Nā Honua Maoli Ola	Feb 2016	MP, DK, KI	KI		CPR, OHES		Substitute Pay, Per Diem
3. Completed draft framework for development of standards,	Mar 2016	MP, DK, KI	KI		CPR, OHES		Writer Contract
<b>R: Responsible – the "doer"    A: Accountable – "buck stops here"    S: Support – "helpers" for "R"    C: Consulted – "in the loop" 2-way comm's    I: Informed – "tell me after" 1-way comm's</b> MP: Manuwai Peters    KI: Keoni Inciong    DK: Danile Kop    OHES: Office of Hawaiian Education Staff    CPR: Cultural Personnel Resource B1 Group: Joan Lewis, Dee Bajo-Daniels, Lokalia Kaopuiki							
<b>(2) Consult &amp; confer with Teams B2 &amp; B3 to find commonalities, reduce duplications &amp; revise</b>							
January – March 2016	Due Date	R	A	S	C	I	Cost Items
1. Meet with "Responsible" Person to B2 & B3 and notate/compile the common grounds with B1	Mar 2016	MP, DK	KI		KS	KS	Facilities Travel Substitute Pay
<b>R: Responsible – the "doer"    A: Accountable – "buck stops here"    S: Support – "helpers" for "R"    C: Consulted – "in the loop" 2-way comm's    I: Informed – "tell me after" 1-way comm's</b> MP: Manuwai Peters    KS: Kau'i Sang    DK: Danile Kop							

<b>B2 Implement an Educators Professional Development Pathway &lt;Kawehi Napeahi&gt;</b>							
January – March 2016	Due Date	R	A	S	C	I	Cost Items
<b>• Scan &amp; collect data of 'Ike Hawai'i resources &amp; completed conversations with TECC, HTSB, K/S, Induction &amp; Mentoring, to assist with development of 'Ike Hawai'i Standards</b>							
1. Scan & collect	Mar 2016	KN, MM	KS	OHES	OHA, PAF, TNC, DLNR, PVS, ALI, K/S	S, DS	
2. Initiate conversations regarding pre-service teachers	Mar 2016	KI	KS	OHES	TECC, Pre	S, DS	
3. Initiate conversations regarding Induction & Mentoring of teachers	Mar 2016	KI	KS	OHES	K/S	S, DS	
4. Initiate conversations regarding in-service of teachers	Mar 2016	KI	KS	OHES	OHA, PAF, TNC, DLNR, PVS, ALI, K/S	S, DS	

5. Identify Key Players to create pathways program teams	Mar 2016	KN, MM	KS	OHES	OHA, PAF, TNC, DLNR, PVS, ALI, K/S	S, DS
<i>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</i> <i>KN: Kawehi Napeahi    MM: Malia Melemai    KI: Keoni Inciong    KS: Kau’i Sang    OHES: Office of Hawaiian Education Staff    K/S: Kamehameha Schools    TNC: Nature Conservancy    ALI: Alu Like</i>						

<b>B3 Complete Plan for System to Evaluate 2104 Success &lt;Melisa Abregano, Kalae Akioka&gt;</b>							
<i>January – March 2016</i>							
	<i>Due Date</i>	<i>R</i>	<i>A</i>	<i>S</i>	<i>C</i>	<i>I</i>	<i>Cost Items</i>
<ul style="list-style-type: none"> <li>Identified themes, patterns, fractals in order to locate &amp; determine definitions &amp; indicators of success (starting from Hawai’i perspectives &amp; world-view)</li> </ul>							
1. Memo from Superintendent to all departments and leaders, including process in the memo	Jan 2016	MA, KA	KS	B3 Team	DS		
2. Follow up with OHE presentations to leadership	Jan 2016	KI	KS	OHES			
3. Plan meeting design	Jan 2016	MA, KA	KI	B3 Team			
4. Secure funding for meeting	Jan 2016	MA, KA	KI				
5. Follow up with presentation to CASs by OHE	Feb 2016	KI	KS	OHES			
6. Coordinate meetings to describe ‘Ike Hawai’i	Mar 2016	MA, KA	KI	OHES	KS, B1 & B2 Teams		
7. Initial draft of indicators of success	Mar 2016	MA, KA	KI	OHES, B3 Team			
<i>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</i> <i>MA: Melisa Abregano    KA: Kalae Akioka    KI: Keoni Inciong    OHES: Office of Hawaiian Education Staff    KS: Kau’i Sang    DS: Deputy Supt</i>							



**B3: Complete Plan for System to Evaluate 2104 Success**

Process is Key!  
 Community driven  
 (establish positive  
 int/ext relationships)  
 He aha ka mua?  
 He aha ka hope?

- OSIP**
- PIPE Director
  - Data governance

**OHE**

**Principals**

Inform discussion  
 on evaluation  
 system  
 development (ILT  
 review)  
 OHE → Work Grp

**Unions**

**CAS**

Advise on  
 pathway for  
 evaluation system  
 development  
 Work Group →  
 OHE

**BOE**

**OCISS**

Engage with  
 internal & external  
 stakeholders to  
 implement work  
 OHE →  
 Stakeholder Group

**DOE Leadership**

**Community**

**Teachers**

**Risk Assessment, by Enabling Activity:**

Potential Risks	Solutions
<b>B1: Create 2104-specific Standards with Curricular, Instructional and Assessment Resources</b>	
<ul style="list-style-type: none"> <li>• Dissatisfied stakeholders rejecting integration and implementation of 2104</li> <li>• Different views of 'Ike Hawai'i hinders timely consensus</li> </ul>	<ul style="list-style-type: none"> <li>• Develop training and materials in order to increase awareness and build system support for Hawaiian Education</li> <li>• Establish broad working groups in order to reach consensus (facilitated by neutral parties)</li> </ul>
<b>B2: Implement an Educators, Staff and Administrators Professional Development Pathway</b>	
<ul style="list-style-type: none"> <li>• Poor understanding of 'Ike Hawai'i professional development confuses potential offerings</li> <li>• Optional professional development impacts participant enrollment</li> <li>• Insufficient resources (teachers, funding) creates limited course offerings</li> <li>• Time constraints effect roll-out process</li> </ul>	<ul style="list-style-type: none"> <li>• Develop 'Ike Hawai'i standards in order to develop appropriate course offerings</li> <li>• Incentivize or mandate 'Ike Hawai'i professional development in order to ensure enrollment</li> <li>• Secure resource support in order to increase course offerings</li> <li>• Consider implementation in phases (i.e., by CA, by island, etc.)</li> </ul>
<b>B3: Complete Plan for System to Evaluate 2104 Success</b>	
<ul style="list-style-type: none"> <li>• Insufficient capacity to develop and implement appropriate evaluation system</li> </ul>	<ul style="list-style-type: none"> <li>• Engage stakeholders in order to improve implementation</li> </ul>

**Resources and support required:**

	Resources required	How will they be used?
<b>Staff or personnel</b>	<ul style="list-style-type: none"> <li>• Data Analyst</li> <li>• Evaluation Specialist</li> <li>• Facilitators</li> <li>• Trainers</li> <li>• Standards Developers &amp; Writers</li> </ul>	<i>To compliment OHE Staff with specialized expertise necessary in creation of sound Hawaiian Education standards, resources, and professional development</i>
<b>Funding</b>	<ul style="list-style-type: none"> <li>• Substitute Teacher wages</li> <li>• PDE3 Course creation &amp; instruction</li> <li>• Travel</li> <li>• Evaluation Working Group logistical support</li> </ul>	<i>To include multiple voices and perspectives in creating and implementing Hawaiian Education standards, professional development and evaluation</i>
<b>Other resources</b>	<ul style="list-style-type: none"> <li>• Public Service Announcements</li> <li>• Summit</li> <li>• Website</li> <li>• Informational Materials</li> </ul>	<i>Increase awareness and preparedness of internal and external stakeholders to beginning implementation of BOE Policy 2104</i>

<b>External Partnerships</b>	<ul style="list-style-type: none"> <li>• Roster of Community Practitioners</li> <li>• Celebrity Endorsements</li> <li>• Develop and Deliver professional development offerings</li> </ul>	<i>Working Group members to be Consulted in development of Standards, Professional Development and Evaluation</i>
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c. **Priority 3: Implementation of BOE Policy 2105 “Papahana Kaiapuni Hawai’i”**

**Priority Description:**

The revision to Policy 2105 in February 2014 improved upon the original policy by recognizing that the Papahana Kaiapuni Hawai’i is no longer the pilot program started in 1987. Policy 2105 recognizes Kaiapuni Hawai’i as a comprehensive program that combines the use of Hawaiian teaching methodologies, language, history, culture and values to prepare students for college, career and to be community contributors within a multicultural society.

The Enabling Activities in this Priority addresses long-standing gaps in the Kaiapuni Hawai’i program (e.g., development of unique K-12 Hawaiian Language Arts standards and curricular framework) while acting on new possibilities incorporated in Policy 2105 (e.g., Kaiapuni Hawai’i Dual Qualification process).

The Enabling Activities also address a stakeholder concern from the earliest days of the program but now able to act upon through establishment of OHE: A plan to address Kaiapuni Hawai’i expansion, growth and organization.

The Scope of Work Planning Team on September 16, 2015, envisioned the long-term success of an implemented Policy 2105 (revised) to include:

- A unique set of K-12 Kaiapuni Hawai’i Core Standards appropriate to the medium of instruction and across all content areas
- A comprehensive and coordinated system of support for the K-12 Kaiapuni Hawai’i, including a unique Complex Area to administer all Kaiapuni Hawai’i programs
- A fully articulated Hawaiian Medium-Immersion P-20 Pathway
- Increased normalization of Hawaiian language in all societal domains (community, business, government, families and schools)

This Planning Team also envisioned that, by 2018, the HODOE will have evidenced an institutional shift towards its role as a Hawaiian language educational institution through inclusion of Kaiapuni Hawai’i priorities throughout its 2018 Strategic Plan.

**Scope of Work (Enabling Activities):**

Activity		Policy 2105: Key Milestones, Dates & Person& Responsible (Kalehua Krug)		
Through June 2018		2016	2017	2018
C1.1: Complete Kaiapuni Hawai'i curriculum framework with Hawaiian Language Arts K-12 Standards	(A) M-2	<ul style="list-style-type: none"> <li>Revised draft of M-2 HLA Standards (DEC)</li> </ul>	<ul style="list-style-type: none"> <li>Developed grade-level HLA SLOs, especially oral proficiency in terms of language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>Developed grade-level HLA SLO for Reading, Writing, Listening, Speaking</li> <li>Completed standards &amp; framework guide which is vertically-aligned by strands for student HLA learning</li> </ul>
	(B) 9-12	<ul style="list-style-type: none"> <li>Revised/refined draft of 9-12 HLA Standards (DEC)</li> </ul>		
C1.2: Complete Hawaiian Language Proficiency Scale		<ul style="list-style-type: none"> <li>Proficiency scale and descriptors mapped out (TBD by March)</li> </ul>	<ul style="list-style-type: none"> <li>Tools of assessment investigated &amp; selected (i.e., electronic)</li> <li>Hawaiian Language Proficiency Scale drafted</li> <li>Hawaiian Language Proficiency Scale piloted</li> </ul>	<ul style="list-style-type: none"> <li>Hawaiian Language Proficiency Scale analyzed with adjustments</li> </ul>
C2.1: Complete Kaiapuni Hawai'i Dual Qualification Criteria and Process		<ul style="list-style-type: none"> <li>Completed implementation plan for KH Dual Certification for <b>existing teachers</b> (DEC)</li> </ul>	<ul style="list-style-type: none"> <li>Completed implementation plan for KH Dual Certification for <b>existing principals and new hires</b></li> </ul>	<ul style="list-style-type: none"> <li>Implemented dual-certification system for Kaiapuni Hawai'i</li> </ul>
C2.2: Complete Professional Development Program Design for Kaiapuni Hawai'i		<ul style="list-style-type: none"> <li>Identified, developed &amp; cataloged PD opportunities based on the framework (DEC)</li> </ul>	<ul style="list-style-type: none"> <li>Communicated to target groups inquiring about PD offering to choose desired/needed PD</li> <li>Completed list of chosen types of PD a confirmed through a stakeholder review process</li> </ul>	<ul style="list-style-type: none"> <li>Completed timeline &amp; roll-out plan for PD (i.e., scheduling courses with providers)</li> </ul>
C3.1: Complete Plan to Address Kaiapuni Hawai'i Expansion and Organization		<ul style="list-style-type: none"> <li>Completed final 2017-19 Biennial Budget for KH expansion &amp; organization (Including an underlying plan) (SEP)</li> <li>Established KH Working Group to develop guidelines for establishing KH sites (SEP)</li> </ul>	<ul style="list-style-type: none"> <li>Completed plan for expansion and organization for KH (including all areas necessary for KH growth)                             <ul style="list-style-type: none"> <li>Convened appropriate multiple stakeholder sessions to:                                     <ul style="list-style-type: none"> <li>Develop process for growing, expanding &amp; organizing for KH via facilitated discussions to address issues</li> </ul> </li> <li>Determined formal structure to propose forward to BOE, DOE, etc.</li> <li>Adjusted KH expansion budget based on completed plan</li> </ul> </li> <li>Partners gathered to discuss plan to increase KH teacher supply (OHA, KS, UH)</li> </ul>	<ul style="list-style-type: none"> <li>Phase I of expansion and organization plan implemented                             <ul style="list-style-type: none"> <li>Celebrate new schools opening</li> </ul> </li> </ul>
C3.2: Implement Communications and Advocacy Strategies to Grow Kaiapuni Hawai'i Demand			<ul style="list-style-type: none"> <li>Completed first PR campaign for KH</li> <li>Completed legislative agenda for KH growth</li> <li>Completed action plan with assigned roles, responsibilities, timeline, budget, metrics, contingencies</li> </ul>	<ul style="list-style-type: none"> <li>Revised communication and advocacy strategies</li> </ul>

2105 Implementation Enabling Activities		2016 Quarterly Milestones			
		JAN – MAR	APR – JUN	JUL – SEP	OCT – DEC
C1.1: Complete Kaiapuni Hawai'i curriculum framework with Hawaiian Language Arts K-12 Standards <Malia Melemai>	(A) M-2	<ul style="list-style-type: none"> <li>M-2 HLA Standards outline &amp; support skills</li> </ul>	<ul style="list-style-type: none"> <li>M-2 1<sup>st</sup> draft of speaking/listening standards</li> </ul>	<ul style="list-style-type: none"> <li>Revised draft of M-2 speaking/listening standards &amp; 1<sup>st</sup> draft of M-2 reading/writing standards</li> </ul>	<ul style="list-style-type: none"> <li>Revised draft of M-2 HLA Standards</li> </ul>
	(B) 9-12	<ul style="list-style-type: none"> <li>9-12 HLA Standards outline &amp; teacher expectations</li> </ul>	<ul style="list-style-type: none"> <li>9-12 1<sup>st</sup> draft of HLA Standards</li> </ul>	<ul style="list-style-type: none"> <li>Revised draft of 9-12 HLA Standards</li> </ul>	<ul style="list-style-type: none"> <li>Revised/refined draft of 9-12 HLA Standards</li> </ul>
C1.2 Complete Hawaiian Language Proficiency Scale <Malia Melemai>		<ul style="list-style-type: none"> <li>Work group formed with Roster of names &amp; contacts (UHM, UHH, Maui, WCC language proficiency gurus and KH Teachers)</li> </ul>	<ul style="list-style-type: none"> <li>Current research on language proficiency collected (TBD by March)</li> </ul>	<ul style="list-style-type: none"> <li>Work group analyzed research and report on it (TBD by March)</li> </ul>	<ul style="list-style-type: none"> <li>Proficiency scale and descriptors mapped out (TBD by March)</li> </ul>
C2.1: Complete Kaiapuni Hawai'i Dual Qualification Criteria and Process <Kalae Akioka>		<ul style="list-style-type: none"> <li>Established criteria &amp; qualifications for new hires' KH Dual Certification</li> </ul>	<ol style="list-style-type: none"> <li>BOE has included KH Dual Certification in negotiations package</li> <li>HSTA has included KH Dual Certification in negotiations package</li> </ol>	<ol style="list-style-type: none"> <li>Established criteria &amp; qualifications for existing teachers &amp; principals</li> <li>Completed implementation plan for KH Dual Certification for new hires</li> </ol>	<ul style="list-style-type: none"> <li>Completed implementation plan for KH Dual Certification for existing teachers</li> </ul>
C2.2: Complete Professional Development Program Design for Kaiapuni Hawai'i <Kalae Akioka>		<ul style="list-style-type: none"> <li>Completed 1<sup>st</sup> draft of PD framework for advancing KH education (with feedback)</li> </ul>	<ul style="list-style-type: none"> <li>Data collected on 1<sup>st</sup> draft of KH PD framework</li> </ul>	<ul style="list-style-type: none"> <li>Established PD framework for advancing KH education</li> </ul>	<ul style="list-style-type: none"> <li>Identified, developed &amp; cataloged PD opportunities based on the framework</li> </ul>
C3.1: Complete Plan to Address Kaiapuni Hawai'i Expansion and Organization <Kalehua Krug>		<ul style="list-style-type: none"> <li>Working Group in place to develop &amp; implement a KH Needs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Completed comprehensive Needs Assessment for Expansion (increased supply of KH resources) &amp; Growth (increased student demand), to include recommended structure &amp; strategy for: communications, advocacy, facilities, teachers, staff, students</li> </ul>	<ol style="list-style-type: none"> <li>Completed final 2017-19 Biennial Budget for KH expansion &amp; organization (including an underlying plan)</li> </ol>	
C3.2: Implement Communications and Advocacy Strategies to Grow Kaiapuni Hawai'i Demand <Kalehua Krug>				<ol style="list-style-type: none"> <li>Established KH Working Group to develop guidelines for establishing KH sites</li> </ol>	

<b>C1.1 Complete Kaiapuni Hawai'i curriculum framework with Hawaiian Language Arts K-12 Standards &lt; Malia Melemai &gt;</b>							
January – March 2016	Due Date	R	A	S	C	I	Cost Items
<b>(a) M-2 HLA Standards outline &amp; support skills</b>							
1. M-2 Kumu Meet	Feb 2016	MM	KK	OHES	M-2 KH Kumu	Principals CASs	Substitutes (22 Kumu)
2. Outline M-2 Standards	Mar 2016	MM	KK	OHES	M-2 KH Kumu	Principals CASs	Substitutes (22 Kumu)
<b>(b) 9-12 HLA Standards outline &amp; teacher expectations</b>							
1. Begin process for meeting	Nov 2015	MM	KK				
2. 9-12 Kumu Meet	Mar 2016	MM	KK				
3. Draft of 9-12 HLA outline	Mar 2016	MM	KK				
<b>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</b> <b>MM: Malia Melemai, RT    KK: Kalehua Krug, ES    OHES: Office of Hawaiian Education Staff</b>							

<b>C1.2 Complete Hawaiian Language Proficiency Scale &lt;Malia Melemai&gt;</b>							
January – March 2016	Due Date	R	A	S	C	I	Cost Items
<b>• Work group formed with Roster of names &amp; contacts (UHM, UHH, Maui, WCC language proficiency gurus and KH Teachers)</b>							
1. Investigate development of UH-KS partnership and determine (a) timeline of Proficiency Scale development, (b) extent of KH Kumu inclusion in development of a Scale best for KH, and (c) who facilitates and funds the process	Mar 2016	KK	KS				TBD (OHE role in group)
2. Convene funding sources, once the facilitating entity is determine	Mar 2016	KK	KS				
3. Make determination whether OHE facilitates development of a Scale for KH or joins UH-KS partnership to develop a Scale for KH	Mar 2016	KK	KS				
<b>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</b> <b>KK: Kalehua Krug, ES    KS: Kau'i Sang, Director, Office of Hawaiian Education</b>							

<b>C2.1 Complete Kaiapuni Hawai'i Dual Qualification Criteria and Process &lt;Kalae Akioka&gt;</b>								
<i>January – March 2016</i>		<i>Due Date</i>	<i>R</i>	<i>A</i>	<i>S</i>	<i>C</i>	<i>I</i>	<i>Cost Items</i>
• <b>Established criteria &amp; qualifications for new hires' KH Dual Certification</b>								
1.	Select & convene workgroup for "Criteria & Qualification"	Jan 2016	KA	KK	OHES WK KT	HTSB KHOW, UHM MET KH JL OHR	KS	Travel Facilities Per Diem
2.	Review input & feedback as needed on "Criteria & Qualification"	Feb 2016	KA	KK	OHES	"	KS	"
3.	Organized delegates for HSTA Convention for "Compensation Package"	Dec 2015	KA	KK	OHES	JL	KS	"
4.	Write New Business Item (NBI) for presentation at HSTA Convention for "Compensation Package"	Dec 2015	KA	KK	OHES	JL	KS	"
5.	Strategy Meeting for "Compensation Package"	Dec 2015	KA	KK	OHES	JL	KS	"
<b>R: Responsible – the "doer"    A: Accountable – "buck stops here"    S: Support – "helpers" for "R"    C: Consulted – "in the loop" 2-way comm's    I: Informed – "tell me after" 1-way comm's</b> KA: Kalae Akioka, RT    KK: Kalehua Krug, ES    OHES: Office of Hawaiian Education Staff    KS: Kau'i Sang, Director, Office of Hawaiian Education WK: Walter Kahumoku    KT: Kerry Tqm, HIDEO Office of Human Resources (OHR)    HTSB: Hawai'i Teachers Standards Board    KHOW: Kahuawaiola, UHM JL: Joan Lewis, HSTA								

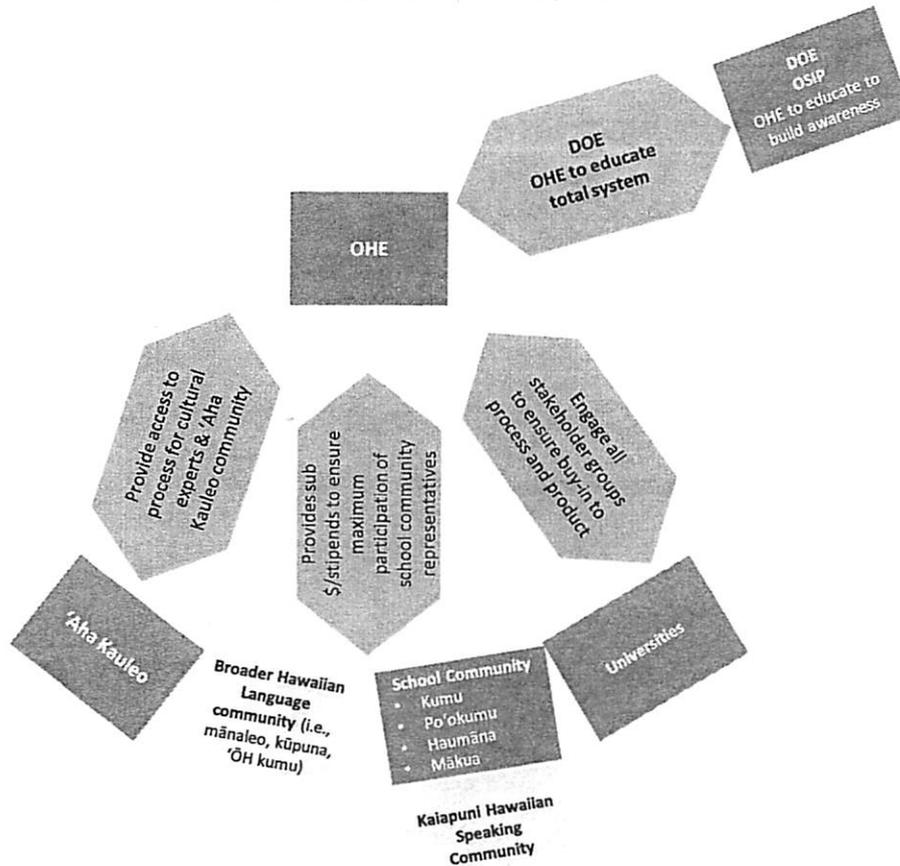
<b>C2.2 Complete Professional Development Program Design for Kaiapuni Hawai'i &lt;Kalae Akioka&gt;</b>								
<i>January – March 2016</i>		<i>Due Date</i>	<i>R</i>	<i>A</i>	<i>S</i>	<i>C</i>	<i>I</i>	<i>Cost Items</i>
• <b>Completed 1st draft of PD framework for advancing KH education (with feedback)</b>								
1.	Select & convene workgroup	Jan 2016	KA	KK	OHES	KHOW, UHM MET KH K/S	KS	Travel Facilities Per Diem
2.	Review input & feedback as needed on PD Framework	Mar 2016	KA	KK	OHES	"	KS	"
<b>R: Responsible – the "doer"    A: Accountable – "buck stops here"    S: Support – "helpers" for "R"    C: Consulted – "in the loop" 2-way comm's    I: Informed – "tell me after" 1-way comm's</b> KA: Kalae Akioka, RT    KK: Kalehua Krug, ES    OHES: Office of Hawaiian Education Staff    KS: Kau'i Sang, Director, Office of Hawaiian Education KHOW: Kahuawaiola, UHM    UHM: UH Mānoa    M.E.T. KH: ??    K/S: Kamehameha Schools								

<b>C3.1 Complete Plan to Address Kaiapuni Hawai'i Expansion and Organization &lt;Kalehua Krug&gt;</b>							
<i>January – March 2016</i>	<i>Due Date</i>	<i>R</i>	<i>A</i>	<i>S</i>	<i>C</i>	<i>I</i>	<i>Cost Items</i>
<b>• Working Group in place to develop &amp; implement a KH Needs Assessment</b>							
1. Invite members to the Needs Assessment work group (self-selecting)	Jan 2016	KK	KS	KA	'AKL, PK LT		
2. Research & analyze past practices for establishing & organizing a KH site	Jan 2016	WG	KK	'AKL OHES KW	'AKL, PK LT		
3. Identify benefits for Kaiapuni Hawai'i	Feb 2016	WG	KK	'AKL OHES KW	'AKL, PK LT		
4. Engage key stakeholders & advocates	Feb 2016	KK	KS	MP	'AKL, PK LT	BOE LEG, GO	
5. Set targets & goals for KH expansion & organization	Mar 2016	WG	KK	'AKL OHES KW	'AKL, PK LT		
<i>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</i> KW: Kamao'e Walk    KK: Kalehua Krug, ES    OHES: Office of Hawaiian Education Staff    KS: Kau'i Sang, Director, Office of Hawaiian Education LT: HIDEO Superintendent's Leadership Team    'AKL: 'Aha Kauleo    PK: Nā Po'okumu    WG: Working Group    GO: Governor's Office							

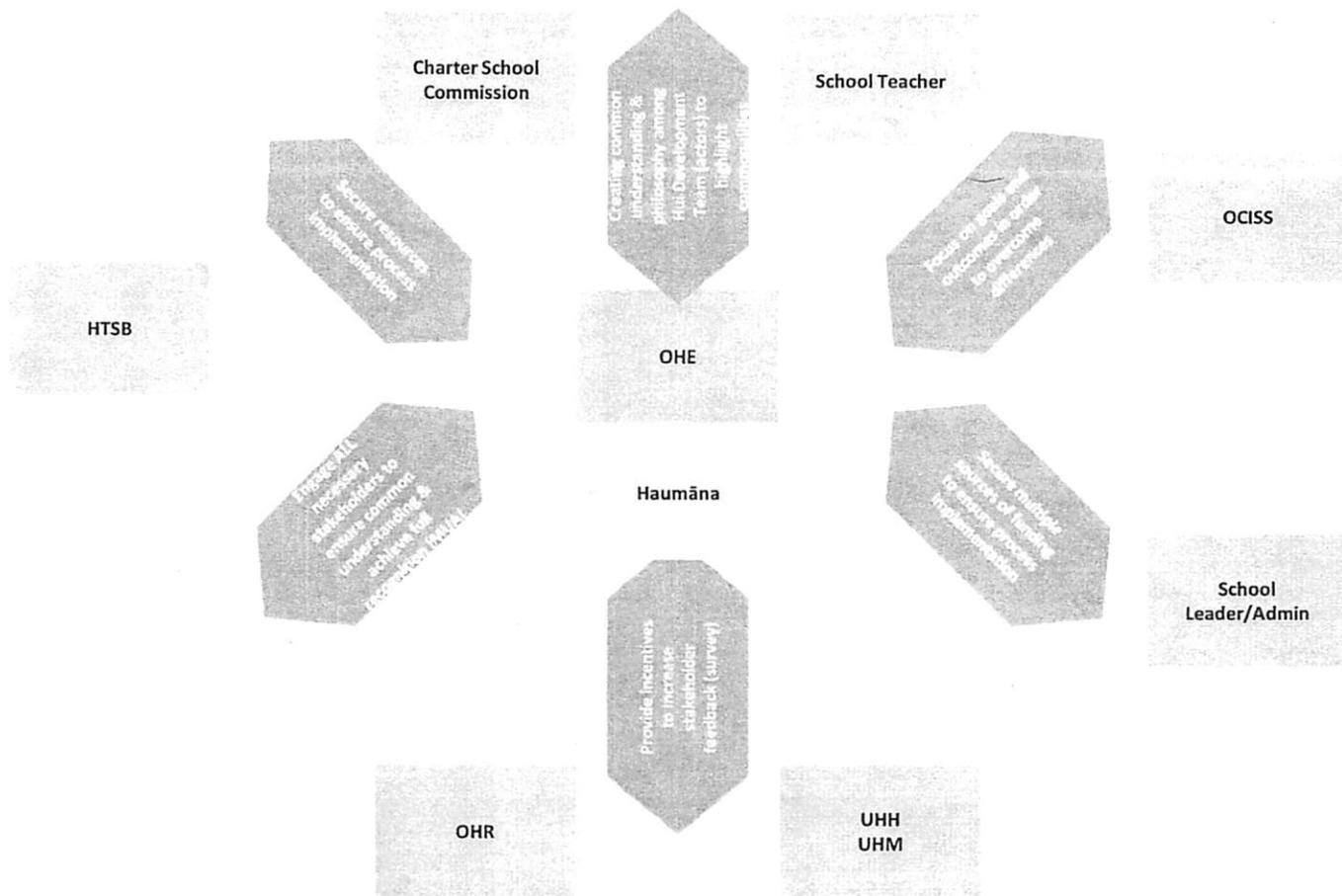
<b>C3.2 Implement Communications and Advocacy Strategies to Grow Kaiapuni Hawai'i Demand &lt;Kalehua Krug&gt;</b>							
<i>January – March 2016</i>	<i>Due Date</i>	<i>R</i>	<i>A</i>	<i>S</i>	<i>C</i>	<i>I</i>	<i>Cost Items</i>
<b>• Working Group in place to develop &amp; implement a KH Needs Assessment</b>							
1. Invite members to the Needs Assessment work group (self-selecting)	Jan 2016	KK	KS	KA	'AKL, PK LT		
2. Research & analyze past & existing practices, products, practitioners, plans for growing KH demand	Jan 2016	WG	KK	'AKL OHES KW	'AKL, PK LT		
3. Identify benefits for Kaiapuni Hawai'i	Feb 2016	WG	KK	'AKL OHES KW	'AKL, PK LT		
4. Engage key stakeholders & advocates	Feb 2016	KK	KS	MP	'AKL, PK LT	BOE LEG GO	
5. Set targets & goals for KH expansion & organization	Mar 2016	WG	KK	'AKL OHES KW	'AKL, PK LT		
<i>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</i> KA: Kalae Akioka, RT    KK: Kalehua Krug, ES    OHES: Office of Hawaiian Education Staff    KS: Kau'i Sang, Director, Office of Hawaiian Education LT: HIDEO Superintendent's Leadership Team    'AKL: 'Aha Kauleo    PK: Nā Po'okumu    WG: Working Group    M.E.T. KH: ??    K/S: Kamehameha Schools							

**Delivery Chains:**

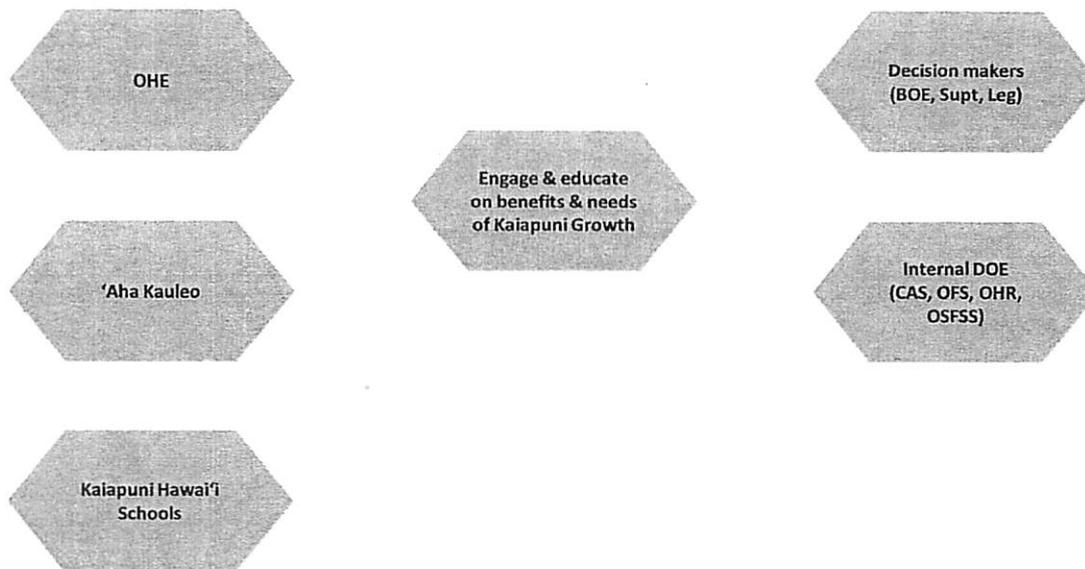
- C1: Complete Kaiapuni Hawai'i curriculum framework with Hawaiian Language Arts K-12 Standards**
- C2: Complete Hawaiian Language Proficiency Scale**



**C3: Complete Kaiapuni Hawai'i Dual Qualification Criteria and Process**  
**C4: Complete Professional Development Program Design for Kaiapuni Hawai'i**



**C5: Complete Plan to Address Kaiapuni Hawai'i Expansion, Growth and Organization**  
**C6: Implement Communications and Advocacy Strategies to Grow Kaiapuni Hawai'i Demand**

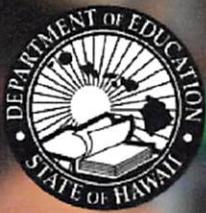


**Risk Assessment, by Enabling Activity:**

Potential Risks	Solutions
<p><b>C1: Complete Kaiapuni Hawai'i curriculum framework with Hawaiian Language Arts K-12 Standards</b>  <b>C2: Complete Hawaiian Language Proficiency Scale</b></p>	
<ul style="list-style-type: none"> <li>• Inadequate teacher participation from target areas limits quality input (M-2, 5-8, 9-12)</li> <li>• Inadequate resourcing (time and funding) to complete will hinder progress</li> <li>• Insufficient inclusion of Hawaiian Culture and Language expertise will hinder the quality and authenticity of knowledge and skills in the standards and assessments</li> <li>• Low buy-in by all stakeholder groups will lower the potential utilization and completion of products</li> <li>• Geographic biases and inadequate representation by all levels of language learning will lower the quality of assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Incentivize and mandate teacher participation in order to increase participation</li> <li>• Secure partnerships, grants and external resources to make progress</li> <li>• Include research and cultural experts in all process, with a process and deliverables that are reviewed by an expert working group</li> <li>• Include all stakeholders and appropriately resource the stakeholder groups</li> <li>• Acquire and include representation from all language environments</li> </ul>
<p><b>C3: Complete Kaiapuni Hawai'i Dual Qualification Criteria and Process</b>  <b>C4: Complete Professional Development Program Design for Kaiapuni Hawai'i</b></p>	
<ul style="list-style-type: none"> <li>• Differing philosophies of actors may slow creation and implementation of actions</li> <li>• Unsecured funding may inhibit process implementation</li> <li>• External and internal factors may hinder full recognition, compensation, certification</li> <li>• Unsecured resources may impede process implementation</li> <li>• Low stakeholder feedback delays process implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Create common understanding and philosophy among actors to highlight commonalities; Focus on goals and outcomes in order to overcome differences</li> <li>• Secure multiple sources of funding to ensure process implementation</li> <li>• Engage all necessary stakeholders to ensure common understanding and achieve full recognition</li> <li>• Secure resources to ensure process implementation</li> <li>• Provided incentives to increase stakeholder feedback</li> </ul>
<p><b>C5: Complete Plan to Address Kaiapuni Hawai'i Expansion, Growth and Organization</b>  <b>C6: Implement Communications and Advocacy Strategies to Grow Kaiapuni Hawai'i Demand</b></p>	
<ul style="list-style-type: none"> <li>• Opposition to or reluctance in participation hinders well-rounded Hui</li> <li>• Insufficient support from decision makers to implement findings from Comprehensive Needs Assessment</li> <li>• Insufficient resources for Kaiapuni Hawai'i growth</li> </ul>	<ul style="list-style-type: none"> <li>• Build understanding and positive relationships in order to secure participation</li> <li>• Build awareness of and demonstrate benefits of acting on findings in order to garner support</li> <li>• Rally partners and decision makers to utilize available resources for Kaiapuni Hawai'i growth, and identify untapped resources</li> </ul>

**Resources and support required:**

	<b>Resources required</b>	<b>How will they be used?</b>
<b>Staff or personnel</b>	<ul style="list-style-type: none"> <li>• Substitute Teachers for Kaiapuni Hawai'i</li> </ul>	<i>To include fulltime teachers in development of HLA Standards and a Hawaiian Language Proficiency Scale</i>
<b>Funding</b>	<ul style="list-style-type: none"> <li>• Travel</li> <li>• Meeting Support</li> </ul>	<i>To support inclusion of the "final users" in development of Standards and the Proficiency Scale to be used in Kaiapuni Hawai'i classrooms</i>
<b>Other resources</b>		
<b>External Partnerships</b>	<ul style="list-style-type: none"> <li>• 'Aha Kauleo</li> <li>• Kaiapuni Hawai'i students, graduates, 'ohana</li> <li>• 'Aha Pūnana Leo</li> <li>• Kamehameha Schools</li> <li>• Office of Hawaiian Affairs</li> <li>• UH System</li> <li>• NHEC</li> <li>• MA'O; Papahana Kūāola; Edith Kanaka'ole Foundation; PA'I</li> <li>• Indigenous language advocates (i.e., NIEA)</li> </ul>	<i>To gain high levels of expertise in development of unique Standards, professional development pathways for Kaiapuni Hawai'i, wise strategies for the expansion and growth of Kaiapuni Hawai'i meeting the Hawaiian language needs of the State</i>



# Nā Hopena A'o Statements

# HĀ: BREATH

“When I walk into a Hawai'i public school, I want to close my eyes and know that I am in a school in Hawai'i...and not somewhere else.”

- **Suzanne Mulcahy**, Complex Area Superintendent (2015)

## Introduction

What makes Hawai'i, Hawai'i - a place unlike anywhere else - are the unique values and qualities of the indigenous language and culture. 'O Hawai'i ke kahua o ka ho'ona'auao. Hawai'i is the foundation of our learning. Thus the following learning outcomes, Nā Hopena A'o, are rooted in Hawai'i, and we become a reflection of this special place.

Nā Hopena A'o or HĀ are six outcomes to be strengthened in every student over the course of their K-12 learning journey. Department staff should also be models of behaviors that direct students to what these outcomes might look like in practice. The outcomes include a sense of Belonging, Responsibility, Excellence, Aloha, Total Wellbeing and Hawai'i. When taken together, these outcomes become the core BREATH that can be drawn on for strength and stability through out school and beyond.

Underlying these outcomes is the belief that students need both social and emotional learning (SEL) skills and academic mindsets to succeed in college, careers and communities locally and globally. Thus, HĀ learning outcomes emphasize the competencies that include application and creation of knowledge along with the development of important skills and dispositions.

Through a widespread community process of dialogue, feedback, and co-creation, your BOE Advisory Policy 4000 Work Group more fully realizes the importance of a kind of culture and environment necessary for HĀ to thrive and bring life to learning. Thus, we present HĀ as life-long learning outcomes for all of us, as students of Hawai'i, to believe, understand, model and become.

### Contributors

Cheryl Ka'uhane Lupenui  
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Monica Morris  
Walter Kahumoku III



### 1. Strengthened Sense of **B**elonging:

I stand firm in my space with a strong foundation of relationships. A sense of Belonging is demonstrated through an understanding of lineage and place and a connection to past, present, and future. I am able to interact respectfully for the betterment of self and others.

- Know who I am and where I am from
- Know about the place I live and go to school
- Build relationships with many diverse people
- Care about my relationships with others
- Am open to new ideas and different ways of doing things
- Communicate with clarity and confidence
- Understand how actions affect others
- Actively participate in school and communities

### 2. Strengthened Sense of **R**esponsibility:

I willingly carry my responsibility for self, family, community and the larger society. A sense of Responsibility is demonstrated by a commitment and concern for others. I am mindful of the values, needs and welfare of others.

- Come to school regularly, on-time and ready to learn
- See self and others as active participants in the learning process
- Question ideas and listens generously
- Ask for help and feedback when appropriate
- Make good decisions with moral courage and integrity in every action.
- Set goals and complete tasks fully
- Reflect on the quality and relevancy of the learning
- Honor and make family, school and communities proud

### 3. Strengthened Sense of **E**xcellence:

I believe I can succeed in school and life and am inspired to care about the quality of my work. A sense of Excellence is demonstrated by a love of learning and the pursuit of skills, knowledge and behaviors to reach my potential. I am able to take intellectual risks and strive beyond what is expected.

- Define success in a meaningful way
- Know and apply unique gifts and abilities to a purpose
- Prioritize and manage time and energy well
- Take initiative without being asked
- Explore many areas of interests and initiate new ideas
- Utilize creativity and imagination to problem-solve and innovate
- See failure as an opportunity to learn well
- Assess and make improvements to produce quality work

### 4. Strengthened Sense of **A**loha:

I show care and respect for myself, families, and communities. A sense of Aloha is demonstrated through empathy and appreciation for the symbiotic relationship between all. I am able to build trust and lead for the good of the whole.

- Give generously of time and knowledge
- Appreciate the gifts and abilities of others
- Make others feel comfortable and welcome
- Communicate effectively to diverse audiences
- Respond mindfully to what is needed
- Give joyfully without expectation of reward
- Share the responsibility for collective work
- Spread happiness

### 5. Strengthened Sense of **T**otal Well-being:

I learn about and practice a healthy lifestyle. A sense of Total Well-being is demonstrated by making choices that improve the mind, body, heart and spirit. I am able to meet the demands of school and life while contributing to the well-being of family, 'āina, community and world.

- Feel safe physically and emotionally
- Develop self-discipline to make good choices
- Manage stress and frustration levels appropriately
- Have goals and plans that support healthy habits, fitness and behaviors
- Utilize the resources available for wellness in everything and everywhere
- Have enough energy to get things done daily
- Engage in positive, social interactions and has supportive relationships
- Promote wellness in others

### 6. Strengthened Sense of **H**awai'i:

I am enriched by the uniqueness of this prized place. A sense of Hawai'i is demonstrated through an appreciation for its rich history, diversity and indigenous language and culture. I am able to navigate effectively across cultures and communities and be a steward of the homeland.

- Pronounce and understand Hawaiian everyday conversational words
- Use Hawaiian words appropriate to their task
- Learn the names, stories, special characteristics and the importance of places in Hawai'i
- Learn and apply Hawaiian traditional world view and knowledge in contemporary settings
- Share the histories, stories, cultures and languages of Hawai'i
- Compare and contrast different points of views, cultures and their contributions
- Treat Hawai'i with pride and respect
- Call Hawai'i home



# Nā Hopena A'o Statements

# HĀ: BREATH

## Strengthened Sense of Belonging

**He pili wehena 'ole \***

(A relationship that cannot be undone)

*Kūpa'a au i ko'u wahi no ka pono o ka 'ohana, ke kaiāulu, ka 'āina a me ka honua nei.*

## Strengthened Sense of Hawai'i

**'O Hawai'i ku'u 'āina kilohana \***

(Hawai'i is my prized place)

*Hō'ike au i ke aloha a me ka mahalo no ko'u 'āina kilohana 'o Hawai'i nei.*

## Strengthened Sense of Responsibility

**Ma ka hana ka 'ike, ma ka 'imi ka loa'a \***

(In working one learns, through initiative one acquires)

*'Auamo au i ko'u kuleana no ka ho'okō pono 'ana i ia kuleana mai ka mua a ka hope.*

# HĀ-BREATH

Nā Hopena A'o

## Strengthened Sense of Total Well-being

**Ua ola loko i ke aloha \***

(Love is imperative to one's mental and physical welfare)

*Me ke aloha au e mālama ai i ka no'ono'o, ka na'au, ke kino a me ka pilina 'uhane i pono ko'u ola.*

## Strengthened Sense of Excellence

**'A'ohe 'ulu e loa'a i ka pōkole o ka lou \***

(There is no success without preparation)

*Noke au ma ke ala kūpono e hiki aku ai au i ko'u kūlana po'okela iho nō.*

## Strengthened Sense of Aloha

**E 'ōpū ali'i \***

(Have the heart of a chief)

*Me ke aloha au e hana ai i 'ili nā hopena maika'i ma luna o'u, o ka 'ohana, ke kaiāulu, ko'u 'āina a me ka honua nei.*

\* Source: Puku'i, M. (1983). 'Ōlelo No'eau Hawaiian Proverbs & Poetical Sayings. Honolulu, Hawaii: Bishop Museum Press.

## POLICY E-3

### NĀ HOPENA A'O (HĀ)

Nā Hopena A'o ("HĀ") is a framework of outcomes that reflects the Department of Education's core values and beliefs in action throughout the public educational system of Hawaii. The Department of Education works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of **belonging, responsibility, excellence, aloha, total-well-being and Hawaii ("BREATH")** in ourselves, students and others.

With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawaii and is meaningful in all places of learning. HĀ supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community.

The following guiding principles should lead all efforts to use HĀ as a comprehensive outcomes framework:

- All six outcomes are interdependent and should not be used separately
- Support systems and appropriate resources should be in place for successful and thoughtful implementation
- Planning and preparation should be inclusive, collective and in a timeframe that is sensitive to the needs of schools and their communities
- Current examples of HĀ in practice can be drawn on as sources for expertise
- All members of the school community share in the leadership of HĀ

#### **Rationale:**

The purpose of this policy is to provide a comprehensive outcomes framework to be used by those who are developing the academic achievement, character, physical and social emotional well-being of all our students to the fullest potential.

[Approved: 06/16/15]

