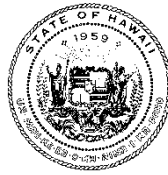


DAVID Y. IGE
GOVERNOR



CATHERINE PAYNE
CHAIRPERSON

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

May 19, 2022

TO: Board of Education

FROM: Catherine Payne
Chairperson, Board of Education

AGENDA ITEM: Board Action on findings and recommendations of Investigative Committee (a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5(b)(1)) investigating issues relating to search for a superintendent: selection of superintendent

I. EXECUTIVE SUMMARY

- At its May 5, 2022 meeting, the Board of Education ("Board") received a recommendation of three finalists to consider for the position of superintendent. In accordance with Sunshine Law, the Board did not deliberate or take action on the finalists at the May 5 meeting.
- Today, the Board will interview and deliberate on the finalists using the process it adopted (**Exhibit 1**) and the schedule outlined in this memorandum. In accordance with the process, Board members signed up for position competencies on which to base interview questions (**Exhibit 2**). Board members may use a notetaking form based on the competencies in the position description to help them keep track of their observations (**Exhibit 3**). The position competencies are found in the Board-adopted superintendent position description (**Exhibit 4**).
- Should the Board select a finalist to hire as the next superintendent, I recommend making the hiring dependent upon a clean background check and the execution of an employment contract. I also recommend authorizing me, as the Board Chairperson, to negotiate an employment contract to bring to the Board for approval.

II. **BACKGROUND**

On June 3, 2021, the Board formed an investigative committee (a permitted interaction group pursuant to Hawaii Revised Statutes Section 92-2.5(b)(1)) tasked with investigating issues related to the search for a superintendent in accordance with the process and timeline approved by the Board (this investigative committee is herein referred to as the “Search Committee”). At the Board’s December 16, 2021 meeting, the Search Committee reported that it is operating on the following timeline:

Date	Activity
December 2021— January 2022	Establish foundation for superintendent search (desired traits, skills, and abilities in the superintendent; desired outcomes of state education system)
By February 2022	Establish desired outcomes for the superintendent
By March 2022	Publish superintendent job announcement
By April 2022	Interview superintendent candidates
By May 2022	Board selects superintendent

At its March 3, 2022 general business meeting, the Board adopted a job description for the superintendent position, attached as **Exhibit 4**.

At its May 5, 2022 general business meeting, the Board adopted a structured process it will use to interview superintendent finalists, attached as **Exhibit 1**. At the same meeting, each Board member, the student representative, and the military representative signed up for one core competency in the Board-adopted job description on which to base a main interview question, attached as **Exhibit 2**.

At the May 5, 2022 general business meeting, the Search Committee recommended three finalists for the Board’s consideration: Darrel Galera, Keith Hayashi, and Caprice Young. The Search Committee’s report, along with the finalists’ cover letters, resumes, and written responses, are attached as **Exhibit 5**. This report concluded the work of the Search Committee. In accordance with Sunshine Law, the Board did not discuss or take action on the Search Committee’s recommendation at the meeting.

III. RECOMMENDATION

I have established the following schedule for today's proceedings in accordance with the Board's interview process. Finalists appear in alphabetical order by last name.

8:45 a.m.	<ul style="list-style-type: none">• Meeting called to order• Brief explanation of process and schedule
9:00 a.m.–10:30 a.m.	Darrel Galera <ul style="list-style-type: none">• 15-minute presentation (interview process step 1)• Interview (interview process steps 2–4)
10:30 a.m.–10:45 a.m.	Transition break (recess)
10:45 a.m.–12:15 p.m.	Keith Hayashi <ul style="list-style-type: none">• 15-minute presentation (interview process step 1)• Interview (interview process steps 2–4)
12:15 p.m.–12:45 p.m.	Lunch break (recess)
12:45 p.m.–2:15 p.m.	Caprice Young <ul style="list-style-type: none">• 15-minute presentation (interview process step 1)• Interview (interview process steps 2–4)
2:15 p.m.–2:30 p.m.	Transition break (recess)
2:30 p.m.– TBD	Public testimony (time limit to be determined based on number of testifiers signed up)
Time TBD (30 minutes)	Mandatory recess (interview process step 5)
Time TBD	Board deliberates (interview process steps 6–9)
Time TBD	Late public testimony

The Board-adopted interview process authorizes me, as Board Chairperson, to design and administer a performance task. The 15-minute presentation on the above schedule is the performance task. For this presentation, finalists must address the following prompt:

“As the Hawaii State Superintendent, you will be responsible for assisting the Board of Education with its development of the state’s strategic plan for educational quality and equity as well as designing the Department of Education’s plan to implement the state’s strategic plan. You have 15 minutes

to present to the Board how you would approach these tasks to improve student achievement and equity and the role of strategic planning in designing the work of the Department of Education.”

Finalists have had over a week to prepare their presentations. Any accompanying slide decks or handouts will be attached to this memorandum as follows on the morning of May 19 before the Board meeting is called to order:

- **Exhibit 6**: Darrel Galera’s presentation slide deck and/or handouts
- **Exhibit 7**: Keith Hayashi’s presentation slide deck and/or handouts
- **Exhibit 8**: Caprice Young’s presentation slide deck and/or handouts

Robert Hull, former Chief Executive Officer and current Senior Advisor for the National Association of State Boards of Education, will be present at the Board’s meeting to assist with the process. Mr. Hull put together a notetaking form, attached as **Exhibit 3**, to help Board members keep track of their observations throughout the presentations and interviews. The note organizer uses the core competencies from the superintendent job description.

Once the interview process is over and the Board has completed its deliberations, the Board may select a finalist as the next superintendent. While a consensus is preferable, only a simple majority of Board members is necessary to make a selection.

Should the Board select a finalist to hire as the next superintendent, I recommend making the hiring dependent upon a clean background check and the execution of an employment contract. I also recommend authorizing me, as the Board Chairperson, to negotiate an employment contract to bring to the Board for approval at a future Board meeting.

Proposed motion: “Move to (1) hire _____ as superintendent of the Department of Education, pending a clean background check and the execution of an employment contract with the Board and (2) authorize the Board Chairperson to negotiate an employment contract for Board approval.”

Exhibit 1

Board of Education Interview Process of Superintendent Finalists

Board of Education Interview Process of Superintendent Finalists

1. On the day of the interviews, each finalist will participate in a performance task that will measure the finalist's communication skills, analytical skills, and other competencies as appropriate. The Board Chairperson or her designee design and administer the performance task.
2. The Board will interview each finalist one at a time using a single round of questions.
3. Each Board member, the Board student representative, and the Board military representative may ask one main question on the core competencies in the Board-adopted job description. The main question must be related to the competency for which the Board member signed up in advance at the May 5, 2022 General Business Meeting.
4. Immediately after the finalist's response to the main question, the Board member that asked the main question may ask one follow-up question directly relating to the main question or to the finalist's answer to the main question. While Board members must ask every finalist the same main question, the follow-up questions may differ because they will depend heavily on the finalist's response.
5. After the final interview is complete, the Board will recess to allow each Board member time to individually consider:
 - a. Information provided by the Search Committee (cover letters and resumes, written responses, and summarized Advisory Group feedback);
 - b. The performance task;
 - c. Finalist interviews;
 - d. Public testimony; and
 - e. Any other relevant information.
6. After Board members have had time to consider all available information, the Board will reconvene and take a non-binding straw poll to determine Board members' initial assessments.
7. After the straw poll, Board members will deliberate and discuss the finalists. No motion will be necessary to conduct straw polls or to enter deliberation. During deliberation, Board members must speak only in the affirmative and may not make negative statements about finalists.
8. After deliberation is complete, the Board will take another non-binding straw poll. If no finalist appears to have a majority of Board members in favor, the Board will enter deliberation again. It will repeat this process until a straw poll indicates that a finalist has a majority of Board members in favor.
9. When the Board is ready, a Board member makes a motion and the Board votes.

Exhibit 2

Board Member Main Question Sign-up Sheet

Board Member Main Question Sign-up Sheet

Each Board member, Board student representative, and Board military representative should sign up for one competency from the superintendent job description around which to design a main interview question for superintendent finalists. Each competency should have only one name associated with it.

Competency	Name
1. Demonstrates commitment to developing a culturally responsive, internationally competitive, student-centered education curriculum and instructional program for all students and families.	Board Member Shanty Asher
2. Exhibits an understanding of complex organizations and how to produce successful change management and educational reform.	Board Member Bruce Voss
3. Demonstrates understanding of the structure, roles, and responsibilities of the Department's state, complex area, and school-level system of education.	Board Member Bill Arakaki
4. Has a demonstrated ability to make large-scale positive impacts for students and a history of establishing effective processes and organizational systems to achieve desired outcomes.	Board Member Lynn Fallin
5. Is cognizant of national and international trends, best practices, policies, and research on ensuring student success.	Board Member Lauren Moriarty
6. Has a record of excellent decision making based on a thorough understanding of the issues and of incorporating multiple stakeholder voices in the process.	Board Member Kaimana Barcarse
7. Has a deep understanding of Hawaii's history, culture, and values, including the key role that Kaiapuni education plays, and has incorporated this understanding in leadership decisions, actions, and style.	Board Member Kili Namau'u
8. Has credibility and builds positive relationships with all stakeholders.	Military Rep. Col. Angenene Robertson
9. Demonstrates a commitment to lifelong learning as a reflective and self-aware leader.	Board Chairperson Catherine Payne
10. Has a demonstrated ability to fully understand a diverse and unique education system.	Student Rep. Kyla Musso
11. Has a demonstrated ability to hire and manage competent people in key positions, including finance and budget, facilities, human resources, and information technology.	Board Vice Chairperson Kenneth Uemura

Exhibit 3

Interview Note Organizer

Hawaii State Board of Education Superintendent Interview Note Organizer

Candidate:

Core Competency	Notes
Demonstrates commitment to developing a culturally responsive, internationally competitive, student-centered education curriculum and instructional program for all students and families.	
Exhibits an understanding of complex organizations and how to produce successful change management and educational reform.	

Exhibit 3

<p>Demonstrates understanding of the structure, roles, and responsibilities of the Department's state, complex area, and school-level system of education.</p>	
<p>Has a demonstrated ability to make large-scale positive impacts for students and a history of establishing effective processes and organizational systems to achieve desired outcomes.</p>	

Exhibit 3

Is cognizant of national and international trends, best practices, policies, and research on ensuring student success.

Has a record of excellent decision making based on a thorough understanding of the issues and of incorporating multiple stakeholder voices in the process.

Exhibit 3

<p>Has a deep understanding of Hawaii's history, culture, and values, including the key role that Kaiapuni education plays, and has incorporated this understanding in leadership decisions, actions, and style.</p>	
<p>Has credibility and builds positive relationships with all stakeholders.</p>	

Exhibit 3

Demonstrates a commitment to lifelong learning as a reflective and self-aware leader.	
Has a demonstrated ability to fully understand a diverse and unique education system.	

Exhibit 3

Has a demonstrated ability to hire and manage competent people in key positions, including finance and budget, facilities, human resources, and information technology.

ADDITIONAL NOTES:

Exhibit 4

Superintendent of Education Position Description

**State of Hawaii Department of Education
POSITION DESCRIPTION – SUPERINTENDENT OF EDUCATION**

Position Summary: The Hawaii State Superintendent of Education serves as the chief executive officer of the statewide public school system and is responsible for both the State Education Agency and Local Education Agency functions of the Hawaii State Department of Education (“Department”). Hawaii has 257 Department schools and 37 charter schools organized into 15 complex areas on six islands, with over 171,000 students (159,000+ in Department schools and over 12,000 in charter schools), approximately 22,600 permanent employees, approximately 20,000 casual hires and substitute employees, and an annual operating budget of more than \$2 billion. Reporting to the State Board of Education (“Board”), the Superintendent is accountable for achieving the goals established in the statewide strategic plan for education as approved by the Board and guided by the Board’s vision, mission, and policies.

Education. Master’s degree from an accredited college or university in education, business, public administration, or a closely related field. Alternatives to the education qualifications may be considered as the Board deems appropriate and acceptable.

Experience. Minimum of ten years in progressively increasing leadership roles with history of successfully handling the increased responsibilities associated with each promotion earned. At least five years shall have been as a chief executive officer or similar position of leadership. Experience in a similar sized organization desired.

Competencies.

- Demonstrates commitment to developing a culturally responsive, internationally competitive, student-centered education curriculum and instructional program for all students and families.
- Exhibits an understanding of complex organizations and how to produce successful change management and educational reform.
- Demonstrates understanding of the structure, roles, and responsibilities of the Department’s state, complex area, and school-level system of education.
- Has a demonstrated ability to make large-scale positive impacts for students and a history of establishing effective processes and organizational systems to achieve desired outcomes.
- Is cognizant of national and international trends, best practices, policies, and research on ensuring student success.
- Has a record of excellent decision making based on a thorough understanding of the issues and of incorporating multiple stakeholder voices in the process.
- Has a deep understanding of Hawaii’s history, culture, and values, including the key role that Kaiaupuni education plays, and has incorporated this understanding in leadership decisions, actions, and style.
- Has credibility and builds positive relationships with all stakeholders.
- Demonstrates a commitment to lifelong learning as a reflective and self-aware leader.
- Has a demonstrated ability to fully understand a diverse and unique education system.
- Has a demonstrated ability to hire and manage competent people in key positions, including finance and budget, facilities, human resources, and information technology.

Primary Responsibilities

Visionary Leadership and Organizational Culture. The Superintendent promotes the success of all students by articulating and implementing a vision of learning, developing and modeling a positive organizational culture and school climate throughout the Department, and sustaining instructional programs conducive to student learning and staff professional growth. The Superintendent:

- Is the public face of educational excellence and embraces this role by sharing a bold, future-oriented vision for the state education system based on the vision, mission, and goals and priorities set by the Board;
- Clearly aligns leadership actions, staffing, and resources to a student-centered vision that is evident in the culture of all schools;
- Collaboratively builds, nurtures, and sustains an organizational culture that supports a system that serves all students;
- Creates and implements a H_A-based, focused plan for achieving strategic plan goals and objectives supported by resources;
- Builds an executive team that complements and adds to his/her skill set and experience and can offer diverse perspectives and advice;
- Fosters innovative continuous improvement and effectiveness at all levels;
- Develops and nurtures leaders and empowers employees;
- Listens to and incorporates diverse perspectives in all decision-making processes;
- Develops, nurtures, sustains, and models trust, collaboration, learning, and elevated expectations by empowering and collaborating with state, complex area, and school leadership, and teacher leaders to make decisions that improve student learning;
- Leads and supports the use of quantitative and qualitative data to identify priorities, assess organizational effectiveness, identify effective practices, promote continuous organizational learning, and inform instruction; and
- Ensures that all staff receive relevant and continuous professional development, including leadership development (especially at the complex area and school levels), that directly enhances their performance.

Operations, Resource, and Personnel Management. The Superintendent manages operations and implements sound personnel practices to promote a safe, trusting, respectful, effective learning environment for students and staff and to ensure the fiscal fidelity and efficiency of the Department.

The Superintendent:

- Monitors and evaluates operational systems to ensure the effective, efficient use of human, fiscal, capital, and technological resources;
- Develops and ensures the effective implementation of processes, procedures, and structures to support compliance with local, state, and federal laws and regulations;
- Implements personnel procedures and employee performance programs to effectively recruit, hire, develop, and retain highly effective teachers, administrators, and personnel;
- Articulates and implements a comprehensive plan for educator recruitment and retention;
- Manages fiscal planning and budget development, makes strategic recommendations based upon the Department's current fiscal position and future needs, prepares operating and

financial budgets that align with the Board's strategic plan and makes sound fiscal decisions aligned with the strategic plan goals and objectives, and establishes clear, transparent systems of fiscal control and accountability;

- Monitors facilities use and needs, makes facilities recommendations as needed to the Board and Legislature, promotes safety across the state, and ensures that a facilities management plan is in place; and
- Provides timely, relevant, and strategic information and advice to the Board during labor negotiations, effectively collaborates with the exclusive representatives of public employee bargaining units, and actively seeks to improve collective bargaining outcomes that best serve students and the public education system.

Board Governance and Policy. With an understanding of how their distinct roles promote student success, the Superintendent partners effectively with the Board to ensure a high-quality education for every student and leads and manages the Department consistent with Board policies, promoting transparency, fairness, and trust. The Superintendent:

- Collaborates with the Board to shape a joint vision, mission, and strategic goals, with measurable objectives of elevated expectations for student achievement;
- Communicates the impact of federal policy and regulations on state operations and local policy decisions;
- Articulates the state's system of public-school governance, differentiates policymaking and administrative roles, interprets and executes the intent of Board policies, and advises the Board on the need for new or revised policies in a timely manner;
- Advocates for and represents the Board's and Department's position on legislative initiatives and works effectively with local, state, and federal leaders and public officials;
- Offers professional perspective to the Board, with recommendations based on thorough study and analysis, and keeps the Board regularly informed with relevant quantitative and qualitative data, reports, and information that enable it to make effective, timely decisions on policies and strategic goal development; and
- Collaborates with the Board to define and deploy multiple-measure accountability systems that consider whole child development.

Communication and Community Relations. The Superintendent establishes effective communication and engagement processes with students, parents, teachers, and the community at large and seeks understanding of cultural, political, social, economic, and legal contexts to respond effectively to internal and external stakeholder feedback, build staunch support for the public education system, and promote the success of all students. The Superintendent:

- Uses effective public information strategies to communicate with all stakeholders in an appropriate and timely manner, manage internal and external perceptions of the Board and Department, and promote a positive image of the public education system with families, the media, federal and state officials, and the community at large;
- Engages meaningfully, proactively, and strategically with media;
- Communicates with diverse audiences in a timely manner to achieve desired results and practices;
- Works with staff, federal and state agencies, and other community members to secure resources and build partnerships to support strategic plan goals and student success;

- Works with state legislators, governor, and other state-level policymakers to ensure continuity of vision and coherence of policy implementation;
- Establishes effective communication within the Department, promotes positive interpersonal relations among staff, and creates a HĀ-based atmosphere of trust and respect with staff, families, and community members;
- Works with birth-prekindergarten early learning partners to ensure K-12 school readiness and student success;
- Collaborates with higher education institution and business leaders to ensure smooth transitions for high school graduates and development of appropriate career pathways for students;
- Exercises cultural competence in all communications, interactions, and community engagement; and
- Maintains an open, honest, transparent relationship with the Board always.

Equity Advocacy. The Superintendent advocates for equitable opportunities and conditions and builds a foundation rooted in the promise of equity, integrity, and fairness for every student and every staff member. The Superintendent:

- Maintains a primary focus on equity and excellence in all aspects of the job;
- Champions and builds a diverse, equitable, inclusive environment in schools and throughout the Department and advocates for equity and fair play among student groups, schools, complexes, and state offices;
- Promotes social-emotional wellness of students, staff, and community;
- Promotes social justice and civil rights, ensuring that schools are safe learning environments free of inequities and injustices; and
- Ensures equitable distribution of resources, both human and fiscal.

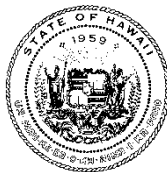
Other Duties and Responsibilities

- Works with the Board to select and administer statewide assessments aligned with Board-approved state standards.
- Executes a comprehensive planning process to manage short- and long-term crises, including processes and systems to communicate regularly with the Board, educators, parents, and other stakeholders.
- Approves the appointment of all education officers and hires, recommends Board approval for Department executives, makes final decisions on actions where serious disciplinary action is considered for an employee, and engages in labor negotiations.
- Administers agencies attached to the Department, as provided by law, including the Executive Office on Early Learning, the Hawaii Teacher Standards Board, the State Public Charter School Commission, and the Hawaii State Public Library System.

Exhibit 5

**Search Committee's May 5, 2022 report of findings and recommendations on
finalists for the position of superintendent**

DAVID Y. IGE
GOVERNOR



CATHERINE PAYNE
CHAIRPERSON

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

May 5, 2022

TO: Board of Education

FROM: Catherine Payne
Chairperson, Superintendent Search Investigative Committee

AGENDA ITEM: Investigative committee (a permitted interaction group pursuant to Hawaii Revised Statutes Section 92-2.5(b)(1)) investigating issues relating to search for a superintendent: findings and recommendations on finalists

I. EXECUTIVE SUMMARY

- The Board of Education ("Board") established a committee to, among other things, recommend finalists for the position of superintendent.
- Today, the committee is presenting the names of three finalists for the superintendent position. In accordance with Sunshine Law, the Board cannot deliberate or take action on this at this meeting.
- The Board will interview and deliberate on the finalists on May 19, 2022.

II. BACKGROUND

On June 3, 2021, the Board formed an investigative committee (a permitted interaction group pursuant to Hawaii Revised Statutes Section 92-2.5(b)(1)) tasked with investigating issues related to the search for a superintendent in accordance with the process and timeline approved by the Board (this investigative committee is herein referred to as the "Search Committee"). The Board assigned Board Members Kaimana Barcarse, Lynn Fallin, Kili Namau'u, and myself to the investigative committee, with me serving as committee chairperson.

On May 20, 2021, the Board adopted a general timeline and process for searching for and selecting a long-term superintendent, provided that the Search Committee may make any revisions necessary to complete its tasks.¹ The process includes public input through various means, including an advisory group consisting of individuals representing key stakeholder groups with significant interest in public education (herein referred to as the “Advisory Group”).

On August 19, 2021, the Search Committee provided the Board with an update on the composition of the Advisory Group.² On December 16, 2021, the Search Committee updated the Board on the Advisory Group’s responsibilities and the process for selecting members to the Advisory Group.³

On October 21, 2021, the Board accepted grant funds from the Harold K.L. Castle Foundation and The Learning Coalition for various services from the National Association of State Boards of Education (“NASBE”), including assistance with the search and selection of a state superintendent.⁴ As a part of the same action, the Board also approved a general timeline for NASBE services, which, in effect amended the May 20, 2021 timeline for the search process so that the Board is scheduled to select a superintendent in May 2022 instead of March 2022. At the Board’s December 16, 2021 meeting, the Search Committee reported that it is operating on the following timeline:

Date	Activity
December 2021— January 2022	Establish foundation for superintendent search (desired traits, skills, and abilities in the superintendent; desired outcomes of state education system)
By February 2022	Establish desired outcomes for the superintendent

¹ My memorandum dated April 15, 2021 contains the original timeline and process adopted by the Board, available here:

https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20210520_Action%20on%20Investigative%20Committee%20on%20Transition%20and%20Search%20Process%20findings%20and%20recommendations.pdf.

² My memorandum dated August 19, 2021 contains the stakeholder groups that comprise the Advisory Group, available here:

https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20210819_Update%20on%20Investigative%20Committee%20on%20Superintendent%20Search%20-%20Advisory%20Group%20stakeholders.pdf.

³ See my memorandum dated December 16, 2021, for more information, available here:

https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20211216_Update%20on%20Investigative%20Committee%20on%20Superintendent%20Search.pdf.

⁴ See my memorandum dated October 21, 2021, for more information, available here:

https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20211021_Action%20on%20Grant%20and%20NASBE%20Contract.pdf.

Date	Activity
By March 2022	Publish superintendent job announcement
By April 2022	Interview superintendent candidates
By May 2022	Board selects superintendent

At the Board's January 20, 2022 General Business Meeting, the Search Committee notified the Board that it had completed its selection of the Advisory Group. Advisory Group members and stakeholder groups are listed below.⁵

Stakeholder Group	Organization/ Individual	Name	Position in organization
Parents	Hawaii State Parent Teacher Student Association ("Hawaii State PTSA")	Patti Rabacal	Hawaii State PTSA President
Teachers (1)	Hawaii State Teachers Association ("HSTA")	Sarah Tochiki	Kauai HSTA Chapter Vice President; Chiefess Kamakahelei Middle School teacher
Teachers (2)	Hawaii State Teacher Fellows	Whitney Aragaki	2022 Hawaii State Teacher of the Year; Waiakea High School teacher
School Administrators	Hawaii Government Employees Association ("HGEA")	Derek Minakami	HGEA Bargaining Unit 6 President and Director
Community/ Non-profits	Hui for Excellence in Education ("HE'E") Coalition	Cheri Nakamura	HE'E Executive Director
Hawaiian Education	'Aha Kauleo	Kahele Dukelow	'Aha Kauleo Luna Ho'omalu
Charter Education	Hawaii Public Charter Schools Network ("HPCSN")	Jenn Hiro	HPCSN Board Member; Innovations Public Charter School Teacher Director

⁵ See my memorandum dated January 20, 2022 for more information, available here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20220120_Update%20on%20Investigative%20Committee%20on%20Superintendent%20Search.pdf.

Stakeholder Group	Organization/ Individual	Name	Position in organization
Early Education	Early Learning Board	Cherilyn Shiinoki	Family Hui Hawaii Executive Director
Adult Education	Individual	Dane Yonamine	McKinley Community School for Adults teacher
Higher Education	Individual	David Lassner	University of Hawai'i President
Military	Individual	Angenene Robertson	Director of Manpower and Personnel Directorate, U.S. Indo-Pacific Command
Business	Individual	Toby Taniguchi	Chief Operating Officer of KTA Super Stores
English Learners	Individual	Patricia Halagao	Professor and Chair of Department of Curriculum Studies, College of Education, University of Hawai'i, Mānoa
Special Education	Special Education Advisory Council of Hawaii ("SEAC")	Martha Guinan	SEAC Chairperson

On February 17, 2022, the Search Committee updated the Board on the stakeholder input process and results for the development of the superintendent job description. The Search Committee gathered feedback on the education system's greatest needs, areas of growth, and desired outcomes through meetings with its Advisory Group, focus groups, and meetings with key legislative committee chairpersons. The Search Committee presented a revised job description to the Board based on the feedback gathered.⁶

At its March 3, 2022 General Business Meeting, the Board adopted the job description but with additional revisions. The Board added competencies that state, "Has a demonstrated ability to fully understand a diverse and unique education system" and "Has a demonstrated ability to hire and manage competent people in

⁶ See my memorandum dated February 17, 2022 for more information, including the proposed job description, available here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20220217_Superintenden%20Search%20update%20and%20findings%20and%20recommendations%20job%20description.pdf.

key positions, including finance and budget, facilities, human resources and information technology.” The Board also changed the “Experience” section to state, “Minimum of ten years in progressively increasing leadership roles with history of successfully handling the increased responsibilities associated with each promotion earned. At least five years shall have been as a chief executive officer or similar position of leadership. Experience in a similar sized organization desired.”

On March 7, 2022, NASBE posted a call for applications with the job description on its website, shared it with its network, and put it in various publications. The Search Committee posted a call for applications on the Board’s website and distributed a news release. The Search Committee received 27 applications by the original deadline of April 1. Due to the lower-than-expected volume of applications, particularly from Hawaii-based applicants, the Search Committee extended the deadline to April 12 and issued another news release with the announcement. The Search Committee received another eight applications by the extended deadline for a total of 35.

III. UPDATE

Finalists selection. Robert Hull, former president and chief executive officer of NASBE and current senior advisor, ranked applicants into three tiers based on qualifications and provided the full list of applicants, this initial ranking, and all applications to the Search Committee for review. Through consensus, the Search Committee determined which applicants to interview.

The Search Committee conducted initial virtual interviews with seven candidates. The Search Committee also asked each of these candidates to provide written responses to questions determined by the Search Committee. After conducting all interviews and reading all written responses, the Search Committee selected four top candidates.

The Search Committee asked the Advisory Group to watch recorded interviews of the four top candidates and provide feedback. The Search Committee used the Advisory Group’s feedback to finalize its recommendation for finalists to the Board.

Final selection timeline. The following timeline describes the remainder of the process after the Search Committee selects the finalists:

Date	Activity
May 5, 2022 General Business Meeting	<p>The Search Committee reports its final recommendation on the finalists. This report will complete the work of the committee and it will cease to exist.</p> <p>The Board adopts a process for interviewing the finalists (see below for more details).</p>
May 19, 2022 Special Meeting	The Board interviews and takes action on the finalists.

(Note that I, in my capacity as Board Chairperson, rescheduled the May 19 General Business Meeting to May 5, and instead, I am scheduling a Special Meeting on May 19 dedicated to the selection of the superintendent.)

Board Interview Process. At the April 21, 2022 general business meeting, the Search Committee recommended a structured process the Board would use to interview finalists.⁷ In accordance with Sunshine Law, the Board did not take action or deliberate on the Search Committee's recommendations at its April 21, 2022 meeting. At its May 5, 2022 meeting, the Board will consider adopting the process the Search Committee proposed.⁸ If adopted, the Board will use the process to interview the finalists on May 19, 2022.

IV. FINDINGS

The Search Committee finds that the Board should consider three superintendent finalists. The Search Committee implemented a process that gathered and incorporated feedback from its Advisory Group, focus groups, key legislative committee chairpersons, and Board members. The Search Committee has worked diligently, with the assistance of NASBE and Robert Hull, to narrow the field from 35

⁷ See my memorandum dated April 21, 2022 for more information, including the proposed search process, available here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20220421_Report%20on%20Superintendent%20Search%20findings%20and%20recommendations%20on%20interview%20process.pdf

⁸ See my memorandum dated May 5, 2022, which includes my memorandum dated April 21, 2022, available here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20220505_Action%20on%20Superintendent%20Search%20findings%20and%20recommendations%20on%20interview%20process.pdf

applicants, to seven interviewees, to four top candidates, and finally, to three finalists. The Search Committee spent numerous hours meeting and deliberating and has met the deadline it set in October 2021 of providing finalists to the Board in May.

The Search Committee extends its deepest appreciation to the members of the Advisory Group who dedicated many hours to this search, provided invaluable insights and thought-provoking comments, and shared their communities and contacts.

V. RECOMMENDATION

In its final memorandum to the Board, the Search Committee recommends three finalists: Darrel Galera, Keith Hayashi, and Caprice Young.

The Search Committee has included the redacted cover letter and resume and written responses to a set of general questions for each finalist. The Search Committee also included the questions it used for interviews and summarized Advisory Group feedback on the interviews. The information is included as exhibits to this memorandum:

- Darrel Galera's cover letter, resume, and written responses (**Exhibit A**)
- Keith Hayashi's cover letter, resume, and written responses (**Exhibit B**)
- Caprice Young's cover letter, resume, and written responses (**Exhibit C**)
- Search Committee's interview questions (**Exhibit D**)
- Advisory Group feedback on interviews (**Exhibit E**)

In accordance with Sunshine Law, Board Members cannot discuss or take action on the Search Committee's recommendation at this meeting but can do so at the Board's May 19, 2022 General Business Meeting.

Proposed motion: "Move to recommend that the Board consider three superintendent finalists: (1) Darrel Galera, (2) Keith Hayashi, and (3) Caprice Young."

This report completes the work of the Search Committee.

Exhibit A
Darrel Galera
Cover Letter, Resume, and Written Responses

April 1, 2022

Catherine Payne
Chairperson, State of Hawaii Board of Education
P.O. Box 2360
Honolulu, Hawaii 96804

Dear Chairperson Payne and the Members of the Hawaii State Board of Education:

Thank you for the opportunity to apply for and be considered for the Superintendent of the State of Hawaii Department of Education. My service to public education in Hawaii spans forty (40) years including more than three (3) decades of educational leadership roles including executive leadership at all levels of the Hawaii education system. I have served as a Board of Education member, as Deputy District Superintendent for Leeward Oahu, as school Principal/CEO of one of the highest performing high schools in state history, as state educational specialist in the Leadership Institute, as leader of the Hawaii High School Principals Compact, as Executive Director of the Education Institute of Hawaii, and as the leader of the team responsible for creating the [Hawaii Blueprint for Public Education](#). I am presently a leadership consultant and executive coach for school principals, vice principals, and teacher leaders. I am a proud graduate of the Hawaii public school system. I have a son who graduated from the public schools and a stepdaughter who presently attends a Hawaii DOE school.

My interest in applying to become Superintendent is driven by a vision of Hawaii becoming the top public education system in the nation. My specific interest is in building and leading a strength-based team of the most talented and innovative education leaders from Hawaii to implement the policies of the Hawaii State Board of Education with integrity and fidelity. My interest is providing the leadership for a trusting culture of collective efficacy, innovation, and excellence. The Hawaii public education system is a cup that is overflowing with strengths that are unique and exceptional:

- The Board of Education has set high expectations for excellence through the approval of key policies that can transform the system when fully implemented by the Department of Education.
- The [Hawaii Blueprint for Public Education](#) is a model of community engagement for a shared vision for excellence for our public schools.
- We are the only state to have a “Aloha Spirit” statute that legally defines our expectations of kindness, compassion, and caring.
- Hawaii is a single state school system, a single district with the ability to be agile, responsive, and future focused.
- Our teachers and school principals are among the most talented, dedicated, and caring in our nation.

I am a Gallup Certified Strengths Coach and my “top five strengths” are Futuristic, Relator, Learner, Analytical, and Arranger. Accordingly, the strengths and leadership skills that I possess and will apply as Superintendent include the ability to:

- emotionally anticipate and visualize a better future to inspire others to new heights,
- form solid, genuine, and mutually rewarding relationships that are close, caring and trusting,

- intuitively know how to learn best and learn quickly to keep the team and organization on the cutting edge,
- uncover the essential facts needed to provide clarity and attain excellence,
- align and realign resources and strategies until they are arranged in the most productive configuration possible.

My motivation to apply for the position of superintendent is extremely high because I feel that my experiences, strengths, and skills are a perfect fit to lead a state school system striving to achieve performance excellence. As the Superintendent, our leadership team will be driven by the core belief that when we focus on weaknesses (and deficits) it can lead to improvement, but it will not lead to excellence. It will be our core belief that it is essential to focus on strengths to achieve excellence. My motivation is to make the vision of the [Hawaii Blueprint for Public Education](#) a reality.

The past two years of Covid19 have magnified many existing challenges in our schools. But if the pandemic has magnified the problems, it has also provided key lessons and identified new strengths that can lead to huge opportunities. As Superintendent, I would take advantage of the following opportunities from the pandemic: (a) leverage the heightened appreciation and recognition for teachers to elevate the teaching profession to end the teacher shortage, (b) leverage the system's ability to pivot quickly and effectively for distance learning to do the same to accelerate equity for English Learners (EL), and, (c) leverage the Hawaii DOE's heightened efforts to partner with other state agencies to create new aligned resources and programs for parents, families and communities.

Given the accelerating change caused by the pandemic, the future of public education in Hawaii is now at a key junction. As Superintendent, I will provide the visionary leadership to a destination of excellence and equity, on a road paved with strengths, engagement, trust, and innovation.

Sincerely,

Darrel M. Galera

Darrel M. Galera

Darrel M. Galera

EXPERIENCES IN EXECUTIVE LEADERSHIP

Member of the Hawaii State Board of Education (2016-2017)

Deputy District Superintendent, Leeward Oahu District (1999 to 2000)

Served as Deputy District Superintendent for a district serving more than forty (40) schools and more than thirty five thousand (35,000) students.

CEO / Principal, Moanalua High School (2000 to 2013)

Served as CEO/School Principal for one of the largest public high schools in the State of Hawaii with approximately 2,100 students and 150 teachers and staff members. During this period, the school was one of the highest performing schools in the State of Hawaii and was nationally recognized as a "Model" school. Additionally, served as the CEO/Principal of Castle High School, King Intermediate School, and Aiea Elementary School.

Chairperson, Hawaii High School Principals Forum (2007 to 2014)

Served as the leader and facilitator of the Hawaii High School Principals Forum, organizing and coordinating monthly forums for approximately 50 high school principals for seven years.

Chairperson of the Governor's Every Student Succeeds Act (ESSA) Team (2016 to 2018)

Selected by the Governor as the leader of the Governor's ESSA Team to engage stakeholders across the State of Hawaii to create a Hawaii Blueprint for Public Education. Responsible for forming and facilitating the Governor's blueprint team that consisted of State Legislators, Board of Education Members, CEOs / Business Leaders, Complex Area Superintendents, Principals, Teachers, Students, Parents, University of Hawaii Professors, and Community Leaders. This was one of the most extensive and far reaching efforts to successfully engage thousands of stakeholders on all islands and all communities in creating a shared vision for education for the next decade.

Leader of the Governor's Emergency Education Relief (GEER) Advisory Group (2020-2022)

Selected as the leader of the Governor's GEER Advisor group to create a Hawaii GEER Plan as part of CARES federal funding for COVID-19. Responsible for forming and facilitating the Governor's team that consisted of the University of Hawaii President, DOE Superintendent, DOE Assistant Superintendent, Board of Education Chairperson, Executive Director of Charter Schools, Executive Director of Hawaii Independent Schools, Principals, and Community Leaders.

EDUCATION, CERTIFICATION

Gallup Certified Strengths Coach, 2018 to Present

Professional School Administrator Certified, State of Hawaii DOE, 1991

M.Ed. Educational Administration, University of Hawaii at Manoa, 1990

B.Ed Secondary Social Studies, University of Hawaii at Manoa, 1981

"What happens when a strong principal, involved parents and motivated teachers come together?

Moanalua High School is a good example.

The school has been selected as one of 15 model high schools for 2011 by the International Center for Leadership in Education.

The teachers attribute it to Galera's visionary leadership. Galera attributes it to a collaborative faculty and involved parents."

Katherine Poythress, Civil Beat, May 17, 2011

PROFESSIONAL EXPERIENCES IN EDUCATION

2014 to 2022

Hawaii Center for Instructional Leadership (HCIL)
Leadership Consultant, Executive Strengths Coach, Systems Analyst

2014 to 2016

Education Institute of Hawaii, Executive Director

2015 to 2016

Achieve3000, Hawaii State Implementation Director

July 2013 to December 2013

Castle High School, Acting Principal/CEO

January 2013 to June 2013

PDERI / Leadership Institute
State Educational Specialist, Hawaii Principals Academy, New Principals Academy

2007 to 2013

Hawaii High School Principals Leadership Compact & Forum
Co-Chairperson

July 2000 to January 2013

Moanalua High School, Principal/CEO

1999 to 2000

Leeward Oahu District, Hawaii DOE , Deputy District Superintendent

1998 to 1999

Office of Information & Technology Services
State Educational Specialist, Magnet E Academy

1996 to 1998

Aiea Elementary School, Principal/CEO

1997 to 1998

Electronic Collaborative Educational Learning Lab (ECELL), Director

January 1996 to June 1996

King Intermediate School, Principal/CEO

1992 to 1996

Moanalua High School, Vice Principal

1991 to 1992

Radford High School, Vice Principal (Cohort Intern)

1990 to 1991

Washington Middle School, Acting Vice Principal

1982 to 1990

Moanalua High School
Teacher (Department Chair, Class Advisor, SAC, Mock Trial Team Coach)

*“Moanalua High School has developed a professional learning structure that has been widely recognized as the **gold standard model** for how a large, ethnically diverse urban school can undertake professional learning to improve instruction and student achievement.”*

*Jan Burgess, Other Duties As Assigned,
ASCD, 2009*

“A huge mahalo nui loa to the members of the Governor’s ESSA Task Force for crafting such a bold, innovative and far-reaching vision for the future of public education in Hawaii in its recently released “Blueprint for Education.”

The all-volunteer group worked countless hours and solicited input through 30 community forums to ensure that concerns were heard and the community’s hopes and expectations for their children were included in the blueprint.”

Roberta Mayor, Star Advertiser, Island Voices, December 14, 2016

AWARDS & RECOGNITION

Moanalua High School Kina’ole Award, 2017

KIPP School Leadership Design Fellow, 2013

Hawaii State Principal of the Year, 2010

Central District Principal of the Year, 2004 and 2010

Moanalua High School Teacher of the Year, 1984

COMMUNITY ACTIVITIES

GEER Innovation Team Leader, 2021-2022

- Coordinating 31 GEER Innovation Projects Statewide

Governor’s Education Emergency Relief Advisory Group Leader, 2020 to 2022

- Facilitator for GEER Advisory Group
- Created Hawaii State GEER Plan

Leadership By Design Professional Learning Community, 2020 to 2022

- Mentor and executive coach for teacher leaders, vice principals, and aspiring / new school principals

Governor’s ESSA Team Chairperson, 2016 to 2017

- Lead the creation of the Hawaii Blueprint for Public Education
- Planned & Implemented Hawaii Education Summit, July 9, 2016 (1000 attendees)
- Planned & Implemented 20 Town Hall / Community Forums

Hawaii State Board of Education, October 2016 to March 2017

Education Institute of Hawaii

- Planned & Implemented School Empowerment Tour 2014 (LAUSD, Alliance Schools, Clark County, Edmonton Public Schools)
- 4 School Empowerment Community Conferences 2014-2017

**Superintendent Search Committee
Hawaii State Board of Education
Written Response Activity for DARREL M. GALERA**

Thank you for your interest in the Hawaii State Superintendent of Education position. The Search Committee has reviewed your initial application materials and have included you in the initial pool of first round applicants. The next step of the selection process is to obtain your responses to a series of questions pertaining to the core competencies and primary responsibilities for the superintendent.

Please provide a succinct written response to the following questions. Responses should be limited to no more than 250 characters each and returned to Robert Hull at [REDACTED]
[REDACTED]

- 1. Discuss a time in a previous leadership assignment when you successfully built support for your vision. Include examples of how your vision impacted positive change in both the organization and the individuals you served.**

In 2000, as principal of Moanalua High School, I communicated the following vision - *To create and sustain a school culture of excellence through an engaging professional learning community focused on personalized learning, and lead by the best instructional leadership team in the state.*

We successfully built support for this vision by:

- creating and empowering a talented leadership team for professional development
- communicating a clear vision that inspired and motivated
- being data driven and research based
- creating the conditions for trust, engagement, and collective efficacy

By 2010, the results were unprecedented. This vision manifested in impacting positive changes in teachers and administrators including:

- significantly higher levels of teacher self-efficacy in curriculum, instruction, assessment, and grading
- significantly higher levels of collective teacher efficacy in PD teams and data teams
- bold innovations (math restacking, "Physics First" science curriculum, senior projects measured by General Learner Outcomes)
- Career and Academic Plan (CAP): a model PTP program for equity and personalized learning ensuring student connection with a significant adult for every student in the school

Equally important, this vision impacted positive changes in students including:

- higher levels of belonging and satisfaction
- significant increases in student achievement and learning
- high graduation rates
- high college going rates

The positive impact included an influence on state education policy and direction:

- how to implement the Personal Transition Plan (PTP) as a requirement for graduation
- implementation of the ACT and ACT Plan statewide
- implementation data teams statewide
- implementation of a standards-based grading pilot for secondary schools in the state.

2. Discuss how you identified major changes that needed to occur within a system. How did you work through the process with those who would be expected to manage the implementation? Include challenges and long-term outcomes.

On April 28, 2016, Governor David Ige challenged the newly formed Hawaii ESSA Team with the urgent task to create a blueprint for public education,

“ We have the opportunity to create the best public school system in the country and I am committed to doing that ... this gives us the opportunity to start with a clean sheet of paper and really think about what is important for our public school system.”

Governor David Ige

We formed a high performing team who would not only create the plan but would also manage the implementation. The composition of the team would include board of education members, state legislators, complex superintendent, school principals, teachers, students, parents, state educational specialist, education professor from higher education, charter school leader, private school leader, and business and community leaders.

The identification of major changes needed was achieved through:

- Formal briefings from leaders and experts
- Data/evidence collection and analysis
- Town Hall meetings to collect input
- Community Forums to collect feedback
- A Hawaii Education Summit to determine focus areas and design principles
- Joint meetings between the Hawaii ESSA Team and the Department of Education leadership

Challenges included confusion from concurrent strategic planning activities. For example, as the ESSA Team was creating a blueprint, the Hawaii Department of Education was creating a state ESSA plan.

The Blueprint inspired long term outcomes included new efforts to expand early learning, a new focus on innovation through new DOE grants, and new Hawaii GEER Plan to address Covid-19.

3. Discuss how you assess personnel needs to implement and sustain an organization's mission. Specifically, how do you assemble, motivate, and manage a leadership team to deliver on the key goals of the organization?

I effectively assess personnel needs to implement and sustain the mission of an organization by doing a systems analysis to understand the potential levers for success and the root causes of dysfunction, for the purpose of aligning the unique fit of talent and need. My assessment of prospective personnel includes exhaustive research into individual backgrounds and experiences and through rigorous screening and performance interviews.

I would assemble, motivate, and manage a leadership team to deliver high performance by:

- communicating a clear and inspiring vision that fully embraces HĀ: Nā Hopena A'o to attract innovative and future focused leaders with expertise in execution and implementation.
- resourcefully using my knowledge base, networks, relationships in Hawaii and beyond to seek all potential candidates.
- relentlessly recruiting the best talent in Hawaii and beyond. Depart from the tradition of being Oahu centric. We have many outstanding leaders who do not reside on Oahu.
- creating a culture of psychological safety, trust, and collective efficacy for a "challenge team" that is fearless about questioning the way things have always been done and sharing diverse perspectives.
- focusing on data analysis and evidence-based practices
- proactively preparing for building leadership capacity and succession

To motivate and effectively manage a new leadership team, I would intentionally incorporate the four sources of collective efficacy: experiencing success, observing success of others, using feedback to learn from each other, and providing a safe space for debate and collaboration. Forming and empowering a new leadership team is the essential step to transforming the school system.

4. Describe how you addressed equity issues you identified through both achievement and social emotional data. Include information about the continuing impact of the approaches and strategies you implemented.

In 2016, I served as the Chairperson of the Hawaii ESSA Team charged with the responsibility of creating a new education blueprint for Hawaii. A key area of focus was English Language Learners and the need for equity. We identified significant equity issues by analyzing all available data from the Hawaii Department of Education. From 2008 to 2015, the graduation rate for English Language Learners had decreased 34% (80% in 2008 to 46% in 2015). ELL Reading proficiency decreased from 19% (2013) to 6.2% (2016). ELL Math Proficiency decreased from 20.1% (2013) to 9.1% (2016).

To address this equity issue, I led the team's effort to highlight a call to action. As a result, the Blueprint communicated strong guidance to address the inequities for ELL students:

"... all levels will work together to increase resources to improve ELL services ... Resources will be provided to increase ELL staffing at the central office to provide stronger systemic support... Resources will be provided at the school level for more professional development, curricula, translators and interpreters, and outreach support for families ... Resources will be provided toward dual language programs ... Hawaii will develop a monitoring system to ensure that there are qualified teachers ..."

Hawaii Blueprint for Public Education, page 17

Fast forward to 2020, and the ELL graduation rate increased to 69%. ELL reading proficiency is 14% and ELL math proficiency is 11%. Although there has been improvement, this remains a serious equity issue that needs to be a leadership priority.

- 5. Like most educational systems, Hawaii faces the challenges of learning loss and ensuring the success of diverse learners. Progress and trends on adopted target metrics—including student achievement and absenteeism, especially with English learners, special education and disadvantaged students—show no improvement and regression in some geographical areas. Discuss how you would use a comprehensive systems management approach to organize the Department of Education and schools to provide the support and resources needed by classroom teachers, students, and families to foster greater achievement. How would you gauge success?**

I would use a comprehensive systems management approach to organize the Department of Education in the following ways:

- **System Coherence:** Fully embrace HĀ: Nā Hopena A’o in all programs and processes.
- **Total Well-Being and Belonging of Students:** This is the most important metric to gauge school success for next school year.
- **Total Well-Being and Resilience of Principals and Teachers:** A recent study indicates that teacher satisfaction is now at 12% - an all time low. Reframe any message about learning loss. Principals and teachers have worked harder and done more during the last two years than at any other time in our history. Celebrate and appreciate their efforts instead. This is the second most important metric to gauge success.
- **Accelerate Learning:** Introduce evidence-based strategies to accelerate learning systemwide including, (1) creating assessment capable learners ($d=1.33$) and (2) creating collective teacher efficacy ($d=1.36$).
- **Alignment:** Align system resources to meet system needs. Create a Secondary Division to address the decreasing levels of engagement and learning that occurs as students move from elementary to secondary schools.
- **Gauge Success in the Future:** Seek to implement a new Hawaii High School Diploma that requires a senior exhibition, project, or capstone that demonstrates the outcomes of HĀ: Nā Hopena A’o and seek to implement WASC accreditation as a complex. Use these meaningful outcomes to gauge system success.
- **Innovation:** Create the conditions for school academic plans are focused on innovation instead of compliance. Have Hawaii join “Learning 2025” to learn how other progressive school districts are innovating.

Exhibit B
Keith Hayashi
Cover Letter, Resume, and Written Responses

April 1, 2022

SUBMITTED VIA EMAIL TO nasbesearch@nasbe.org

Catherine Payne
Chair, Search Committee
State of Hawai'i Board of Education
P.O. Box 2360
Honolulu, Hawai'i 96804

Dear Chair Payne and Board Search Committee members:

It has been a privilege serving in Hawai'i's public schools for the past 33 years. My experiences as a teacher, district resource teacher, intermediate and high school vice-principal, elementary and high school principal, complex area superintendent, interim deputy superintendent, and interim state superintendent has afforded me the distinct opportunity to impact our youth and their educational journey, and to celebrate their success. Furthermore, as a father, I saw my daughters develop in their educational journey; it was a proud moment to award my eldest daughter her Waipahū High School diploma in 2018. My passion for helping Hawai'i's students through their educational journey is what drives me to want to continue serving in Hawai'i's public school system.

Over the last three decades in progressively increasing leadership roles, I have worked collaboratively with all stakeholders towards a robust and student-centered public education system, which I believe is the key to economic and social prosperity for the citizenry of Hawai'i. This system is focused on equity, academic achievement, social and emotional supports, and is grounded in Nā Hopena A'o. The end goal is to successfully prepare our students to be productive and contributing community members by ensuring their successful transition into higher education and Hawai'i's workforce, and by empowering them to make a life for themselves and their families in Hawai'i, our home.

Building an educational system that leverages our geopolitical location is a priority. It can be accomplished by working together with public and private partnerships, and to consciously connect education and workforce readiness to economic development. This will allow our students and educators to engage interdependently with national and international partners in a learning exchange, while embracing the values of Nā Hopena A'o and achieving our General Learner Outcomes.

I understand and appreciate the key leadership role of the State Superintendent of Education in creating an innovative educational system. I am committed and prepared to work together with the Hawai'i State Board of Education and stakeholders at the local, state and federal levels.

As our public school system makes necessary shifts in recovering from the last two years, I have a keen awareness of what is at stake.

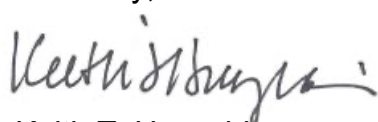
Now is the time to take advantage of available state and federal funding to equitably support all students and educators within our system using four primary pillars: Healthy Habits, Healthy Schools; Action Oriented Data Decision Making; Responsive Capacity Building, and; Effective Academic Practices. These are the processes that our system will utilize to provide supports for all students to recover from the challenges of the global pandemic.

I have developed comprehensive short- and long-term goals that include implementing strategies to accelerate learning for all students, and putting them on a path towards high school graduation that leads to a successful professional and personal life.

I'm excited to continue to work with a dynamic team of senior leaders and school principals. We are fortunate to have excellent leaders at the department and school levels. In aligning our strategies, we will have a school, complex area and state *tri-level* approach that avoids duplication of efforts. I look forward to continuing to refine expectations and improve communication between the Department, schools and the community. Communication of timely and accurate information is critical to our success in supporting our students, teachers, and staff.

I am confident that my career experiences have prepared me to lead our public school system during one of the most challenging times for education in our state and nationally. Having served as Interim Superintendent for the last eight months has been an honor, and I am committed to continue to serve and lead so that each child will have a quality education that prepares them for success in life. I look forward to the opportunity to share more with the Board's Search Committee.

Sincerely,

A handwritten signature in dark ink, appearing to read "Keith T. Hayashi", with a stylized flourish at the end.

Keith T. Hayashi

KEITH T. HAYASHI



RESUME

Education

- Master of Education. Educational Administration, University of Hawai'i at Mānoa, 1999
- Master of Education. Curriculum and Instruction, University of Hawai'i at Mānoa, 1990
- Bachelor of Education. Elementary Education, University of Hawai'i at Mānoa, 1988

Professional Experience in the State of Hawai'i Department of Education

- Interim State Superintendent (August 2021- current; July 2017)
- Interim Deputy State Superintendent (March – June 2017)
- Waipahū High School Principal (June 2009 – March 2017; August 2017 – July 2021)
- Pearl City/Waipahū Complex Area Superintendent (July 2006 – June 2009)
- Waipahū Elementary School Principal (March 2003 – July 2006)
- Waipahū High School Vice-Principal (August 1998 – March 2003)
- Waipahū Intermediate School Vice-Principal Trainee (August 1997 – August 1998)
- Leeward District Literacy Resource Teacher (August 1995 – August 1997)
- Lehua Elementary School Teacher (August 1989 – August 1995)

Professional Accomplishments & Recognitions

- Shirley B. Gordon Award of Distinction, Phi Theta Kappa Honor Society, 2021
- [Long Story Short with Leslie Wilcox](#), PBS Hawai'i, 2020
- Administrator of the Year, Hawai'i Association of Career and Technical Education, 2019
- Black Book: Education, *Hawai'i Business Magazine*, 2017
- Governor's Every Student Succeeds Act (ESSA) Task Force, 2016
- Distinguished Alumnus, University of Hawai'i College of Education, 2016
- 20 for the Next 20 – Hawai'i's People to Watch, *Hawai'i Business Magazine*, 2016
- Hawai'i High School Principal of the Year, National Association of Secondary School Principals, 2014
- Grand Marshal, Waipahū Community Association Christmas Parade, 2014
- Masayuki Tokioka Excellence in School Leadership Award, Public Schools of Hawai'i Foundation, 2013
- Economics Teacher of the Year, Hawai'i Council on Economic Education, 1994

Competencies

Demonstrates commitment to developing a culturally responsive, internationally competitive, student-centered education curriculum and instructional program for all students and families.

As state and district administrator:

- Serves as lifelong educator and learner in Hawai'i's public schools, empowering students and educators to elevate their aspirations and achieve their goals through quality teaching and learning, culturally responsive curriculum and pedagogy, internationally competitive targets, family and community engagement, future-focused outcomes, and student-centered support.
- Created an inclusive and organized process for large numbers of educators and school leaders to provide targeted input into the federal Every Student Succeeds Act (ESSA) plan aligned with Hawai'i State Department of Education (HIDOE) and BOE strategic plan.
- Coordinated the yearly Pearl City-Waipahū Complex Area Technology Showcase, featuring student work from every school integrating 21st Century skills and technology.
- Organized and facilitated inter-district and intra-district workshops, visitations, and articulation sessions for schools to share, reflect upon, and implement effective instructional strategies.
- Facilitated community-wide planning to develop comprehensive systems that improve student literacy.

As principal of Waipahū High, a large and diverse high school in the state with student enrollment of 2,800 students and 160 teachers:

- Developed core motto "My Voice • My Choice • My Future" that drives a positive student-centered culture at the high school.
- Created learning opportunities through nationally recognized career academies that provide students with rigorous academics, college expectations and workplace culture.
- Facilitated change in bell schedule to provide additional meeting times for teachers to collaborate, plan, and share strategies for student success.
- Worked collaboratively with Waipahū Complex principals to establish official National Honor Society Chapters at the elementary, intermediate, high school, and collegiate levels to recognize excellence in student achievement. Together with the West Pearl Harbor Rotary, supported Phi Theta Kappa mentoring opportunities between students at all levels.
- Chartered the first Phi Theta Kappa (PTK) National Honor Society Chapter on a high school campus in the nation, Waipahū High School's Beta Chi Omega (BXΩ). Current membership is nearly 200 high school students including the first high school students serving as a PTK International Division IV Vice-President and a Pacific Region Vice-President.

Exhibits an understanding of complex organizations and how to produce successful change management and educational reform.

- As Interim State Superintendent, served as the chief executive officer of the only statewide public school system in the nation, with responsibility for both the State Education Agency and the Local Education Agency roles for 257 schools (15 complex areas) as well as for 37 charter schools governed by the Charter School Commission on seven economically and geographically diverse islands. Responsible for over 175,000 multi-ethnic students in grades K-12, approximately 22,300 permanent employees, thousands of casual/substitute employees, and an annual operating budget in excess of \$2.1 billion.

- As complex area superintendent, led the development and implementation of intensive professional development for teachers relating to 21st century technologies in partnership with Apple.
- As principal of one of the state's largest high schools, Waipahū High School, led transformational change that increased student and teacher engagement, catalyzed partnerships with local and national organizations, improved student outcomes, and managed a school budget of over \$20 million (2020-21).
- As Waipahū Elementary School Principal, a school of 1,070 students, implemented a system for professional development to support student learning based on quantitative and qualitative student data and initiated school-wide instructional strategies to support over 500 English Language Learners which resulted in students demonstrating annual growth on the Hawai'i State Assessment in reading and mathematics for every sub-group.

Demonstrates understanding of the structure, roles, and responsibilities of the Department's state, complex area, and school-level system of education.

Led at all levels of the Department of Education's tri-level system:

- School-level: Teacher, Vice Principal and Principal
- Complex area-level: Complex Area Superintendent and Resource Teacher
- State-level: Interim Superintendent and Interim Deputy Superintendent

Has a demonstrated ability to make large-scale positive impacts for students and a history of establishing effective processes and organizational systems to achieve desired outcomes.

- As Interim Superintendent, collaborated with the Hawai'i State Department of Health (DOH), Governor, unions, schools and community organizations to provide in-person learning with safety measures during 2021-22 school year amidst the COVID-19 pandemic. Partnered with the DOH and partners to offer PCR and surveillance testing and vaccination clinics at schools statewide. Established procedures to resume student extra-curricular activities, including inter-scholastic athletics, in Fall 2021. Achieved 91% vaccination rate among HIDOE employees.
- Developed proof of concept for significant educational reforms at Waipahū High School – early college and nationally accredited career academies – which were adopted at 47 HIDOE and charter high schools statewide. In the school year 2021-22, 3,279 students are taking 388 early college classes.
- As Waipahū High School Principal, initiated Hawai'i's early college program with the vision of every student earning college credit. With support from the McNerny Foundation, implemented the state's first Early College High School program in Hawai'i resulting in over 3000 students having earned college credits at Waipahū High School. Currently there are over 600 students participating this semester. 49 "Olympians" earned Associate Degrees in Arts, Science in Teaching, Natural Sciences, and Natural Sciences - Pre-Engineering prior to high school graduation. Increased the proportion of Waipahū graduates earning college credit from 4% (2011) to 37% (2021). Implemented a "hub" concept to connect rural high schools that share early college classes with Leeward Community College and UH West O'ahu. Statewide, 41 public

schools now offer early college programs and 2,625 students graduated with college credit last year.

- As Waipahū High School Principal, led school in decreasing average daily absences from 10.9 days (2011-12) to 9.2 (2018-19 - last pre-pandemic year); increasing on-time graduation rate from 80% (2016) to 86% (2021); and increasing four-year college going rate from 27% (2016) to 33% (2021).

Is cognizant of national and international trends, best practices, policies, and research on ensuring student success.

- Established nationally recognized model career academies, including the Arts and Communication, Health and Sciences, Industrial and Engineering Technology, Natural Resources, the 'Ohana of Excellence, and the Professional and Public Services, so that each Waipahū High School student participates in an academy. All six wall-to-wall academies have received National Model certification (4 with distinction), by the National Career Academy Coalition. Every academy is supported by advisory boards composed of industry, higher education, and community partners; parents and students; and school educators to support and guide each robust academy. The 'Ohana of Excellence is the first national model academy in the country to support students with varying degrees of significant disabilities.

Has a record of excellent decision making based on a thorough understanding of the issues and of incorporating multiple stakeholder voices in the process.

- Participates actively, as Interim Superintendent, on various boards, engaging stakeholders to understand and design solutions to support well-being and learning for students and staff. Boards include Joint Ventures Education Forum, Teacher Education Coordinating Council, Hawai'i P-20 Council, Hawai'i Business Roundtable and Hawai'i Executive Collaborative.
- Demonstrated understanding and resolution of multiple complex issues and consideration of many stakeholder viewpoints in leading Initiatives and leadership roles outlined in other sections (including Early College, Career Academies, COVID response, ESSA input process).
- Experienced in working with a wide range of stakeholders, and record of leadership at all levels of the HIDOE, as evidenced by the range of partnerships and collaboration with private, public, nonprofit and philanthropic organizations as described in other sections.

Has a deep understanding of Hawai'i's history, culture, and values, including the key role that Kaiapuni education plays, and has incorporated this understanding in leadership decisions, actions, and style.

- Employs practices that promote conditions of safety, empowerment and flexibility which allows for a leadership mindset to prevail in the actions of those on his team. In doing so, the following outputs have been realized:
 - Implemented a Kaiapuni Distance Learning Program and Plan to address the need for the Department to provide an equitable distance learning option for Kaiapuni students during COVID-19 pandemic.
 - Prioritized Nā Hopena A'o (HĀ) with the HIDOE executive leadership team. Provided HĀ training for the leadership team. Encouraged leadership team to promote and

incorporate HĀ in their policies and practices to increase system-wide readiness for community engagement, shared leadership and relevant learning opportunities for teaching and learning.

- Incorporated the elements of HĀ (Belonging, Responsibility, Excellence, Aloha, Total Well-Being, a sense of Hawai'i) into the culture of Waipahū High School.
- Established programs and culture supporting multilingualism, especially for students' heritage languages. At Waipahū High School, 220 students earned 319 Seal of Biliteracy (SB) designations since its adoption by the Hawai'i State Board of Education in 2017. Among Waipahū High's Class of 2021, 82 students earned the Seal of Biliteracy, with 33 of them trilingual, and 1 student quadrilingual. Additionally, 8 "unofficial" Seals have been earned in Kosraean, Pompeian, Tongan, Pangasinan, and Visayan, reflecting the diverse population of Waipahū's community.

Has credibility and builds positive relationships with all stakeholders.

- Led development of Hawai'i's federal Every Student Succeeds Act (ESSA) plan, incorporating significant teacher, principal and public input (~8,000 views of the draft plan and ~500 respondents to survey), and resulting in rapid federal approval.

As Waipahū High School principal:

- Built effective partnerships to support student learning with the University of Hawai'i at Mānoa; the University of Hawai'i West O'ahu; Leeward, Honolulu, and Kapi'olani Community Colleges; Public School of Hawai'i Foundation; McInerney Foundation; Waipahū Community Foundation; Hawai'i Pacific Health; Queens Medical Center; Federal Bureau of Investigation; Honolulu Police Department, 'Olelo Public Television; and many other committed industry and business partners. Developed opportunities for students to earn 27 national and local industry certifications in areas such as: Medical Assisting; Pharmacy Technicians; Community Health Worker; CISCO; IT Essentials; OSHA 10 Construction; Cyber Awareness, ServSafe Food Handler, Wilderness CPR, and First Aid/CPR/AED. Waipahū's Class of 2020 earned 270 industry and business certifications.
- Partnered with Hawai'i Pacific Health to pilot the medical assistant national certification course at Waipahū High School for students from five different high schools during the school day.
- Partnered with Leeward Community College and the State of Hawai'i Department of Human Resources Development to offer Office Assistant courses to Waipahū and Leilehua High Schools to provide opportunity for students to be hired as Office Assistants for the State of Hawai'i.
- Secured funding to support progressive student learning opportunities through effective partnerships with state legislators, state and city departments, and philanthropy.
- Initiated construction for the first Integrated Academy Learning Facility in Hawai'i aligned to industry needs. Facility combines natural resources production with artificial intelligence; an innovation, design, STEM, and computer lab; and a culinary specialized hospitality dining area, the Marauder Café.

- Initiated construction for the first Academic Health Center on a high school campus in the country. Working in collaboration with Hawai'i Pacific Health to service the Waipahū Community and to provide authentic learning internship opportunities for students.
- Initiated construction for the first research observatory in Hawai'i on a high school campus to support astrophysics and students in the Early College astronomy program. The courses are taught by a Waipahū teacher trained at Lawrence Livermore National Laboratory in astrophysics. As a result, in early 2022, six students were accepted into the prestigious Mauna Kea Scholars program, with 12 students since 2015. Students have also been published in the Journal of Double Star Observations.
- Offered a Biotechnology and DNA sequencing program, in partnership with Rutgers University and facilitated by Waipahū teachers trained at the Lawrence Livermore National Laboratory. Students' and teachers' research findings were published in the National Center for Biotechnology Information Database at Rutgers.
- Relocated and redesigned our HawaiiUSA Student Operated Credit Union on campus utilizing an integrated academy collaboration process.
- Implemented the Professional Development School concept in partnership with the University of Hawai'i at Mānoa's College of Education, leading to the first Professional Development Complex in the country. Preservice teachers were partnered with exemplary mentor teachers. Waipahū's mentor teachers were provided the opportunity to pursue graduate degrees for continual learning.

As complex area superintendent:

- Partnered with Hawaiian Telcom and Cisco Systems to transition to a Unified Communication System for the Complex Area to support learning and collaboration.
- Partnered with Apple to provide intensive professional development and leadership development in integrating 21st Century Technology.

As vice principal:

- Worked collaboratively with Honolulu Police Department, the Family Court, the Prosecutor's Office, the Attorney General's Office, the Federal Bureau of Investigation, and the other community agencies to address school related issues. Served on the State of Hawai'i Office of Youth Services gang sub-committee.
- Served in leadership roles in national and local professional organizations including National Career Academy Coalition Operating Board, National Association of Secondary School Principals, Hawai'i Association of Secondary School Administrators, American Association of School Administrators, Association for Supervision and Curriculum Development, Association of Career and Technical Education, and Hawai'i Association of Career and Technical Education.
- Served in leadership roles in community organizations: Waipahū Community Foundation Drill Team Hawai'i, and OCEANIT Foundation.

Demonstrates a commitment to lifelong learning as a reflective and self-aware leader.

Initiatives described in other sections required constant reflection on the needs of students, faculty and staff at all levels: school, complex area, state offices, as well as a deep connection and awareness of our community and the businesses and organizations that support innovation in public education, such as the Career Academies.

Demonstrated the ability to fully understand a diverse and unique education system.

Initiatives described in other sections demonstrate the ability to recognize opportunities and design solutions for a school or complex area that can be scaled up in Hawai'i's diverse and unique education. For example, pioneered early college at Waipahū High, which requires collaboration between public high schools and the University of Hawai'i, and embraced Seal of Biliteracy at Waipahū High School to recognize and uplift diverse student populations.

- Recognized and expanded the unique opportunities in Hawai'i's public schools, including creating the Tagnawa Learning Center at Waipahū High which is comprised yearly of 25 Early College alumni and supported by Americorp VISTA grants that provided "home grown," culturally aligned in-person and virtual academic support for Early College students at Waipahū and rural high schools participating in the "hub" for early college support. Tagnawa staff professional development delivered by Tagnawa alumni coordinators which focused on academic support, service, and mentorship.
- Created, implemented, and assessed, as Complex Area Superintendent, for systemic implementation plans in 18 schools to effectively address student learning; professional development; safety; fiscal and facility planning, and parent and community relations. Coordinated district-wide contracts for Achieve3000 to improve reading comprehension and the New Teacher Center to support beginning teachers through induction and mentoring. Developed district-wide programs supporting English Language Learners, autistic students, and A-Plus after school students. Initiated the complex area-wide articulation and implementation of Rigor, Relevance, and Relationships to support 21st Century Learning.
- Managed, implemented and oversaw, as Complex Area Superintendent, significant federal funding programs: Title I, Title II, Title III, Title IV, and Title IX.

Demonstrated ability to hire and manage competent people in key positions, including finance and budget, facilities, human resources, and information technology.

- Led HIDOE Leadership Team of assistant superintendents and complex area superintendents to return teachers and students to in person learning, advocated for an online school for students who thrive in this instructional modality, and resumed school sports and extra-curricular activities safely during pandemic.
- Developed a strong team at Waipahū High School where each academy was led by an assistant principal responsible for an academy. Led faculty and staff of 275. Managed budget of \$20 million (2020-21).

**Superintendent Search Committee
Hawaii State Board of Education
Written Response Activity**

Thank you for your interest in the Hawaii State Superintendent of Education position. The Search Committee has reviewed your initial application materials and have included you in the initial pool of first round applicants. The next step of the selection process is to obtain your responses to a series of questions pertaining to the core competencies and primary responsibilities for the superintendent.

Please provide a succinct written response to the following questions. Responses should be limited to no more than 250 characters each and returned to Robert Hull [REDACTED]

1. Discuss a time in a previous leadership assignment when you successfully built support for your vision. Include examples of how your vision impacted positive change in both the organization and the individuals you served.

As a new principal at Waipahū High School, I took the time to listen to teachers, students and parents and learned that our young people needed a clearer sense of purpose and hope, and that the campus culture and student outcomes needed improvement.

My vision for each child is that they realize their full potential in reaching their dreams. A key strategy to achieving this was establishing Early College, where Waipahū students take University of Hawai'i college courses, earn credits toward a college degree, and prepare for their future careers at no cost to students.

Pioneering this program required developing a shared vision with Waipahū's teachers and staff and our neighbors at Leeward Community College. I identified or hired key, knowledgeable, and passionate personnel as "champions" within the school. We collaborated with LCC in selecting instructors and rigorous college-level courses for a range of students. From the beginning, the Early College opportunity was extended to all juniors and seniors, not just the highest academic achievers. We also secured a \$2 million philanthropic grant to support the program. Today, over 600 students annually enroll in Waipahū's Early College program, with approximately 20 students earning their associate's degree before their high school graduation.

The Early College initiative has changed thousands of young people's lives. It also improved the school's culture and transformed its reputation in the community as a leader in helping to positively shape educational futures. Waipahū's experience informed and inspired Early College to expand statewide and secure legislative funding.

2. Discuss how you identified major changes that needed to occur within a system. How did you work through the process with those who would be expected to manage the implementation? Include challenges and long-term outcomes.

Throughout the pandemic, the government's guidance for K-12 schools changed often and drastically. As a principal, I knew the importance of in-person learning for students to have a consistent, safe place to learn and interact with peers and trusted adults.

When I became Interim Superintendent in August 2021, I worked closely with the state Department of Health to prioritize the return to consistent, safe in-person learning. Together, we examined trend data and perceptions of our students, families and staff and made major changes in HIDOE's COVID response. We met regularly with labor union leaders and policymakers. We established new and consistent safety protocols and provided support for school leaders to implement guidelines. Together with our community partners, we communicated clear expectations about the priority for safe, in-person learning.

Through the hard work of educators and in partnership with families, we kept schools open through challenging times. We also returned to most extracurricular activities, providing students with critical opportunities to engage and learn.

Our commitment to keeping Hawai'i's public schools open and safe is prioritized in our plan for federal relief funding. A key statewide strategy of the plan—*Healthy Habits, Healthy Schools*—focuses on supporting the physical, social and emotional well-being of students and employees through support at the school and complex areas. As we start to emerge from the pandemic and conditions normalize, I expect that our student outcomes will likewise improve and accelerate on an upward trajectory because of increased learning opportunities. We will continuously review progress and make adjustments.

3. Discuss how you assess personnel needs to implement and sustain an organization's mission. Specifically, how do you assemble, motivate, and manage a leadership team to deliver on the key goals of the organization?

As a lifelong educator, my leadership experiences include leading fellow principals in Hawai'i Academies, within the community as Waipahū High's principal, as Interim Superintendent, and as part of the National Career Academies Coalition. I recognize my strengths and value the strengths of others in developing a strong leadership team.

Having a clear organizational mission is critical to set a common purpose. For an education mission, I look for a shared and deep commitment to students. Team members must possess the skills, talents, experience and passion for public education; leaders' commitment to students is the foundation of their intrinsic motivation to learn and persist.

Under Nā Hopena A'o, I've learned that setting the right conditions is key to our system authentically embodying HĀ. Development of trust and collaboration allows for various perspectives. I believe leaders should have flexibility to lead in their kuleana, showcasing their own decision-making abilities. It's also critical that the leaders are accountable to one another, to me and to the community for making good decisions, continuously improving in process, and achieving desired outcomes.

As Interim Superintendent, I have learned about current leaders' strengths, styles and effectiveness and will work with them to determine interest and fit for their service. As Superintendent, I will set clear direction with a new strategic plan that addresses the need to emerge from the pandemic and to meet the needs of students, families and the state for the future, and will align my leadership team to achieve this goal.

4. Describe how you addressed equity issues you identified through both achievement and social emotional data. Include information about the continuing impact of the approaches and strategies you implemented.

In my 12 years at Waipahū High School I saw first-hand the persistent barriers to equitable access for students. Waipahū has the state's second-highest enrollment and is very diverse: more than 50% of students receive meal assistance, 8% require special education services, and 14% are English Language Learners (2021). At the beginning of my principalship, academic achievement was low, as measured by test scores, and students would often say they didn't have hope or motivation to go

beyond high school, which was evident in a low on-time graduation rate and low college-going rate.

Turning around that mindset, culture and outcomes required all hands on deck over a decade. We analyzed data intensively, developed a shared vision and commitment to excellence and to students among administrators and staff, and partnered with community organizations and businesses. We started with a plan that valued the diverse heritage of students and built upon students' assets—whether it was life experience that developed their resilience or a home language that accelerated their opportunity to be multilingual. When our students started to shine, it inspired their peers, teachers, families and community, as well as other communities.

While there is more work to do, Waipahū has made great strides. More students are engaged and graduating; on-time graduation rates rose from 75% to 84%. Notable highlights from Waipahū's Class of 2021 include: \$31 million in merit-based scholarships, 10 U.S. Presidential Scholar candidates and three semi-finalists, and 110 Seals of Biliteracy, with 33 students proficient in three languages.

- 5. Like most educational systems, Hawaii faces the challenges of learning loss and ensuring the success of diverse learners. Progress and trends on adopted target metrics—including student achievement and absenteeism, especially with English learners, special education and disadvantaged students—show no improvement and regression in some geographical areas. Discuss how you would use a comprehensive systems management approach to organize the Department of Education and schools to provide the support and resources needed by classroom teachers, students, and families to foster greater achievement. How would you gauge success?**

Hawai'i, like educational systems nationally, has faced the debilitating effects of the global pandemic. Understanding and leveraging the interdependent systems within the Department are essential to planning, navigating, assessing, and supporting all of the components within HIDOE's tri-level efforts. Since becoming Interim Superintendent in August 2021, I have prioritized keeping our schools open for in-person learning because we knew students and their families depended on the services and stability our schools provide.

Under my leadership, schools made an initial assessment of students' social-emotional and academic standing in Fall 2021. The Department's *Action-Oriented Data Decision Making* strategy focuses on using data for continuous quality improvements through iterative cycles of intervention, monitoring and learning. Schools continue to assess and monitor students' progress and

personalize supports for each learner. This strategy starts with tracking and supporting student attendance and student and family engagement in education.

Complex areas and state offices also need to monitor schools' progress, including progress of different student sub-groups since the pandemic exacerbated challenges faced by our state's most vulnerable groups. Where school strategies are insufficient to address stubborn gaps in equity, complex areas and the state offices need to partner with community organizations and public agencies to address systemic issues or activate new resources.

The ultimate indicator of success is the number of students who graduate engaged and prepared to execute on their post-high school plans for employment, education or training that allows them to fully develop their talents to thrive.

Exhibit C
Caprice Young
Cover Letter, Resume, and Written Responses



March 30, 2022

School Board Members
Hawaii State Board of Education
P.O. Box 2360 Honolulu HI 96804

Dear Honorable Members of the Hawaii State Board of Education:

My wish for all of Hawaii's students is for each one to gain the courage to dream and the skills and knowledge to make those dreams come true. To do this, adults must be 100 percent student-centered, encouraging and inspiring young people by recognizing individual students' strengths and potential, and by supporting them in achieving academic and personal success. This is the heart of my education philosophy. Critical to students' ability to dream is being deeply rooted in their own culture, heritage, and identity and embracing the HĀ:BREATH as a framework to enter the world with a sense of well-being and confidence.

While I am not Hawaiian, my parents fell in love with Hawaii in 1967 and raised me steeped in the Hawaiian values of Aloha (compassion), Kuleana (responsibility), Kokua (assisting others), Laulima (collaboration), and 'Ohana (family). In 1995, they achieved their dream of moving to Honolulu where my mother taught special education at Kalihi EI while my father served as a minister and, after retiring, as a docent at Hanauma Bay. My youngest brother graduated from Farrington High School. Together, my parents fostered three dozen children and still sponsor foreign exchange students. I attended neighborhood, magnet, and experimental schools, did a semester of my 11th grade year in Washington, D.C. as a Senate Page for S.I. Hayakawa, and slipped out of high school a semester early to travel in India and Mexico then work before college. I saw how my foster siblings were mistreated in the system and how their safety-nets of adults struggled to support them. My life's work has been to cultivate educational justice through excellence, equity, and engagement so that young people and educators really use all of their creativity and power to improve the world.

Growing up in such a busy and diverse household, I became a listener and someone who can move groups of people to reach consensus. I also learned to make decisions and hold myself and my teams accountable for the outcomes of those decisions. This skill set has helped me succeed as the superintendent and CEO of several charter school systems (ranging from 4,000 to 49,000 students). I have led profound transformations of academic programs and operations at all grade levels in schools serving student bodies with 85 percent FRL eligibility, more than 40 percent English learners, more than 80 percent BIPOC enrollment, and 12 to 25 percent students with special needs. Throughout my career, I have helped to open, build, or transform more than 500 schools. These ranged from tiny to humongous, Arts to STEM (and often STEAM), project-based learning, dual language immersion, completely online, blended, back-to-basics, Core Knowledge, IB, AP, independent study, CTE, and more. What they all have in common is a commitment to deeply personal, excellent education for every learner.

Throughout my career, I have built strong cabinets with talented colleagues that included curriculum and instruction, finance, human resources, policy, operations and facilities professionals. I work closely with state officials, community-based organizations, labor, faith leaders, philanthropists, and the business community, and love bringing together diverse communities in collaboration to develop and affirm great schools, policies, and systems that meet the needs of students with a variety of challenges, strengths, and interests. In addition, I am experienced in managing large institutions responsible for developing and carrying out critical

policies. The combined responsibility for state and district leadership embodied in the Hawaii superintendency is what attracts me to this role.

I began my career in 1989 as a teacher in a Job Training and Placement Agency (JTPA) civic education program for inner-city high school students. Unable to repay my student loans, I transitioned into a decade-long career in public finance and technology. I was responsible for Los Angeles' multi-billion dollar transportation budget, facilitated over \$3 billion in public bonds, and led international technology projects for IBM. In 1999, I was elected to and served as president of the Los Angeles Unified School District Board of Education, where I was re-bitten by the education bug. I was so impressed by the educators I met as a board member and motivated by the profound needs of students, that I went back to school and earned a doctorate in education while founding and leading the California Charter Schools Association in 2003. Since then, it has been my pleasure to lead three school systems, an education foundation, and an EdTech company, in addition to serving various entities in a consulting capacity. This background in education, finance, technology, business, and philanthropy makes me especially qualified to steward a district/state agency of the size and complexity of the Hawaii Department of Education.

In my most recent role, I was the National Superintendent for a network of non-profit charter schools specializing in providing trauma-informed, highly-personalized education to 49,000 formerly disengaged high school students (ages 14-24 years) in five states. Like most school systems, we weathered the pandemic with nimbleness, technology, and a deep connection to our families and staff. At the core, our ability to maintain student engagement came down to our commitment to a school culture built on `Ike Pono. We always knew and adhered to what was right from the perspective of our students' well-being.

One of the roles of which I am most proud is the work I have done in teacher recruitment and staff development. In 2011, the board of a STEM teacher recruitment and training institute (<https://encorps.org/>) brought me in to conduct a turnaround. The program identifies business professionals in STEM fields interested in transitioning into teaching. I continued a focus on that work by investing in professional development programs as the Vice-President of the Arnold Foundation over the following two years. As the National Superintendent at Learn4Life, I was responsible for leading and mentoring eight area superintendents as we expanded their roles and responsibilities.

Great principals attract, inspire, support, and sustain excellent teachers. Enabling principals requires a combination of training, support, operational tools, true delegated authority, and accountability. The principalship is arguable the most vital and complex role in education today and ensuring their success is the most important role of any superintendent. I know that the quality of and support for school leadership is the number one lever impacting student achievement, innovation, and a school culture that warmly invites strong relationships among adults and youth.

Having been a traditional school board and a superintendent of charter school systems, I know that, no matter the school type, our most important commitment is the one we make to ensure that all students achieve their highest potential. We have tremendous challenges in education today – mental health, teacher burn out, and learning lost to the pandemic. I am certain that Hawaii's school community has the resilience, creativity, perseverance, and empathy to use this moment for positive momentum. It would be an honor to serve as your Superintendent.

Mahalo,


Caprice Young, Ed.D.

Attachments: resume and references

Caprice Young, Ed.D.



My mission is to enable students to succeed in life by becoming academically achieving, creatively empowered, technologically fearless, civically engaged, emotionally intelligent adults.

Education and Professional Development:

- **Ed.D., 2008, University of California, Los Angeles**
- **M.P.A., 1991, University of Southern California, Ides of March Merit Scholarship**
- **B.A. (History), 1988, Yale University, Robinson Humanitarian Achievement Award**
- California Educational Partnership Program, Equity Leadership Certification Program, anticipated 12/2022
- Broad Superintendents Academy, 2020
- Pahara Institute/Aspen Global Leaders Network, 2016
- IBM Certified Strategic Consultant, 1998
- Certificate in Management Effectiveness, 1989, University of Southern California
- Public Policy Fellow, Coro Foundation, Los Angeles, 1989

Employment:

- **President, Education Growth Group (EGG), 9/2010-12/2019, 11/2021-Present Los Angeles, CA (strategic planning, fundraising, and executive leadership)**
EGG's consulting projects focus on strategic planning for/with education and technology organizations, as well as providing interim executive services, including:
 - **Interim President/COO, Edge Foundation, 1/2021-ongoing, remote/Seattle (non-profit management)**
 - **Interim Co-CEO, Parent Revolution, 12/2014-3/2015, Los Angeles, CA (parent outreach)**
Parent Revolution supports parent training for education engagement.
 - **CEO and President, EnCorps STEM Teachers Program, 6/2011-12/2011, Los Angeles/San Francisco, CA (teacher preparation)**
EnCorps recruits and trains business professionals transitioning to become Science, Technology, Engineering and Math teachers.
 - **CEO, Inner City Education Foundation (ICEF) Public Schools, 9/2010-5/2011, Los Angeles, CA (school system leadership, crisis management, finance, equity advocacy)**
ICEF served 4,500 predominantly Black TK-12th grade students in Los Angeles.
- **National Superintendent, Lifelong Learning and Learn4Life Schools, 1/2019-present, Lancaster, CA; and Founding Superintendent, Stanza International Academy, 8/2020-10/2021, Lancaster, CA (non-profit/school system leadership)**
Served as the National Superintendent of Lifelong Learning, the support organization for Learn4Life, a group of 20 nonprofit organizations serving nearly 49,000 students on 85 school sites that offer accredited high school diploma programs, job training and flexible, personalized education for opportunity youth, especially those who have faced traumatic challenges like homeless, foster care, systemic injustice, incarceration, mental health issues, poverty, and human trafficking, barriers to learning English, special education, or unrecognized giftedness. Our schools utilize online and in-person highly personalized one-on-one and small group instruction with wrap-around, trauma-informed supports. In this role, Dr. Young also nurtured relationships with public school district partners and developed innovative education programs, including Stanza International Academy, Learn4Life Austin, and trauma-informed services.

- **CEO and Superintendent, Magnolia Educational and Research Foundation Public Schools, 1/2015-6/2018, Los Angeles, CA (non-profit/school system leadership)**

Magnolia is a non-profit charter management organization of 10 STEAM (Science, Technology, Engineering, Arts and Math) focused schools in three counties in California serving 4,000 predominantly socio-economically disadvantaged students. Magnolia has a \$52 million annual budget and 375 full-time staff members. Examples of achievements included ending litigation with the Los Angeles Unified School District (LAUSD), implementing strategic operations reforms, successfully completing a comprehensive audit by the State Auditor, earning the highest WASC accreditation, raising student achievement across all socioeconomic subgroups, and building a new school building serving 880 students. Under her leadership, all eligible Magnolia Science High School Academies received the *US News & World Report Best High Schools* recognition and/or the *Washington Post* designation as the *Most Challenging High Schools*.

- **Vice-President of Education, Laura and John Arnold Foundation, 1/2012-8/2013, Houston, TX (philanthropy)**

Managed a \$110 million portfolio of education innovation grants concentrated on school development, innovation, teacher training, and principal support.

- **CEO and President, KC Distance Learning, 3/2009-8/2010, Portland, OR; Interim CEO, KC Distance Learning and Vice President of Business Development and Alliances, Knowledge Universe, 10/2008-3/2009, Santa Monica, CA (business, technology, and private school system leadership)**

KC Distance Learning (acquired by K12, Inc. 7/2010) was a private education subsidiary of the publicly traded company Knowledge Universe Education serving traditional and charter public schools through its digital curriculum and technology service brand Aventa Learning. It provided education management services to iQ Academies and administered the international online secondary school Keystone Academies. Dr. Young led the corporate advancement and successful sale of KC Distance Learning. In 2009-10, over 62,000 students took courses from KC Distance Learning (more than 170,000 enrollments).

Earlier Roles:

- Founding CEO and President, California Charter Schools Association (CCSA), 7/2003-9/2008, Los Angeles, CA (*advocacy and school services*)
- Director, Corporate and Foundation Relations, the UCLA Anderson School of Management, 12/2002-7/2003, Los Angeles, CA (*fund raising, higher education*)
- Independent Consultant, Parents in Charge, 1/2002-11/2002, Los Angeles, CA (*parent education*)
- Managing Director, PeopleLink, 1/2000-12/2001, Los Angeles, CA (*social media/online community and data analytics*)
- Senior Manager, IBM Global Service, 2/1997-1/2000, Los Angeles, CA (*technology strategy and project management*)
- Assistant Deputy Mayor, Budget and Infrastructure, City of Los Angeles, 2/1994-2/1997, Los Angeles, CA (*municipal government*)
- Acting Budget Director/Special Assistant to the CEO, Los Angeles County Metropolitan Transportation Authority (MTA), 2/1990-2/1994, Los Angeles, CA (*transportation operations, budget and finance*)
- Teacher, Liaison Citizen (a JTPA program), 8/1989-2/1990, Los Angeles, CA (*youth leadership development and civic engagement program with students from Roosevelt, Jefferson and Bell High Schools*)

Teaching:

- Lecturer, UCLA Graduate School of Education & Information Science, 2011-12 and 2018-2019 (ELP 450 Education Leadership for the third-year doctoral students)
- Lecturer, UCLA School of Extension, Charter School Operations, Governance and Finance, 2011-2012
- Lecturer, School Business Officers Program, University of Southern California, 2006-2009
- Faculty, Broad Institute for School Governance (CRSS), 2005 and 2006

Major Awards:

- Inducted into the National Charter School Hall of Fame, 2017
- XQ Super School team member, RISE High, 2016.
One of 10 teams awarded \$10 million to develop an innovative school for serving homeless youth.
- Recognized as a California State University Los Angeles Distinguished Educator of the Year, 2016
- Court Appointed Special Advocates (CASA) Honoree, 2002
- Coro Crystal Eagle for excellence in public service, 2002

Board Governance and Community Service:

- ⇒ Director and ESG Chair (private for-profit board), ALC, 7/2021-Present, Denver, CO
ALC is the North American leader of transportation, safety and data solutions that serve the most vulnerable in our communities. ALC gives students with special transportation needs an equal opportunity to learn, grow, and succeed. <https://www.alcschools.com/>
- ⇒ Director (private not-for-profit board), Larta Institute, 5/2021-Present, Los Angeles, CA
Larta fosters science and technology innovation for a sustainable world. <https://www.larta.org/>
- ⇒ Director (private for-profit board), Olivela, 1/2014-Present, London, UK
Olivela is an entirely new retail concept with a mission to provide funding to improve the lives of children around the world. Olivela enables luxury brands the opportunity to transform inventory into measurable impact and consumers to fund important children's causes simply by buying what they love.
<https://www.olivela.com/>
- ⇒ Director (private not-for-profit foundation board), Thomas B. Fordham Foundation and Institute, 6/2009-present, Washington, DC
The Thomas B. Fordham Institute and its affiliated Foundation promote educational excellence for every child in America via quality research, analysis, and commentary, as well as advocacy and exemplary charter school authorizing in Ohio. <https://fordhaminstitute.org/>
- Director (private for-profit board), Itslearning, 6/2012-12/2019, Bergen, Norway
- Executive Committee Member, Los Angeles Unified School District Special Education Local Planning Area Charter Operated Programs 3, 2015-18
- President, National Public Charter Schools Association, 2010
- Member, Governor's Advisory Committee on Education (CA), 2002
- Founder, CharterSafe, a not-for-profit Joint Powers Authority that provides insurance to schools, 2003
- Member and president (elected public board), Board of Education, Los Angeles Unified School District, 1999-2003
- Board Chair, Hollygrove Home for Abused and Neglected Children, 1994-1999
- Board Member, San Fernando Valley Mental Health Center, 1992-1998

Recent Publications and Interviews:

"Back to School Leader Q&A: Dr. Caprice Young on the Value of Building Relationships," August 31, 2021, [Ahead of the Heard](https://aheadoftheheard.org/back-to-school-dr-caprice-young/), <https://aheadoftheheard.org/back-to-school-dr-caprice-young/>

"Here's how a trauma-informed approach to remote teaching can help students succeed," May 6, 2020, [Better Conversation](https://educationpost.org/heres-how-a-trauma-informed-approach-to-remote-teaching-can-help-students-succeed/), <https://educationpost.org/heres-how-a-trauma-informed-approach-to-remote-teaching-can-help-students-succeed/>

"Guidelines for teachers to avoid pitfalls teaching online," [Learn4Life](https://learn4life.org/guidelines-for-teachers-to-avoid-pitfalls-teaching-online/), April 22, 2020, <https://learn4life.org/guidelines-for-teachers-to-avoid-pitfalls-teaching-online/>

"Hey FCC, step up and make sure internet reaches the families who need it most," April 21, 2020, [Better Conversation](https://educationpost.org/hey-fcc-step-up-and-make-sure-internet-reaches-the-families-who-need-it-most/), <https://educationpost.org/hey-fcc-step-up-and-make-sure-internet-reaches-the-families-who-need-it-most/>

"Ensuring responsiveness to student needs at Learn4Life," Elliot Levine, Aurora Institute, March 26, 2020, https://aurora-institute.org/cw_post/ensuring-responsiveness-to-student-needs-at-learn4life-schools/

"Lessons from inspirational women," Penny Bauder, [Thrive Global](https://thriveglobal.com/stories/lessons-from-inspirational-women-in-stem-without-women-well-miss-out-on-at-least-half-of-the-perspective-and-talent-in-this-world-with-dr-caprice-young-and-penny-bauder/), October 25, 2019, <https://thriveglobal.com/stories/lessons-from-inspirational-women-in-stem-without-women-well-miss-out-on-at-least-half-of-the-perspective-and-talent-in-this-world-with-dr-caprice-young-and-penny-bauder/>

**Superintendent Search Committee
Hawai'i State Board of Education
Written Response Activity
Caprice Young, Ed.D.**

Please provide a succinct written response to the following questions. Responses should be limited to no more than 250 words each and returned to Robert Hull at [REDACTED]
[REDACTED]

1. Discuss a time in a previous leadership assignment when you successfully built support for your vision. Include examples of how your vision impacted positive change in both the organization and the individuals you served.

As the Superintendent of the Magnolia Educational and Research Foundation public schools, one of my major initiatives was to transform our ten schools serving 4,000 K-12 students from a focus on Science, Technology, Engineering, and Math (STEM) to STEAM with the addition of Arts. The board strongly encouraged the shift because of the importance of creativity and imagination as it relates to innovation and invention, critical elements of STEM in practice. Most of the principals and faculty were reluctant at first because they had never taught the arts or music and because they saw it as “soft” or non-academic. Over a two year period, we worked with a local arts foundation to co-create arts integrated lessons, we brought in experts to speak about brain plasticity (especially the ability to learn new things), and industry leaders from NASA and the Jet Propulsion Lab came to describe the role of creativity in the scientific method. The staff began to feel more confident in their ability to teach art in the context of STEM and, when they saw how much the students loved the new STEAM lessons, they became enthusiastic. Transitioning from STEM to STEAM also increased our academic achievement overall as our attendance and engagement went up. By year three, our schools were winning awards, US News and World Reports and the Washington Post celebrated our high schools, and our test scores had risen. Most of all, our school communities felt proud of the programs and progress.

2. Discuss how you identified major changes that needed to occur within a system. How did you work through the process with those who would be expected to manage the implementation? Include challenges and long-term outcomes.

Perhaps the biggest challenge all of us have faced during the last two years has been the pandemic. In March 2020, we already had planned to implement a 1:1 laptop strategy for our 49,000 students, but we suddenly realized that we didn't have a home broadband strategy to match. Of course, the crisis made it abundantly clear how inequitable that oversight had been. I immediately convened my “diagonal slice,” a focus group of 20 problem solvers from various levels and roles within the organization to figure out how to get hotspots to all of the students who needed them. The “diagonal slice” process was critical because school-based office managers, teachers, community representatives, and principals, combined with central administrators from accounting and asset management, purchasing, technology, instruction, and the Board secretary all needed to be part of creating and vetting the plan. The “diagonal slice” ensured collaboration

and implementation across all levels. Within ten days, 90 percent of students had fully operational hot spots. For the ten percent who lived in rural or deeply urban neighborhoods with no cell towers, we established a “sneaker network” of staff delivering assignments and tutoring students by telephone. Like most superintendents, I am extraordinarily proud of the work my team did to support students and families throughout the crisis. The “diagonal slice” planning process also works well addressing challenging issues when there is not a crisis to provide motivation because it ensures that various perspectives are taken into account from the beginning. This leads to a better plan with more buy-in from the people doing the real work.

3. Discuss how you assess personnel needs to implement and sustain an organization’s mission. Specifically, how do you assemble, motivate, and manage a leadership team to deliver on the key goals of the organization?

I am a big believer in identifying and cultivating local talent. At the top levels of large organizations in need of immediate change, sometimes it is necessary to bring in professionals with complex or advanced skill sets, but the best long term plan is to develop and implement career ladder strategies that explicitly cultivate internal talent by ensuring staff receive the training they need to grow, are provided with a range of roles and experiences over time, and encouraged to be actively engaged in their profession outside of the organization as well, so that they learn to identify promising practices used by others that may be employed locally. As the National Superintendent of Learn4Life, one of my major responsibilities was to upgrade the skill sets of the eight regional vice presidents (each responsible for 8,000 to 12,000 students) and transition their roles to become Area Superintendents. No longer middle managers, they needed to assign and manage budget and resource priorities, make staffing decisions, lead high level stakeholder engagement, and make decisions using data, as well as leading instruction. During 2019, I provided subject area training using a combination of internal and third party trainers. In addition, I conducted one-on-one meetings and team meetings three times per month for me to provide problem solving guidance and for the group to engage in planning and learning together. Sometimes, the new Area Superintendents made some blunders, but we turned them into opportunities for them to take responsibility and grow. The end result was that by the time they had to face a real test-- the pandemic crisis-- they succeeded in leading their teams through it, making smart independent decisions, and responding with care and compassion.

4. Describe how you addressed equity issues you identified through both achievement and social emotional data. Include information about the continuing impact of the approaches and strategies you implemented.

My top three educational goals are equity, engagement, and excellence. They start with equity because I believe the purpose of public education is to ensure that students gain the courage to dream and the skills and knowledge to make their dreams come true. Social and emotional learning provides the foundation for the courage to dream. I still hear from students that this or that adult told them that they were setting their sights too high, that someone like them should not expect to achieve greatness. Our schools must create a culture of caring that embodies Hā: BREATH in every way for each and every student because before they can achieve, they need to believe they can. Moreover, every adult must be committed, trained, and supported in developing

in keiki the skills and knowledge they will need to achieve their dreams. If we encourage children to dream of becoming an astronaut, entrepreneur, scientist, policy maker, nurse, or computer programmer, for example, then we cannot tell them they don't need Algebra or strong critical thinking skills. When we embrace the values of Aloha (compassion), Kuleana (responsibility), Kokua (assisting others), and Laulima (collaboration), that means that as responsible adults we must ensure that we provide students with the care and support they need to gain these skills. Moreover, some students need more help, support, and resources than others. That's okay. Equity means not shying away from giving more to students with greater needs and teaching everyone to have a sense of Mahalo (gratitude) in our communities of caring.

5. Like most educational systems, Hawai'i faces the challenges of learning loss and ensuring the success of diverse learners. Progress and trends on adopted target metrics—including student achievement and absenteeism, especially with English learners, special education and disadvantaged students—show no improvement and regression in some geographical areas. Discuss how you would use a comprehensive systems management approach to organize the Department of Education and schools to provide the support and resources needed by classroom teachers, students, and families to foster greater achievement. How would you gauge success?

Right now, the biggest challenge our schools face is chronic absenteeism. The answer is Nā Hopena A'o. and continuing implementation of Hā: BREATH, the comprehensive systems management approach that integrates culturally consistent values, goals, and ways of being into the educational system. Using this uniquely Hawaiian framework to guide the school cultures we create, professional development, review of policies and practices, the solutions we implement, and the data we use to hold ourselves accountable we will recover with strength and Aloha. Our staff, students, and families have experienced traumatic life events. Regaining our equilibrium and moving forward will require reuniting around Hā: BREATH. The data we use to hold ourselves accountable needs to include not just disaggregated outcomes (attendance, grades, test scores, employee turnover, and surveys), but also measures of activities actually getting done that include outreach to families, community engagement, academic intervention, and so forth. As a community, we need to engage deeply around identifying what works in each cultural context and do more of it. We need to stop doing what doesn't work and focus on the practices that bring students to school to engage in authentic learning. The combination of Belonging, Responsibility, Excellence, Total Well-Being, and Hawai'i will not merely return us to Ka malie o loko (the calm inside) but allow us to pursue true maika'i loa (awesomeness).

Exhibit D
Interview Questions

Interview Questions

1. We have had the opportunity to review the application materials you submitted and look forward to reading your responses to the written activity, but would like to take this opportunity to get to know you on a personal and professional level. Please briefly introduce yourself to the committee as we have introduced ourselves and share anything you would like for us to know about you as we begin.
2. When you became aware of this opportunity, what convinced you to seek it out and to think it was the right job for you and that you are right person for Hawaii's education system.
3. Describe how you approach your entry into an established organization where changes and improvements are expected and needed.
4. What is the Superintendent's role in producing successful change management education reform in Hawaii's unique system? Describe what success would look like for you.
5. Discuss how you provide leadership and guidance to ensure a large-scale positive impact for all students. How do you measure success in meeting the desired outcomes?
6. Hawaii's educational system is unique in that it is a single statewide system with no districts or local boards of education, but it has a tri-level system consisting of School, Complex Area, and State levels. How will you determine the effectiveness of the State and Complex Area levels in providing oversight and support to schools, what actions would you take to improve their effectiveness?
7. Describe your understanding of how Hawaiian values (Na Hopena A'o) are integrated into our public education system. How will you embody Hawaiian values and the Hawaiian culture in your communication throughout the Department of Education and to the community?
8. The position of Superintendent is demanding and multi-faceted. What strengths do you bring to the position? What has challenged you; and what lessons have you learned from these challenges?
9. Discuss your expertise, experience and management style when hiring key positions in finance and budget, facilities, human resources, and information technology as members of your leadership team.
10. How do you establish a culture of success and collaboration in the Department of Education?
11. Discuss the extent to which you delegate operational and administrative responsibilities over which you would be accountable.

12. The Board of Education's primary responsibilities are policy setting, including a strategic plan, approval of assessments, hiring and evaluating the Superintendent, and approving budgets and monitoring impact. As Superintendent, how do you envision working with the Board of Education to fulfill responsibilities to effectively meet mandates and responsibilities?
13. Historical roots and family and community connections are an integral part of Hawaii. Fostering relationships and communicating with diverse communities and constituencies have been an ongoing challenge. Building on experience, what would be your philosophy and plan to improve and strengthen community and constituency relationships and communication?

PROBES to use if not included in original answer:

- a. As you consider all the stakeholders in a statewide public education system, whose voices are most critical for the leader to hear?
 - b. Discuss any challenges you faced in building positive relationships with key stakeholders within and external to your organization. How have you resolved them?
 - c. How would you incorporate teacher leaders in decision-making?
 - d. What is the role of student voice in decision-making?
 - e. How would you foster positive parent relations, so they feel respected and heard regarding education of their children?
 - f. Identify specific community/advocacy organizations you would engage in your leadership management system.
14. What data and information do you feel is needed and critical to effectively advocate for Hawaii's most challenged students including English Language Learners, special education, and disadvantaged students? How would you incorporate and use the data and information to tell the story and gain understanding and support?
 - a. What challenges with respect to diversity, equity and inclusion have you faced as an organizational leader? How did you address these challenges and how might your experience apply to issues facing Hawaii's public schools?
 15. If you could fast-forward five years from now, what do you hope will be the legacy of your superintendency? What evidence will you use to determine whether you are successful? What milestones will you set for yourself and the system? How will you monitor your success, and adjust along the way?
 - a. Probe if needed: What do you think will be your biggest challenge if you are the successful candidate? Why?

Exhibit E
Advisory Group Feedback on Interviews

Advisory Group Feedback on Interviews

Darrel Galera: Mr. Galera has a broad and deep range of experience at all levels of Hawaii's educational system, including serving on the Board of Education. His training and expertise as a mentor and leadership coach could be important skills in building a leadership team and a culture of excellence across the system. Mr. Galera spoke often of the need for effective systemic communication processes at all levels and engaging all stakeholders in decision-making. Mr. Galera's engagement efforts focused on building relationships and deep connections by caring for the social emotional needs, health, and well-being of students. A firm focus on and deep understanding of Na Hopena A'o was evident. Mr. Galera has experience outside the conventional educational system that could inform and support the work of superintendent, including leading initiatives for Governor David Ige. The candidate stated that things have been Oahu-centric and that there is an untapped resource of talent from other islands.

While Mr. Galera spoke of the need for transformation, innovation, and a culture of excellence, and provided the concept of redesigning the high school diploma to focus on demonstration of student success, he could have provided more details on the implementation of these concepts. He focused on redesigning the Department of Education without providing specifics.

Keith Hayashi: Mr. Hayashi has a broad range of experience in Hawaii with 33 years of service across multiple roles in the system resulting in an understanding of the tri-level system as well as the importance of Na Hopena A'o. His tenure as interim superintendent would provide an easy transition to the permanent superintendency. Mr. Hayashi spoke of believing in building relationships and trust as a key factor to success while remaining student-focused in decision-making. Mr. Hayashi spoke of being focused on his belief in providing academic and behavioral supports for student career readiness.

While he spoke of the use of data and multiple measures, Mr. Hayashi did not provide specific details of what those measures would be or how they would be incorporated into planning or decision-making. There was very minimal mention of innovation or urgency for change and growth. Communication with stakeholders was mentioned several times with little detail on a process to accomplish it. Overall, there was a lack of specific details and concisely articulated plans.

Caprice Young: Dr. Young has diverse background and experience as a superintendent of groups of schools on the continent as well as serving as chair of a large urban board of education. She has a strong background in public finance, technology, curriculum, and community organizing which would serve her well in this position. Strengths include clearly articulated goals and metrics for success based on

the vision of the Board's strategic plan. Dr. Young clearly articulated how she would build a team representing a “diagonal slice” of stakeholders with strong accountability measures and critical status checks. She referenced the use of a stakeholder map to guide communication and engagement and a clearly defined educational philosophy. Dr. Young stated she was aware of Hawaii’s focus on data and would use it to merge heart and mind, inform practice, and make sure students did not fall through the cracks. She was able to articulate policy from an intellectual and emotional perspective focusing on implementation for lasting change and impact. Dr. Young responded quickly to questions with thorough and thoughtful answers and specific, on-topic examples.

When Dr. Young stated she would bring a network of resources and mentors to support goals and strategies, there was some concern expressed about focusing on bringing assistance from outside the system as first option.

Not being from Hawaii, even though her parents and family have worked and lived here, Dr. Young may have a learning curve on understanding the systemic challenges of the system. She expressed a working understanding of Hawaiian values such as kōkua, kuleana, and ‘ohana. She has limited teaching experience.

Exhibit 6

Darrel Galera's presentation slide deck and/or handouts
(to be included on the morning of May 19, 2022, if applicable)

Handout For State Board of Education

Hawaii State Superintendent Finalist Interview

Darrel Galera

May 19, 2022

“Insanity is doing the same thing over and over
and expecting a different result.”

Albert Einstein

In 2012, the Hawaii Board of Education and the
Hawaii Department of Education created a
Joint State Strategic Plan.

In 2016, the federal Every Student Succeeds Act (ESSA) set forth the following:

- School innovation
- Fiscal Transparency
- More Flexibility for States to Develop State Assessments

Only 31% of teachers are engaged. When you have an engaged teacher workforce, teachers are 61% less likely to leave the profession.

Teacher engagement is the emotional commitment a teacher has to the school and its goals.

When teachers are engaged they use discretionary effort, they go the extra mile.

Proven Strengths-Based Strategies for School Districts

K-12 SCHOOL SYSTEM SOLUTIONS

Build an Engaging Workplace at School

We tailor our proven strengths-based strategies to each school and district we serve -- working within each unique culture to support happier, healthier, more resilient educators who nurture the best in students.

Gallup helps leaders:

- fit people to the roles where they'll do their best work
- develop the strengths of every employee
- focus on engagement to retain top talent
- develop the high-potential educators and staff who can best support engaged school communities

Teachers who are engaged are 62% less likely to leave their district, compared with teachers who are not engaged or are actively disengaged.

Top-talent teachers are 2.8 times more likely than their lower-talent counterparts to be engaged in their classrooms, which boosts teacher performance and lowers absenteeism.

As a result of Covid19, 25% of licensed child care providers were forced to close. In the DOE, public preschools were operating at 55% of pre-pandemic levels.

We Need Universal Preschool If We Are Serious About Achieving Equity

INNOVATION

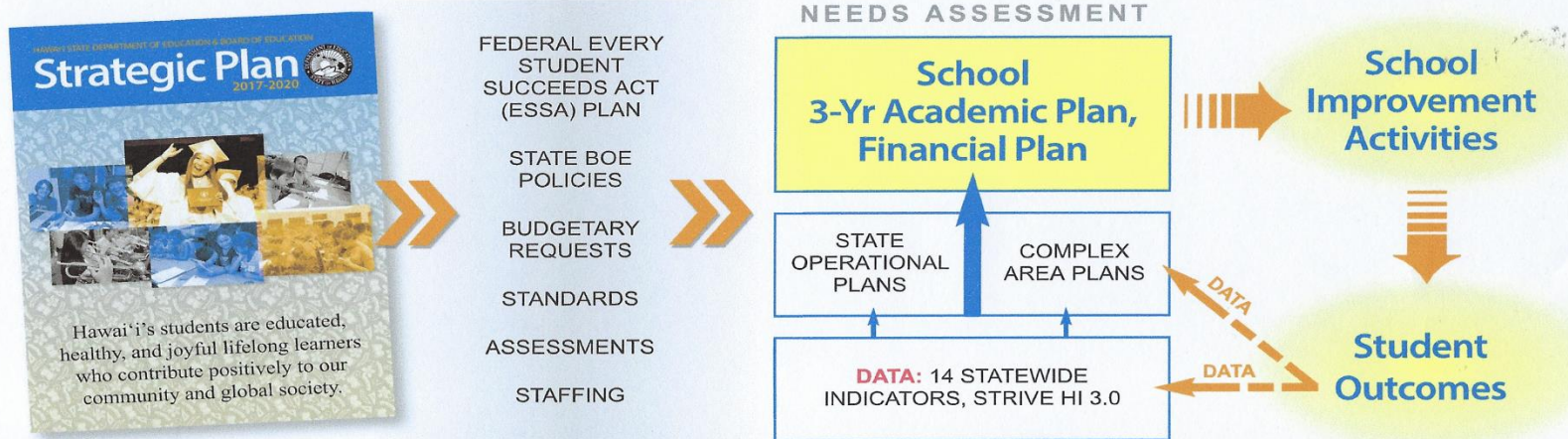
“What I believe is that when we take the handcuffs off, we’ll unleash a whole flood of innovation and ingenuity, classroom by classroom, state by state, that will benefit children.”

Senator Lamar Alexander, Chairperson of the Education Committee, 2016

Current Implementation Process for State Strategic Plan (from DOE Website)

Strategic Plan State, Complex Area and School-Level Implementation

This diagram provides an overview of implementation of the Strategic Plan at all levels of the system, with yellow representing those areas that are school specific. The Strategic Plan provides a student-centered educational structure designed to deliver more students to career, college and community readiness. Read the plan: bit.ly/DOEBOEstratplan.



REPORTING & ENGAGEMENT

STATE

OPERATIONAL PLANS: State offices report progress toward achieving the objectives, strategies, statewide initiatives and data indicators of the Strategic Plan. Results are reported:

- Monthly in stocktakes to the Superintendent,
- As scheduled in committee to the Board of Education,
- As needed to legislators, partners and the public.

STRIVE HI 3.0: Performance data are compiled annually for federal compliance and to report on health and progress of the school system.

COMPLEX AREAS

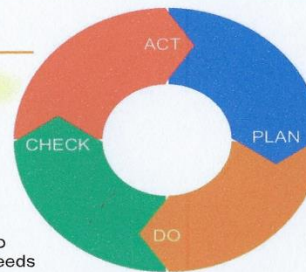
COMPLEX AREA PLANS: Similar to schools' Academic Plans, each Complex Area reflects on the collective and individual data of its schools and formulates strategies to sustain success, select programs to make improvements and support schools.

SCHOOL ACADEMIC PLANS: Review submissions from schools to ensure they're sustaining successful programs and addressing needs.

SCHOOL

ACADEMIC PLANS, FINANCIAL PLANS: Templates are aligned to the goals and objectives of the Strategic Plan, with flexibility for schools to address the unique needs of their students and communities.

SCHOOL COMMUNITY COUNCILS: SCCs are forums for exchanging ideas about how to improve student achievement among the school's



stakeholders: principals, teachers, school staff, parents, students, and community members. They assist schools in crafting Academic Plans. Learn more at bit.ly/HIDOE-SCC.

PLAN DO CHECK ACT

The PDCA cycle is the basis for performance routines in Hawaii — routines to monitor progress and adjust course, and aligned planning for results. What this looks like at the school level:

ANNUAL ROUTINES REGULAR ROUTINES

PLAN: Comprehensive Needs Assessment (CNA), Academic Plan, Financial Plan

DO: School Improvement Activities

CHECK: Regular Routines (see right), performance reporting (*Strive HI 3.0*)

ACT: Outcomes of Regular Routines

- Academic Review Teams (ART) and/or Instructional Leadership Teams (ILT)

- Data Teams

- Formative Assessments

- Response to Intervention (RTI)

96% agree that Hawaii needs to encourage innovation and creativity in schools. (Hawaii Blueprint for Public Education)

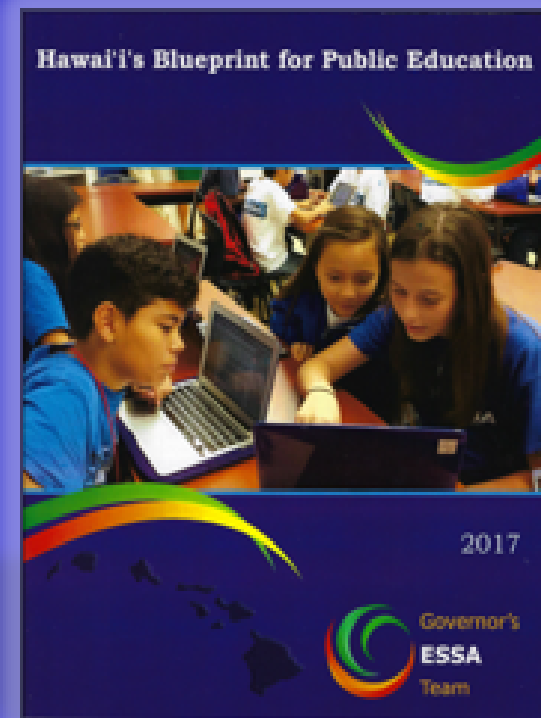
Are Hawaii's Public Schools Interested in Innovation?

YES!

The GEER Innovation Grant Program received more than 200 applicants from schools and non-profits. Presently, there are 31 GEER Innovation Education Projects being implemented across the state.

BACKGROUND

- **Every Student Succeeds Act (ESSA) December 2015**
- **Governor's ESSA Team - Hawaii Blueprint for Public Education
Jan 2016 - July 2017**
- **Governor's Educational Emergency Relief (GEER) funds plan
approved by USDOE June 2020**
- **GEER Advisory Group and projects
May 2020 - Present**
- **Hawaii GEER Plan:**
 - ✓ UH Teacher Academy
 - ✓ UH Transition To College Program
 - ✓ Education Innovation Grants
 - ✓ Parent & Family Support
 - ✓ 2022 Education Innovation Summit



Hawaii's "Committee of Ten"

The Hawaii State Board of Education

"In 1893, the Committee of Ten created the U.S. public school system that we have today as they saw the need to support the change from an agricultural economy to an industrial economy.

Its not that we don't know what we should be doing with our schools ... its not that haven't figured out how to prepare kids for a very different world that we as adults grew up in ... we know that. Its just that there are isolated pockets of innovation and excellence.

We need to spread a message of schools of possibility and hope instead of measurement of standardized tests. Include your state's equivalent of the Committee of Ten – who make the most important decision about the future of students.

Communicate this message - our country is the most innovative and determined on the face of this planet in a time that begs for these skills ...let's educate to our strengths ... let's change the center of the universe in education from accountability and failed test measures and make the center of education be inspiration, engagement and trust and purpose."

Ted Dintersmith, Most Likely To Succeed & What Schools Could Be

Top 10 Strengths for Darrel Galera

Your CliftonStrengths by Domain

EXECUTING		INFLUENCING		RELATIONSHIP BUILDING		STRATEGIC THINKING	
9 Achiever	27 Discipline	29 Activator	13 Maximizer	30 Adaptability	26 Includer	4 Analytical	22 Input
3 Arranger	18 Focus	14 Command	11 Self-Assurance	6 Connectedness	7 Individualization	16 Context	15 Intellecion
12 Belief	10 Responsibility	32 Communication	23 Significance	19 Developer	25 Positivity	5 Futuristic	2 Learner
28 Consistency	24 Restorative	31 Competition	34 Woo	33 Empathy	1 Relator	20 Ideation	8 Strategic
17 Deliberative				21 Harmony			

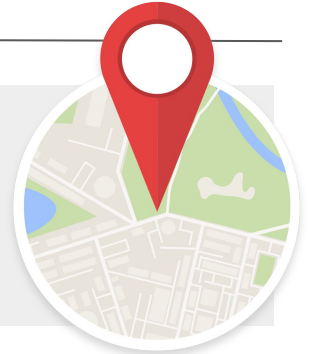
Exhibit 7

Keith Hayashi's presentation slide deck and/or handouts
(to be included on the morning of May 19, 2022, if applicable)

Improving student achievement and equity for Hawaii's public school system

Keith Hayashi / May 2022

To set the course for a thriving future, we need a strategic plan embraced by all stakeholders, one that provides a road map for where we want to be in public education in Hawaii and how we are going to get there together. Strategic plans are most effective when all stakeholders have a true stake in the work and a sense of ownership in carrying it out.



1. Set a clear vision.

- What do we want public education in Hawaii to look like in three years?
- What would you want to experience when you walk onto a campus?

2. Collaborate to develop strategic plan.

- What needs to change to achieve this vision?
- What enabling activities and strategies will best address the needs to actualize this vision?
- How do we know our work is having the intended impact and return on investment?

3. Implement strategic plan.

- Three-year implementation plans at all levels of Department.
- Share common expectations and support structure.
- Schools and complex areas will have additional strategies and priorities based on community- and student-specific needs.
- Meaningful change takes time.

As we move forward in mapping out the course ahead, I am firmly committed to working together to provide authentic learning experiences to engage students; utilize a system and school improvement process driven by quantitative and qualitative data; and improve the conditions for collegiality and collaboration with all stakeholder groups to accelerate purposeful learning to achieve our shared vision.

Exhibit 8

Caprice Young's presentation slide deck and/or handouts
(to be included on the morning of May 19, 2022, if applicable)

The Best Way to Predict the Future is to Create It.

Caprice Young, Ed.D.
May 19, 2022



Aloha!

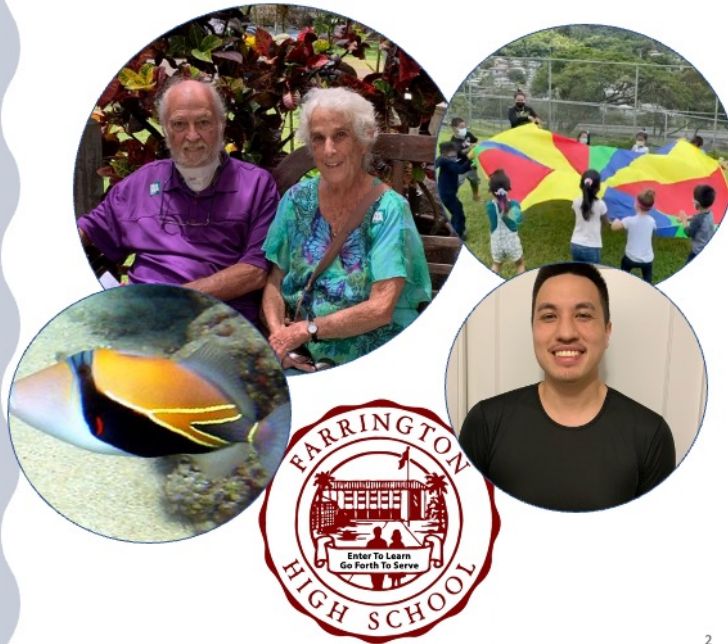
Mahalo nui loa for allowing me to present before you.

I have packed a lot of information into a few slides, but I have included my slide notes in your handouts so that you can review a fuller description of the diagrams and my thinking than we will have time to cover.

Assignment:

“As the Hawaii State Superintendent, you will be responsible for assisting the Board of Education with its development of the state’s strategic plan for educational quality and equity as well as designing the Department of Education’s plan to implement the state’s strategic plan. You have 15 minutes to present to the board how you would approach these tasks to improve student achievement and equity and the role of strategic planning in designing the work of the Department of Education.”

Begin with
Nā Hopena A`o and
ensure that Hā-
BREATH is infused
throughout the
plan and its
implementation.



2

My Why: I do this work not only for this generation, but also for future generations. Hawai`i feels like my second home because I have been visiting regularly for more than 25 years. After working here in the 1960's on temporary assignment, my parents moved to Hawai`i in 1995. My mom was a special education teacher at Kalihi Elementary School and Kaimuki High School. My dad was a minister and very involved with interfaith work. He is presently a docent at Hanauma Bay. My youngest brother, Daniel, graduated from Farrington High School and now works in health care. I was raised by amazing parents with a strong sense of `ohana.

I became an educator because I wanted our young people to use their talents to solve climate change challenges, address future global pandemics, fulfill their artistic vision, start their businesses, become diplomats who prevent global conflicts, or become teachers right here. I also do this work so that our young people develop the personal life skills to be healthy, responsible parents and citizens who contribute their hearts as well as their minds to the well-being of the community. I am an educator because I believe in the dreams of our young people, their families, and our community. I consider myself an equity warrior because we need all the diverse perspectives, talents, ways of knowing, and ways of doing to be our best in a just society.

A successful education is one that develops students to have the courage to dream and the skills, knowledge, and heart to make those dreams come true for themselves and for their community. Hā-BREATH represents the critical elements of that vision. Nā Hopena A`o is the framework that inspired me to apply for this position.

Excellence,
Equity,
and
Engagement

Points of Strategic Thinking

Students

People

Continuous Improvement

Sustainability

Collaboration

Equitable

Transparent

3

(Part 1 of 2)

Hawai'i is quickly moving away from its agrarian, real estate, and tourist economy roots. Parents no longer need to fear that if their children become highly-educated they will be forced to leave the Islands to pursue their dreams. With the dramatic role of technology in allowing knowledge-based work to be done anywhere, our young people will have all the advantages of a global economy while being able to celebrate and build their community right here.

These are my primary thinking points as I consider the strategic planning and implementation process.

Students- The right to educate our young people is both a responsibility, our kuleana, and a privilege. We only retain that right by doing right for our children.

People– We take care of our people. The educators and staff who shoulder this responsibility are heroes and we need to care for each other to sustain our ability to carry out our responsibilities. We invest in our people and grow their talents as we grow their responsibilities and authority.

*Continuous Improvement– We persevere and do better. We are always striving for **higher student achievement and deeper learning**. We don't use data to punish, we use it to learn and improve. We question our assumptions and biases. We do more of what works, less of what doesn't, and know the difference.*

Excellence, Equity, and Engagement	<u>Points of Strategic Thinking</u>
	Students
	People
	Continuous Improvement
	Sustainability
	Collaboration
	Equitable
	Transparent

(Part 2 of 2)

Sustainability— We steward our resources for the good of our Island Earth. Hawai`i is unique in our location, resources, and sometimes lack of resources. The Department of Education and the schools are collectively a large organization that must run efficiently and with an understanding of our impact on our community and the environment. Also, we must ensure the institution is sustainable from a financial and effectiveness perspective.

Collaboration-- Many hands working together requires that all stakeholders be involved in the development of the plan. I use what I call a diagonal slice: an advisory committee that includes representation from throughout the organization internally and externally to ensure not just that the plan developed is of high quality, but that the implementation is inclusive and smart. Sometimes the voices of the Aunties, Office Assistants, and Accountant Clerks are even more insightful than those of people in official leadership roles. I use a stakeholder map to ensure that we are including people who historically have been neglected, are most impacted by our decisions, and who must carry out the initiatives.

Equitable— The plan must explicitly address achievement gaps and resource gaps that have led to inequitable outcomes for students and communities.

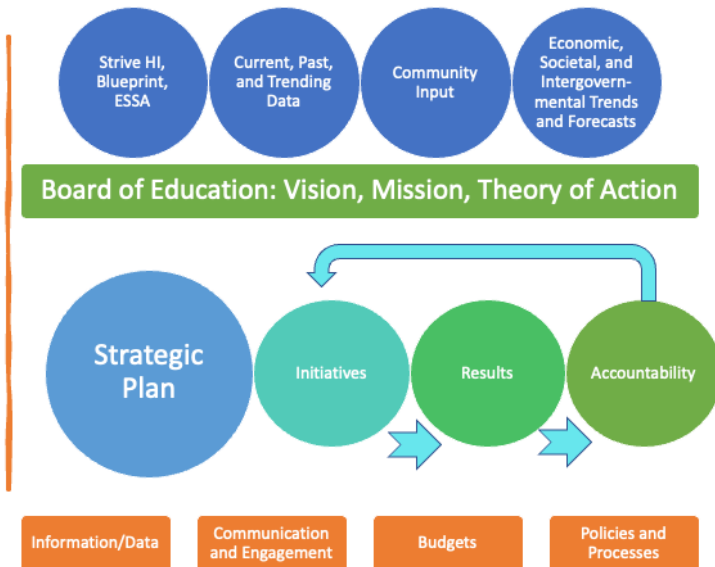
Transparent— In addition to being of high quality, well-considered, equitable, and inclusive, the plan must be transparent and accessible.

I have led a strategic planning process in every organization I have served. Those plans are the reason we succeeded, for example, in addressing the financial crisis at the Inner-City Education Foundation public schools while sustaining high student achievement, why we grew our Magnolia schools into award winning STEAM academies, and how we pivoted quickly to address the pandemic crisis at Learn4Life so we could meet the needs of our vulnerable school population.

Start with the foundational work.

Include what we've learned.

Turn strengths into lasting systems.



(Part 1 of 2)

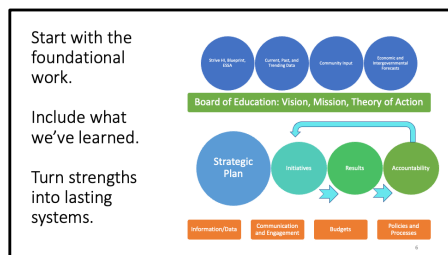
I have been leading strategic planning since working as the Acting Budget Director of the Los Angeles Transportation Authority 30 years ago. I'm an IBM Certified Information Technology Strategist. I know what gets implemented and what doesn't, and how to develop a plan that does not sit on the shelf and never get carried out.

Over the last decade Hawai'i has done a lot of work to create a strong strategic foundation, including extensive stakeholder involvement and the building of data systems. If we disregard that work, we disrespect the efforts of the people who did that work. We do need to listen more because a lot has changed in the last two years. I look forward to starting with a lot of listening— and I believe we need to go to our stakeholders. I want to get out not just into the schools but into the community.

Certainly in 2016, we did not predict the pandemic and that crisis has forced us to learn and, especially, to confront some hard truths about equity or lack thereof. We know some communities' needs are not being addressed, we have a terrible digital divide where some people have access to technology and many don't, we have difficult mental health challenges, and other issues of inequity.

Now is the time to say, "What have we learned?" and "How can we do better?" and "What fundamental ways of "doing school" need to change?"

Once we have the strategic plan, we have to institutionalize the systems of success. That is the key to making it meaningful and successful over the long term.



(Part 2 of 2) (More explanation if there is time)

The Blue Dots: These are a high-level list of the inputs that inform our thinking as we begin the process. We will likely identify more inputs as we more-fully develop the process.

The Green Bar: This is the most important work of the Board. The Board articulates the Vision and Mission, as well as their Theory of Action, its approach to a long-term framework for improving student achievement. An example of thinking embedded within the Theory of Action includes what authorities and decisions are delegated or decentralized and which are not.

The Strategic Plan Circle (and the implementation cycle of Initiatives, Results, and Accountability): The Superintendent and her staff are responsible for developing the Strategic Plan proposal for board to consider and then for carrying it out and reporting progress, challenges, solutions, and results back to the Board for accountability. The Strategic Plan informs the measures to which the Superintendent will be held accountable and those to which the Superintendent will hold her team accountable. The Strategic Plan will inform the annual budget and other plans and programs in the same/similar way that the Blueprint was used as the basis for the ESSA commitments. In addition, it will drive decisions related to the structure of the Department of Education and related organizational structures so that it can be carried out most effectively.

The Orangish boxes at the bottom: These are meant as examples to illustrate that out of the Strategic Plan must lead to established thoughtful systems to ensure that changes become part of the ongoing functioning of the Department, Complexes, and Schools with dependable, positive, transparent practices that ensure that improvements become routines and further reinforce student achievement and effective operations.

These are the fundamental elements of Strategic Planning and Implementation at a high level. Emphasis and details will be developed together to ensure the process is attentive to local needs, voices, and values.

A note about data and metrics: Most school district Strategic Plans only include outcomes data. We also need to include input and process data so that we can document whether we actually are doing what we say we are. We need to not just measure results, but also focus on individual student growth. If we want every student to have access to STEAM, for example, how many teachers have we trained to teach those subjects? Is it enough? Are we providing the professional development that is needed for teachers and administrators? Implementation requires a strong focus on the HOW to make our vision real and meaningful.

Open mind, open heart, and respect for local ways of doing and knowing
+
Big toolbelt in service to Hawai'i

Education

People

Communication

Technology

Finance and Operations

Policy



7

I love Hawai'i and celebrate the local successes and aspirations. Throughout the strategic planning process in working with the Board of Education and the implementation of the plan, I will bring expertise stemming from 35 years of education, people development, communication, technology, finance and operations, and policy leadership experience.

But most of all, I bring an open mind and an open heart. My entire career has been in building systems of support for students. My strategic planning effort will focus on creating pride in every aspect of Hawai'i's public school system.

I look forward to listening, learning, and serving.

"Ka Mo'opuna i ke Alo"
Building a legacy for the
children of today, and the
generations of tomorrow.

Mahalo!



I am grateful to be considered for this important role!