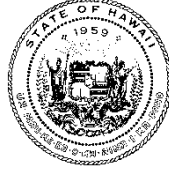


JOSH GREEN, M.D.
GOVERNOR



BRUCE D. VOSS
CHAIRPERSON

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

February 2, 2023

TO: Board of Education

FROM: Bruce D. Voss
Chairperson, Board of Education

AGENDA ITEM: Board Action on Hawaii Public Education 2023-2029 Strategic Plan
(Phase I)

I. EXECUTIVE SUMMARY

- The 2017-2020 joint Board of Education (“Board”) and Department of Education (“Department”) strategic plan expired on June 30, 2020, and the Board and Department have been operating without a strategic plan.
- The Board has undergone an intense strategic planning process that included comprehensive data reviews, extensive stakeholder outreach with feedback loops, and important conversations about the many opportunities and challenges facing our public education system.
- Board members came to a consensus on a draft strategic plan, attached as Exhibit A, for the Board’s consideration for action.
- I recommend adopting the strategic plan, effective immediately, and authorizing the Board chairperson to make non-substantive changes to the format, including finalizing the design.
- The adoption of the strategic plan completes only the first phase of the strategic planning process. The development of an implementation plan is the second phase.

II. BACKGROUND

On December 6, 2016, the Board adopted a 2017-2020 joint strategic plan for the Department and Board (“2017-2020 Joint Strategic Plan”).¹ By its terms, the 2017-2020 Joint Strategic Plan expired on June 30, 2020.

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 (“Search Committee”).

At the Board’s July 15, 2021 Special Meeting, Board members expressed a desire to have more discussion on the role of the Board and governance.² At its August 12, 2021 Special Meeting, the Board received boardsmanship training from the National Association of State Boards of Education (“NASBE”) of which the Board is a member.³ Part of that training was to refocus on the roles of the Board and superintendent in establishing the vision, mission, and goals of the state education system and understanding how those roles relate to the selection of the next superintendent and development of a strategic plan. At its September 2, 2021 Special Meeting, the Board received additional training from NASBE to build capacity for effective leadership and governance, establish major goals, and understand how these goals impact the Board’s search for a superintendent.⁴ Part of NASBE’s presentation outlined how the timeline and process for a superintendent search could overlap and be integrated with goal setting and strategic planning.

After going through NASBE training, Search Committee members felt that it would be difficult to continue carrying out its tasks relating to the superintendent search without the Board first setting goals for the public education system. As such, then-Board Chairperson Catherine Payne obtained a proposal from NASBE to

¹ See the December 6, 2016, General Business Meeting minutes here: <https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/52d4acf819caceaf0a2580ac0065d683?OpenDocument>.

² See the July 15, 2021, Special Meeting minutes here: <https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/92f8f0d8c13be9b60a25873100037b78?OpenDocument>.

³ See Board Chairperson Catherine Payne’s memorandum, dated August 12, 2021, here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Special_20210812_Presentation%20on%20Boardsmanship%20Training.pdf.

⁴ See Board Chairperson Payne’s memorandum, dated September 2, 2021, here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Special_20210902_Presentation%20on%20training%20to%20build%20capacity%20for%20effective%20leadership%20and%20governance.pdf.

comprehensively address the Board's needs relating to the search and selection of a superintendent and Board strategic planning, among other things. On October 21, 2021, the Board accepted grant funds from the Harold K.L. Castle Foundation and The Learning Coalition for NASBE services relating to the search and selection of a superintendent and Board strategic planning, among other things.⁵

During January and February 2022, the Search Committee gathered stakeholder input to develop the superintendent job description through meetings with its advisory group, focus group, and meetings with key legislative committee chairpersons. The Search Committee met virtually with an advisory group to get feedback on the education system's greatest needs, areas of growth, and desired outcomes to develop a superintendent job description and competencies. The Search Committee held seven virtual focus groups. The focus groups represented school-based educators, school administrators, parents, community (business, military, advocacy, non-profit), Department staff, and students. There were two focus group sessions for various school-level professionals, including teachers, counselors, and interpreters. When the Search Committee formed the focus groups, it endeavored to create groups that reflected the diversity of Hawaii's public education system with individuals that could represent various constituencies, including Department schools, charter schools, Kaiapuni (Hawaiian immersion) schools or programs, special education, multi-lingual learners, adult education, Native Hawaiians, Pacific Islanders, Micronesian, and Filipino. Focus group participants shared their knowledge, thoughts, and experiences, providing Search Committee members with valuable, personal insights. Mr. Hull requested meetings with key state legislators. He met with Senator Michelle Kidani, Representative Sylvia Luke, and Representative Justin Woodson, who all shared their thoughts regarding the Hawaii's public education system.

The Search Committee used the foregoing feedback to draft a superintendent job description and presented it to the Board on February 17, 2022. On March 3, 2022, the Board adopted the superintendent job description, with some amendments to the original version presented by the Search Committee on February 17, 2022.⁶ The Search Committee's work on the job description and superintendent search,

⁵ See the October 21, 2021, General Business Meeting minutes here: <https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/eb3b46b1546ece870a25878b006e9c41?OpenDocument&Highlight=0,NASBE>. See also Board Chairperson Payne's memorandum, dated October 21, 2021, here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20211021_Action%20on%20Grant%20and%20NASBE%20Contract.pdf

⁶ See the March 3, 2022, General Business Meeting minutes here: <https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/b3e1ec3ec8002c170a258823007cf0d3?OpenDocument>.

by gathering stakeholder input on the education system's greatest needs, areas of growth, and desired outcomes, set the context for the Board to begin its strategic planning.

The Board held the first of a series of meetings dedicated to strategic planning on August 18, 2022, which was facilitated by Robert Hull, Senior Advisor of NASBE. Mr. Hull discussed the framework of a strategic plan with the Board, and Board members began brainstorming priority areas that the strategic plan should address.⁷

As part of the series of meetings dedicated to strategic planning, the Board reviewed relevant data to better understand the current state of Hawaii's public education system. On June 16, 2022, the Board approved data categories and authorized the Board chairperson to make specific data requests from the Department aligned to the data categories in connection to strategic planning.⁸ On September 15, 2022, the Board received data literacy training from Brennan McMahon Parton, Vice President of the Data Quality Campaign, before reviewing national and state student enrollment, student wellness, and educator workforce data.⁹ On October 20, 2022, the Board reviewed national and state student achievement data.¹⁰ Mr. Hull presented the national data while Department staff presented the state data.

In addition to the feedback gathered to inform the superintendent job description, the Board gathered more input from the stakeholders and the public through surveys and community meetings. On September 6, 2022, the Board launched an initial, online strategic planning engagement survey, which closed on October 11, 2022, and received 7,756 responses.¹¹ Between October 11 and November 10, 2022, Board members held 15 community meetings (one in each complex area), which had a total of 903 participants, including students, parents and guardians,

⁷ See the August 18, 2022, Special Meeting minutes here: <https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/0cdd4e6af5830d480a2588b8007966ae?OpenDocument>.

⁸ See Board Chairperson Payne's memorandum, dated June 16, 2022, here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20220616_Action%20on%20Board%20Strategic%20Plan%20Data%20Categories.pdf.

⁹ See the September 15, 2022, Special Meeting minutes here: <https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/faadfa5d9e5777210a2588cd006ff87b?OpenDocument>.

¹⁰ See the October 20, 2022, Special Meeting minutes here: <https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/e33033d9bb95bb a20a2589090064ce9c?OpenDocument>.

¹¹ For more information on survey results, see slides 9-37 of Mr. Hull's November 17, 2022, presentation, available here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/SPECIAL_11-17-2022_HI_SBE_FINAL_11.17.22.pdf.

teachers, school administrators, Department complex area and state level staff, representatives from community organizations, and other members of the public.¹² The Board and superintendent reviewed the data from the initial survey and community meetings on November 17, 2022.¹³ In response to stakeholders requesting to review and comment on a draft strategic plan that incorporated their earlier input, the Board released a second survey on December 19, 2022, with proposed strategic plan language. The survey closed on January 13, 2023, with 4,994 responses, and the Board and superintendent reviewed the data on January 19, 2023.¹⁴

The Board provided a couple of more ways for stakeholders to provide input besides the surveys and community meetings. First, the Board's 2023 Legislative Investigative Committee consulted with stakeholders on education policy priorities throughout August, September, and October of 2022, and while the committee gathered and used the feedback for the purposes of developing legislative policy positions, the feedback received was broad and general enough to be able to inform the Board in its strategic planning as well.¹⁵ Second, the public could use formal testimony channels to provide input. From August 18, 2022, through January 19, 2023, the Board held seven special meetings dedicated to strategic planning, and during this span, the Board received oral testimony from 16 individuals or organizations and 23 pieces of written testimony on the strategic plan. The superintendent also participated in all of these special meetings.

¹² For more information on community meeting results, see slides 39-42 of Mr. Hull's November 17, 2022, presentation. *Id.*

¹³ See the November 17, 2022, Special Meeting minutes here: <https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/e3a4b4c47cb14aee0a258913007201d2?OpenDocument>.

¹⁴ For more information on survey results, see the November 17, 2022, meeting material here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/SPECIAL_01192023_Strategic%20Plan%20draft%20and%20survey%20results.pdf.

¹⁵ See 2023 Legislative Investigative Committee Chairperson Bill Arakaki's memorandum, dated October 20, 2022, here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20221020_Report%20on%20Investigative%20Committee%20concerning%20Board%202023%20legislative%20policy%20positions.pdf. The committee met with Senator Donovan Dela Cruz (chair of the Senate Committee on Ways and Means), Representative Jeanné Kapela (vice chair of the House Committee on Education), Senator Gilbert Keith-Agaran (vice chair of the Senate Committee on Ways and Means), Senator Michelle Kidani (chair of the Senate Committee on Education), Representative Scott Saiki (Speaker of the House of Representatives), Representative Justin Woodson (chair of the House Committee on Education), Representative Kyle Yamashita (vice chair of the House Committee on Finance) 'Aha Kauleo, Department of Education, Early Learning Board and Executive Office on Early Learning, Hawaii Business Roundtable Education Task Force, Hawaii Government Employees Association, Hawaii Public Charter Schools Network, Hawaii State Public Library System, Hawaii State Teachers Association, Hawaii Teachers Standards Board, HawaiiKidsCAN, Hui for Excellence in Education (or HE'E Coalition), School Facilities Authority, Special Education Advisory Council, and State Public Charter School Commission.

During the series of meetings, the Board developed a vision and mission, core values, goals for each of the priority areas, and desired outcomes for each of the goals. On January 19, 2023, Board members came to consensus on the draft strategic plan language that the Board would consider for action on February 2, 2023.

III. DISCUSSION

The Board has undergone an intense strategic planning process that included comprehensive data reviews, extensive stakeholder outreach, and important conversations about the many opportunities and challenges facing our public education system. At our last meeting, Board members expressed relative comfort with the proposed strategic plan language attached as Exhibit A, and the next step is to formally adopt this language.

Note that adopting the *Hawaii Public Education 2023-2029 Strategic Plan* completes only the first phase of the strategic planning process. The Board and Department will continue to develop the implementation plan for the next phase. The implementation plan will be part of the strategic plan once adopted. While the first phase of the strategic plan sets the goals for the Board and Department, the implementation plan sets the strategies that the Board and Department will use to reach those goals as well as the indicators, measures, metrics, and targets the Board and Department will use to monitor and evaluate progress.

The adoption of the first phase of the strategic plan will mark the culmination of a months-long effort to determine the goals and priorities of the public education system. They are not solely the Board's goals and priorities, but the Department's as well. By making the first phase of the strategic plan effective upon adoption, these goals and priorities can already begin guiding the Board and Department's work even in the absence of an implementation plan.

The strategic plan still needs to be in a form that is more easily digestible for the public with a design that is pleasing to the eye. I do not think it is necessary for the whole Board to get involved with these kinds of details, which is why I recommend delegating the Board chairperson with authority over the format and design. This delegation of authority would be non-substantive only, and I would not be able to make changes to the language adopted by the Board. I would rely on the expertise of the Department, particularly the Communications Office, for the format and design.

Note that after the Board adopts the new strategic plan, the Board will need to amend Board Policy E-2, entitled “Mission, Vision, Values, and Beliefs,” at a future Board meeting to align the policy with the new vision, mission, and core values.¹⁶

IV. RECOMMENDATION

Based on the forgoing, I recommend the Board adopt the *Hawaii Public Education 2023-2029 Strategic Plan* attached as Exhibit A, effective immediately, and authorize me to make non-substantive changes to the format, including finalizing the design.

Proposed Motion: “Moved to adopt the *Hawaii Public Education 2023-2029 Strategic Plan* attached as Exhibit A to Board Chairperson Voss’s memorandum dated February 2, 2023, effective immediately, and authorize the Board chairperson to make non-substantive changes to the format, including finalizing the design.”

¹⁶ The current version of Board Policy E-2 is available here:
<https://boe.hawaii.gov/policies/Board%20Policies/Mission,%20Vision,%20Values,%20and%20Beliefs.pdf>.

Exhibit A

Hawaii Public Education 2023-2029 Strategic Plan (Phase I proposed draft)

STATE OF HAWAII PUBLIC EDUCATION

2023-2029 STRATEGIC PLAN (PHASE I)

FEBRUARY 2, 2023

OUR VISION

The State of Hawai'i Board of Education envisions an exemplary statewide system of public schools where students are engaged in an inspiring, personalized, and culturally responsive education that fosters creative and critical thinkers prepared for college and career success and community and civic engagement.

OUR MISSION

The State of Hawai'i Board of Education leads the public education system through strategic direction, transparent policymaking, effective oversight, comprehensive systems, meaningful engagement, and vigorous advocacy.

OUR CORE VALUES

The State of Hawai'i Board of Education believes in a public education system that is accountable to itself, to the students and families it serves, and to the communities that support and depend on public schools. We value:

- **He pili wehena 'ole.** (*A relationship that cannot be undone.*)* Connections to and engagement with people and places as important drivers of action.
- **Ma ka hana ka 'ike ma ka 'imi ka loa'a.** (*In working one learns, through initiative one acquires.*)* Initiative to perform motivated by a sense of kuleana and accountability to self and others.
- **'A'ohē 'ulu e loa'a i ka pōkole o ka lou.** (*There is no success without preparation.*)* Nurturing individual strengths, increasing proficiencies and abilities to be able to serve, and fostering excellence in ourselves and those we serve.
- **E 'ōpū ali'i.** (*Have the heart of a chief.*)* Reciprocal partnering and sharing that calls forward a deep sense of aloha and generosity, especially towards those needing the most help in pursuit of equity.
- **Ua ola loko i ke aloha.** (*Love is imperative to one's mental and physical well being.*)* Pono practices that prioritize balance.
- **'O Hawai'i ku'u 'āina kilohana.** (*Hawai'i is my prized place.*)* Hawai'i based processes to preserve, honor, and elevate the unique qualities that define and sets Hawai'i apart from the rest of the world.
- **'A'ohē pau ka 'ike i ka hālau ho'okahi.** (All knowledge is not taught in the same school.)

* 'Ōlelo no'eau and translations are from the Department of Education's "Nā Hopena A'o Statements," which are based on 'Ōlelo No'eau: Hawaiian Proverbs & Poetical Sayings (by Mary Kawena Pukui, illustrated by Dietrich Varez, Honolulu, Hawai'i: Bishop Museum Press, 1983).

PRIORITY I: HIGH-QUALITY LEARNING FOR ALL

Goal 1.1: All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcomes

- 1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.
- 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.
- 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.
- 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.
- 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Goal 1.2: All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcomes

- 1.2.1. All students desire to and attend school regularly.
- 1.2.2. All students demonstrate positive behaviors at school.
- 1.2.3. All students experience a Nā Hopena A'ō environment for learning.

Goal 1.3: All students graduate high school prepared for college and career success and community and civic engagement.

Desired Outcomes

- 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.
- 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.
- 1.3.3. All students graduate high school with a personal plan for their future.

PRIORITY II: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

Goal 2.1: All students are taught by effective teachers who are committed to quality teaching and learning for all.

Desired Outcomes

- 2.1.1. All teacher positions are filled with qualified hires.
- 2.1.2. All teachers are effective or receive the necessary support to become effective.

Goal 2.2: All schools are fully staffed by effective support staff who are committed to providing quality services to support students.

Desired Outcomes

- 2.2.1. All school support staff positions are filled with qualified hires.
- 2.2.2. All school support staff are effective or receive the necessary support to become effective.

Goal 2.3: All schools are led by effective school administrators who are committed to supporting all staff and students.

Desired Outcomes

- 2.3.1. All school administrator positions are filled with qualified hires.
- 2.3.2. All school administrators are effective or receive the necessary support to become effective.

Goal 2.4: Complex area and state offices are comprised of effective staff whose work is aligned to support student learning.

Desired Outcomes

- 2.4.1. All complex area and state office staff are effective or receive the necessary support to become effective.

PRIORITY III: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS

Goal 3.1: All school facilities are safe, well-maintained, compliant with all laws and regulations, clean, and attractive to provide a positive and inviting learning environment for students and staff.

Desired Outcomes

- 3.1.1. All school facilities meet Title IX and ADA requirements.
- 3.1.2. All systems to address school facility needs are responsive and able to meet all needs effectively, efficiently, and quickly.

Goal 3.2: All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.

Desired Outcomes

- 3.2.1. All Board of Education policies, practices, procedures, and decisions align with and advance the strategic plan goals and outcomes.
- 3.2.2. All Department of Education programs, human resources, organizational structure, and finances are structured to accomplish the strategic plan goals and outcomes.
- 3.2.3. All Department of Education practices and procedures foster efficient operations, streamline processes, eliminate redundancies, and facilitate effective management.
- 3.2.4. All data systems are designed and data collected, monitored, and reported to align with the strategic plan goals and outcomes and state and federal requirements.

Goal 3.3: Families and staff are informed of and engaged in planning and decision-making processes affecting students in a meaningful and timely manner.

Desired Outcomes

- 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.
- 3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels.
- 3.3.3. All families and staff can easily understand and effectively use a process that assists with the timely resolution of disputes.