

11/10/16

Board of Education Members
Hawai'i State Department of Education
1390 Miller Street
Honolulu, Hawai'i 96813
Testimony_BOE@notes.k12.hi.us

ATTENTION: COMMUNITY TESTIMONY for November 15, 2016 General Business Meeting

V. Discussion Item E. Update on the review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan

Dear Chairman Mizumoto, Vice Chairperson De Lima, and Members of the Board of Education,

We parents, staff and teachers of Pūnana Leo o Hilo strongly support inclusion of a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway in the DOE/BOE Strategic Plan. Hawaiian is an official language of our state and one whose promotion is distinctively required in public education. Furthermore, while Hawaiian medium education is open to all, it is of distinctive importance to those who speak Hawaiian at home. For Native Hawaiians speaking Hawaiian at home, continued use of Hawaiian is a traditional and customary right protected by the state constitution. History and sociolinguistic research has shown that without a strong Hawaiian medium school system, Hawaiian speaking children lose Hawaiian as their primary language of daily life. For all children who enter school speaking Hawaiian or a mixture of Hawaiian and English as their dominant language, Hawaiian medium education is the sole form of education that provides access to promotion of Hawaiian in education combined at the same time with federally required civil rights protections as an American linguistic minority.

We strongly urge that the DOE/BOE Strategic Plan include provisions for a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway.

Me ke aloha,
Lenneth Pavao, Site Coordinator
Kealoha Reff, Lead Teacher
'Iwikau Joaquin, 'Uo Mamo (Parent Representative)

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Dear Chairman Mizumoto, Vice Chairperson De Lima, and Members of the Board of Education,

We parents, staff and teachers of Pūnana Leo o Waimea strongly support inclusion of a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway in the DOE/BOE Strategic Plan. Hawaiian is an official language of our state and one whose promotion is distinctively required in public education. Furthermore, while Hawaiian medium education is open to all, it is of distinctive importance to those who speak Hawaiian at home. For Native Hawaiians speaking Hawaiian at home, continued use of Hawaiian is a traditional and customary right protected by the state constitution. History and sociolinguistic research has shown that without a strong Hawaiian medium school system, Hawaiian speaking children lose Hawaiian as their primary language of daily life. For all children who enter school speaking Hawaiian or a mixture of Hawaiian and English as their dominant language, Hawaiian medium education is the sole form of education that provides access to promotion of Hawaiian in education combined at the same time with federally required civil rights protections as an American linguistic minority.

We strongly urge that the DOE/BOE Strategic Plan include provisions for a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway.

Me ke aloha,
Maluhia O'Donnell, Site Coordinator
Kāhealani Tanimoto, Lead Teacher
Pualani Lincoln Maielua, 'Uo Mamo (Parent Representative)

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Dear Chairman Mizumoto, Vice Chairperson De Lima, and Members of the Board of Education,

We parents, staff and teachers of Pūnana Leo o Kona strongly support inclusion of a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway in the DOE/BOE Strategic Plan. Hawaiian is an official language of our state and one whose promotion is distinctively required in public education. Furthermore, while Hawaiian medium education is open to all, it is of distinctive importance to those who speak Hawaiian at home. For Native Hawaiians speaking Hawaiian at home, continued use of Hawaiian is a traditional and customary right protected by the state constitution. History and sociolinguistic research has shown that without a strong Hawaiian medium school system, Hawaiian speaking children lose Hawaiian as their primary language of daily life. For all children who enter school speaking Hawaiian or a mixture of Hawaiian and English as their dominant language, Hawaiian medium education is the sole form of education that provides access to promotion of Hawaiian in education combined at the same time with federally required civil rights protections as an American linguistic minority.

We strongly urge that the DOE/BOE Strategic Plan include provisions for a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway.

Me ke aloha,
Na'ai Colburn, Site Coordinator
Puni Ka'awa, Lead Teacher

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We parents, staff and teachers of Pūnana Leo o Maui strongly support inclusion of a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway in the DOE/BOE Strategic Plan. Hawaiian is an official language of our state and one whose promotion is distinctively required in public education. Furthermore, while Hawaiian medium education is open to all, it is of distinctive importance to those who speak Hawaiian at home. For Native Hawaiians speaking Hawaiian at home, continued use of Hawaiian is a traditional and customary right protected by the state constitution. History and sociolinguistic research has shown that without a strong Hawaiian medium school system, Hawaiian speaking children lose Hawaiian as their primary language of daily life. For all children who enter school speaking Hawaiian or a mixture of Hawaiian and English as their dominant language, Hawaiian medium education is the sole form of education that provides access to promotion of Hawaiian in education combined at the same time with federally required civil rights protections as an American linguistic minority.

We strongly urge that the DOE/BOE Strategic Plan include provisions for a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway.

Me ke aloha,
Kili Namau'u, Site Coordinator
Kaleimaile Robia, Lead Teacher
Kui Gapero, 'Uo Mamo (Parent Representative)

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Dear Chairman Mizumoto, Vice Chairperson De Lima, and Members of the Board of Education,

We parents, staff and teachers of Pūnana Leo o Honolulu strongly support inclusion of a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway in the DOE/BOE Strategic Plan. Hawaiian is an official language of our state and one whose promotion is distinctively required in public education. Furthermore, while Hawaiian medium education is open to all, it is of distinctive importance to those who speak Hawaiian at home. For Native Hawaiians speaking Hawaiian at home, continued use of Hawaiian is a traditional and customary right protected by the state constitution. History and sociolinguistic research has shown that without a strong Hawaiian medium school system, Hawaiian speaking children lose Hawaiian as their primary language of daily life. For all children who enter school speaking Hawaiian or a mixture of Hawaiian and English as their dominant language, Hawaiian medium education is the sole form of education that provides access to promotion of Hawaiian in education combined at the same time with federally required civil rights protections as an American linguistic minority.

We strongly urge that the DOE/BOE Strategic Plan include provisions for a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway.

Me ke aloha,
Alohalani Ho, Site Coordinator
Leimomi Anderson, Lead Teacher
'Iokepa Bagood, 'Uo Mamo (Parent Representative)

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Dear Chairman Mizumoto, Vice Chairperson De Lima, and Members of the Board of Education,

We parents, staff and teachers of Pūnana Leo o Ko'olau Poko strongly support inclusion of a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway in the DOE/BOE Strategic Plan. Hawaiian is an official language of our state and one whose promotion is distinctively required in public education. Furthermore, while Hawaiian medium education is open to all, it is of distinctive importance to those who speak Hawaiian at home. For Native Hawaiians speaking Hawaiian at home, continued use of Hawaiian is a traditional and customary right protected by the state constitution. History and sociolinguistic research has shown that without a strong Hawaiian medium school system, Hawaiian speaking children lose Hawaiian as their primary language of daily life. For all children who enter school speaking Hawaiian or a mixture of Hawaiian and English as their dominant language, Hawaiian medium education is the sole form of education that provides access to promotion of Hawaiian in education combined at the same time with federally required civil rights protections as an American linguistic minority.

We strongly urge that the DOE/BOE Strategic Plan include provisions for a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway.

Me ke aloha,
Kaipo Maika'i Kahanoi, Site Coordinator
Kāhea Chang, Lead Teacher
Kapua Francisco, 'Uo Mamo (Parent Representative)

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We parents, staff and teachers of Pūnana Leo o Ko'olau Loa strongly support inclusion of a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway in the DOE/BOE Strategic Plan. Hawaiian is an official language of our state and one whose promotion is distinctively required in public education. Furthermore, while Hawaiian medium education is open to all, it is of distinctive importance to those who speak Hawaiian at home. For Native Hawaiians speaking Hawaiian at home, continued use of Hawaiian is a traditional and customary right protected by the state constitution. History and sociolinguistic research has shown that without a strong Hawaiian medium school system, Hawaiian speaking children lose Hawaiian as their primary language of daily life. For all children who enter school speaking Hawaiian or a mixture of Hawaiian and English as their dominant language, Hawaiian medium education is the sole form of education that provides access to promotion of Hawaiian in education combined at the same time with federally required civil rights protections as an American linguistic minority.

We strongly urge that the DOE/BOE Strategic Plan include provisions for a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway.

Me ke aloha,
Kaipo Soares, Site Coordinator
Kahia'au Wallace, Lead Teacher

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We parents, staff and teachers of Pūnana Leo o Mānoa strongly support inclusion of a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway in the DOE/BOE Strategic Plan. Hawaiian is an official language of our state and one whose promotion is distinctively required in public education. Furthermore, while Hawaiian medium education is open to all, it is of distinctive importance to those who speak Hawaiian at home. For Native Hawaiians speaking Hawaiian at home, continued use of Hawaiian is a traditional and customary right protected by the state constitution. History and sociolinguistic research has shown that without a strong Hawaiian medium school system, Hawaiian speaking children lose Hawaiian as their primary language of daily life. For all children who enter school speaking Hawaiian or a mixture of Hawaiian and English as their dominant language, Hawaiian medium education is the sole form of education that provides access to promotion of Hawaiian in education combined at the same time with federally required civil rights protections as an American linguistic minority.

We strongly urge that the DOE/BOE Strategic Plan include provisions for a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway.

Me ke aloha,
Kahōkū Lindsey-Asing, Site Coordinator
Mailelani Namau'u, Lead Teacher
'Ānela Freitas, 'Uo Mamo (Parent Representative)

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Dear Chairman Mizumoto, Vice Chairperson De Lima, and Members of the Board of Education,

We parents, staff and teachers of Pūnana Leo o Moloka'i strongly support inclusion of a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway in the DOE/BOE Strategic Plan. Hawaiian is an official language of our state and one whose promotion is distinctively required in public education. Furthermore, while Hawaiian medium education is open to all, it is of distinctive importance to those who speak Hawaiian at home. For Native Hawaiians speaking Hawaiian at home, continued use of Hawaiian is a traditional and customary right protected by the state constitution. History and sociolinguistic research has shown that without a strong Hawaiian medium school system, Hawaiian speaking children lose Hawaiian as their primary language of daily life. For all children who enter school speaking Hawaiian or a mixture of Hawaiian and English as their dominant language, Hawaiian medium education is the sole form of education that provides access to promotion of Hawaiian in education combined at the same time with federally required civil rights protections as an American linguistic minority.

We strongly urge that the DOE/BOE Strategic Plan include provisions for a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway.

Me ke aloha,
U'i Ramos, Site Coordinator
Kolomona Kālua, Lead Teacher
Kahulu Peltier-Yaw, 'Uo Mamo (Parent Representative)

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We parents, staff and teachers of Pūnana Leo o Lahaina strongly support inclusion of a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway in the DOE/BOE Strategic Plan. Hawaiian is an official language of our state and one whose promotion is distinctively required in public education. Furthermore, while Hawaiian medium education is open to all, it is of distinctive importance to those who speak Hawaiian at home. For Native Hawaiians speaking Hawaiian at home, continued use of Hawaiian is a traditional and customary right protected by the state constitution. History and sociolinguistic research has shown that without a strong Hawaiian medium school system, Hawaiian speaking children lose Hawaiian as their primary language of daily life. For all children who enter school speaking Hawaiian or a mixture of Hawaiian and English as their dominant language, Hawaiian medium education is the sole form of education that provides access to promotion of Hawaiian in education combined at the same time with federally required civil rights protections as an American linguistic minority.

We strongly urge that the DOE/BOE Strategic Plan include provisions for a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway.

Me ke aloha,
Karyn Kanekoa, Site Coordinator
Lei Ishikawa, Lead Teacher
Rena Pali, 'Uo Mamo (Parent Representative)

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Dear Chairman Mizumoto, Vice Chairperson De Lima, and Members of the Board of Education,

We parents, staff and teachers of Pūnana Leo o Hāna strongly support inclusion of a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway in the DOE/BOE Strategic Plan. Hawaiian is an official language of our state and one whose promotion is distinctively required in public education. Furthermore, while Hawaiian medium education is open to all, it is of distinctive importance to those who speak Hawaiian at home. For Native Hawaiians speaking Hawaiian at home, continued use of Hawaiian is a traditional and customary right protected by the state constitution. History and sociolinguistic research has shown that without a strong Hawaiian medium school system, Hawaiian speaking children lose Hawaiian as their primary language of daily life. For all children who enter school speaking Hawaiian or a mixture of Hawaiian and English as their dominant language, Hawaiian medium education is the sole form of education that provides access to promotion of Hawaiian in education combined at the same time with federally required civil rights protections as an American linguistic minority.

We strongly urge that the DOE/BOE Strategic Plan include provisions for a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway.

Me ke aloha,
Kaimana Cabebe, Site Coordinator
Māleka Tolentino, Lead Teacher
Jana Sineci, 'Uo Mamo (Parent Representative)

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Dear Chairman Mizumoto, Vice Chairperson De Lima, and Members of the Board of Education,

We parents, staff and teachers of Pūnana Leo o Kaua'i strongly support inclusion of a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway in the DOE/BOE Strategic Plan. Hawaiian is an official language of our state and one whose promotion is distinctively required in public education. Furthermore, while Hawaiian medium education is open to all, it is of distinctive importance to those who speak Hawaiian at home. For Native Hawaiians speaking Hawaiian at home, continued use of Hawaiian is a traditional and customary right protected by the state constitution. History and sociolinguistic research has shown that without a strong Hawaiian medium school system, Hawaiian speaking children lose Hawaiian as their primary language of daily life. For all children who enter school speaking Hawaiian or a mixture of Hawaiian and English as their dominant language, Hawaiian medium education is the sole form of education that provides access to promotion of Hawaiian in education combined at the same time with federally required civil rights protections as an American linguistic minority.

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Me ke aloha,
Waialoha Fernandes, Site Coordinator
Pūnohu Meade, Lead Teacher
Leinā'ala Obrero, 'Uo Mamo (Parent Representative)

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Dear Chairman Mizumoto, Vice Chairperson De Lima, and Members of the Board of Education,

We parents, staff and teachers of Pūnana Leo o Wai'anae strongly support inclusion of a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway in the DOE/BOE Strategic Plan. Hawaiian is an official language of our state and one whose promotion is distinctively required in public education. Furthermore, while Hawaiian medium education is open to all, it is of distinctive importance to those who speak Hawaiian at home. For Native Hawaiians speaking Hawaiian at home, continued use of Hawaiian is a traditional and customary right protected by the state constitution. History and sociolinguistic research has shown that without a strong Hawaiian medium school system, Hawaiian speaking children lose Hawaiian as their primary language of daily life. For all children who enter school speaking Hawaiian or a mixture of Hawaiian and English as their dominant language, Hawaiian medium education is the sole form of education that provides access to promotion of Hawaiian in education combined at the same time with federally required civil rights protections as an American linguistic minority.

We strongly urge that the DOE/BOE Strategic Plan include provisions for a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway.

Me ke aloha,
Kalehua Caceres, Site Coordinator
Leo Nāho'oikaika, Lead Teacher
Poni Nāpua'elua, 'Uo Mamo (Parent Representative)



16-120 'Ōpūkaha'ia St
Kea'au, HI 96749
(808) 982-4260
(808) 966-7821
www.nawahi.org

Ka Papa Alaka'i

Kēhaulani 'Aipia-
Peters,
Pelekikena

Kēhaulani Shintani,
Hope Pelekikena

Kaleo Hayashida,
Kākau 'Ōlelo

Leilani Ka'apuni,
Pu'ukū

Kamalei Hayes

Kauanoë Kamanā

Nāmaka Rawlins

Pila Wilson

Pelehonuamea
Harman

No 'Ane'i Ko
Kākou Ola!

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Dear Chairman Mizumoto, Vice Chairperson De Lima, and Members of the Board of Education,

We, the governing board of Ke Kula 'O Nāwahīokalani 'Ōpu'u Iki LPCS, strongly support inclusion of a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway in the DOE/BOE Strategic Plan. Hawaiian is an official language of our state and one whose promotion is distinctively required in public education. Furthermore, while Hawaiian medium education is open to all, it is of distinctive importance to those who speak Hawaiian at home. For Native Hawaiians speaking Hawaiian at home, continued use of Hawaiian is a traditional and customary right protected by the state constitution. History and sociolinguistic research has shown that without a strong Hawaiian medium school system, Hawaiian-speaking children lose Hawaiian as their primary language of daily life. For all children who enter school speaking Hawaiian or a mixture of Hawaiian and English as their dominant language, Hawaiian medium education is the sole form of education that provides access to promotion of Hawaiian in education combined at the same time with federally required civil rights protections as an American linguistic minority.

We strongly urge that the DOE/BOE Strategic Plan include provisions for a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway.

Me ke aloha,

Dr. Kēhaulani 'Aipia-Peters
Governing Board Chair
Ke Kula 'O Nāwahīokalani 'Ōpu'u Iki



KULANUI O
HAWAI'I MA HILO

Ka Haka 'Ula O Ke'elikōlani
College of Hawaiian Language

<http://www.olelo.hawaii.edu/khuok/>

MOKUNA
PAPAHANA KĀLA'IKE
Academic Studies Division

Muapuka
Undergraduate Program

Mulipuka
Graduate Program

Kula Maui Ola
Laboratory Schools

Kahuawaiola
Indigenous Teacher Education Program

MOKUNA
HALE KUAMO'O
Hawaiian Language Center Division
Ho'oiikaika Kumu
Hawaiian Medium Teacher Development

Ho'omohala Ha'awina,
Lawelawe Papaho & Keleka'a'ike
Curriculum Development,
Media and Telecommunication Services

KE'ENA HO'OKELE KOLEKE
Administrative Office

200 W. KĀWILI STREET,
HILO, HAWAI'I 96720-4091
KELEPONA (Phone):(808) 932-7360
KELEPA'I (Fax):(808) 932-7409

KE KULA 'O
NĀWAHIOKALANI'ŌPU'U
Hawaiian Medium Laboratory School

16-120 'ŌPŪKAHA'IA ST, SUITE 1
KEA'AU, HAWAI'I 96749
KELEPONA (Phone): (808) 982-4260
KELEPA'I (Fax): (808) 966-7821

He Mea Hai Ma Ka Papaha
Kaulike Me Ke Pai Laemāuna

An Equal Opportunity/
Affirmative Action Institution

November 10, 2016

TESTIMONY FOR GENERAL BUSINESS MEETING
Testimony_BOE@notes.k12.hi.us

Hawai'i State Board of Education
1390 Miller Street
Honolulu, Hawai'i 96813

Aloha Chair Mizumoto and members of the Board:

My name is Dr. Keiki Kawai'ae'a. I am testifying as Director of Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language relative to the BOE/DOE Strategic Plan with particular attention to schooling through the Hawaiian language. The draft plan largely overlooks schooling through Hawaiian. I urge that you assure that in the next draft our state takes the unique opportunity to further institutionalize our national and international leadership in education through our two official languages.

As someone who participated at the grassroots level as a mother in the beginning of the Pūnana Leo preschools and then as a mother and teacher in the DOE Kaiapuni Hawai'i program, and now as a grandmother of children in the program, I can attest to the ability of families and communities to make a difference in education. The rates of graduation and college attendance from schools taught through Hawaiian are exceeding the rates in English medium schools. Furthermore, Hawaiian is returning to Hawai'i as a living language once again. Indeed, the most recent statistics from the US Census Bureau show that Hawaiian is the largest non-English language spoken by school-aged children in our state. This progress has been made from the bottom up and through community insistence on '*Elua 'ōlelo kūhelu*'; '*Elua ala ho 'ona 'auao*' - "Two official languages means providing two educational pathways."

The Hawaiian language medium educational pathway has matured and needs to move beyond its dependence on community grassroots initiatives. It has reached the point where it needs to be included as an equal partner with English language medium education in the DOE including in this strategic plan. Doing so will align the BOE/DOE Strategic Plan with a considerable body of state law as well as a number of the BOE's own policies (e.g., 2104, 2105, 105-14, 105-15). It will also set up a process for addressing and overcoming inequities experienced by participants in Hawaiian language medium education under NCLB including lack of assessments and services through their medium of education.

Ka Haka 'Ula O Ke'elikōlani College has unique legislated responsibilities to work in partnership with the DOE to address P-25 Hawaiian language medium education. I assure you of our commitment to carrying out those responsibilities. Two decades ago through HRS 1301-1302 the legislature mandated the establishment of our College to provide a higher education

continuation of DOE schooling through Hawaiian. We have done so, now providing the B.A., M.A. and Ph.D. through Hawaiian. Our charge was also to provide statewide services such as Hawaiian medium education curriculum development, teacher training, a laboratory school program, and educational technology. Today we are the primary source for the DOE of educational materials through Hawaiian, licensed Hawaiian immersion teachers, on-line contemporary dictionary resources and historical documents in Hawaiian. Our Ulukau Electronic Library has over a million hits a month to Hawaiian language content. In 2004, the legislature further required the DOE to work in collaboration with us through HRS 302H-7 (Hawaiian Language Medium Education - Collaboration). We have been active in working with the new Office of Hawaiian Education and pledge to do even more.

Ka Haka 'Ula has also worked closely with the Hawai'i Teachers Standards Board, which under HRS 302A-802 (c)(4) is mandated to give particular attention to the licensing of teachers providing education through Hawaiian. With the Hawai'i Teachers Standards Board Ka Haka 'Ula created a number of distinct Hawaiian immersion licenses, the very first indigenous language medium teacher licenses in the United States. The Hawai'i Teacher Standards Board has also designated our College for assessing the Hawaiian language proficiency of any student teacher in the state seeking to be licensed to teach through Hawaiian. We offer this assessment system throughout the state.

Recently, Ka Haka 'Ula O Ke'elikōlani was designated by a number of foundations as the home of a new international center - Mokuola Honua. Mokuola Honua serves the language revitalization and minority official language medium education needs of indigenous peoples of the United States and the world. Even before the establishment of the Mokuola Honua Center we had reached out on an international basis bringing, for example, the United Nations affiliated World Indigenous Nations Higher Education (WINHEC) Accreditation to Hawai'i. With WINHEC we established the world's first full P-20 accreditation of an government indigenous language medium education system using our undergraduate and graduate programs integrated with our P-12 public laboratory school program.

While much progress has been made, much more needs to be done if Hawaiian language medium education is to reach its full potential. A major step that needs to be done is to recognize and develop within the BOE/DOE Strategic Plan the distinctive Hawaiian language medium pathway parallel to the English language medium pathway. Again, establishing two distinct pathways for the two distinct official languages of the state aligns the BOE/DOE Strategic Plan with BOE policies, Hawai'i Revised Statutes and the State Constitution.

Mahalo for this opportunity to testify relative to the important strategic plan and the work of Department of Education, the only statewide system among the fifty states and the only one that operates in two official languages.

Me ka 'ōia'i'o,

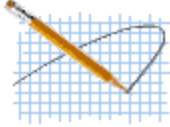


Dr. Keiki Kawai'ae'a

Director

Ka Haka 'Ula O Ke'elikōlani

Signed for Dr. Kawai'ae'a by Dr. Hiapo Perreira, Chair of the Academic Programs Division of Ka Haka 'Ula O Ke'elikōlani



Terry Kimokeo <terry@ahapunanaleo.org>

11/10/2016 02:45 PM

To testimony_boe@notes.k12.hi.us

cc

Subject Community Testimony: Extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan

Aloha mai kākou,

Eia nō au, he makua a me he kupunawahine o kekahi mau keiki e komo ana a me kekahi mau keiki i komo ai i ke kula 'o Nāwahīokalani'ōpu'u a me ka Pūnana Leo o Hāna me Hilo. On behalf of me and my family, we strongly support the inclusion of a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway in the DOE/BOE Strategic Plan.

Mahalo nui,
Terry Kimokeo

**

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Native Hawaiian Education Council

November 14, 2016

Mr. Lance A. Mizumoto, Chairperson
Mr. Brian De Lima, Vice Chairperson
State of Hawai'i, Board of Education
1390 Miller Street, Room 309
Honolulu, Hawai'i 96813

Kathryn S. Matayoshi, Superintendent
State of Hawai'i, Department of Education
P.O. Box 2360
Honolulu, Hawai'i 96804

Via: testimony_boe@notes.k12.hi.us

Re: **November 15, 2016 General Board Meeting**
Agenda Item V. Discussion Items, E
Update on the review and extension of the 2011-2018 Joint Department of
Education and Board of Education Strategic Plan

Dear Chair Mizumoto, Vice Chair De Lima and Superintendent Matayoshi,

The Native Hawaiian Education Council (NHEC or the Council) provided comments to the joint Board of Education (BOE)/Department of Education (DOE) strategic plan update 2011-2018 (the Plan) in an effort to support public education in a manner that our Native Hawaiian families and communities desire and deserve. The Council's comments and perspectives are framed by the Native Hawaiian Education System Vision, Mission and Goals (see attached) and Board Policy E-3, Na Hopena A'o and was submitted by the October 31, 2016 deadline (refer to attachment).

The Council is mindful that Hawai'i operates in a unique context of having a single State Educational Agency (SEA) and Local Educational Agency (LEA); two official languages—English and Hawaiian—that are mediums of instruction in the State's public education system; and a public charter school system that is a blend of Hawaiian language immersion and Hawaiian culture based schools and other innovative community based school settings.

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may



be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.

We have reviewed the 11/15/2016 meeting agenda submittal memo and supporting information provided highlights and summaries of the public comment period metrics, feedback, etc. and we call to your attention the following feedback from the slide entitled *Highlights of Feedback on Draft*:

- **Na Hopena A`o is more than values.** While the Hawaiian language is used in the statements and other descriptors, the Council believes Na Hopena A`o (HA) are descriptors of **outcomes** by which Hawai'i's PK-12 public education system can uniquely illustrate and personify what it means to be educated here in this special place that we call home. HA is broad and encompassing so that all who live here in Hawai'i, regardless of birth place, ethnicity and culture, can find their place, learn and contribute meaningfully in their communities.
- **Advocacy for 'equity' in Hawaiian medium education (i.e., comprehensive pathway in Hawaiian language including dual credit options and principal training).** The Council believes the State of Hawai'i is uniquely positioned to implement Congressional intent of the Every Student Succeeds Act, including greater control and application of resources at the State level. Two pathways of publicly educating our families and communities—in English and Hawaiian—is possible and the BOE and HiDOE should boldly lead such efforts.

We reiterate comments from our attached October 31, 2016 letter with added emphasis regarding the Hawaiian language medium pathway:

Separate BOE education policies 105.7 Hawaiian Education and 105.8 Ka Papahana Kaiapuni because Hawai'i has two official languages—English and Hawaiian—and articulate corresponding strategies to realize the outcomes as articulated in Policies E-1, E-2 and E-3, planning for:

- A. Utilization of the Native Hawaiian Education vision, mission and goals (see attachment) to guide strategy formation.
- B. Immediate implementation of support strategies for Title I schools, many of which have significant Native Hawaiian populations.
- C. Engaging in strategic planning efforts for the State Public Charter School Commission authorizer and its 34 school portfolio, 50% of which are Hawaiian language immersion and/or culture based education.
- D. **Inclusion of a Hawaiian language medium pathway that is parallel to the existing English language medium pathway; and**



Lance A. Mizumoto
Brian De Lima
Kathryn S. Matayoshi
November 15, 2016
Page 3

- E. Consultation with organizations such as the Office of Hawaiian Education, 'Aha Punana Leo, Ka Haka Ula o Ke'elikolani College of Hawaiian Language, 'Aha Kauleo, Kamehameha Schools, Office of Hawaiian Affairs to improve public education systems outcomes.

We particularly call to the BOE's attention, the need to continue iterative development, pilot and implementation and adjustment of standards and authentic assessments for Hawaiian language medium pathway, such as the Kaiapuni Assessment of Educational Outcomes (KAEO).

Again, the Council supports updates to the strategic plan as noted in our October 31, 2016 letter attached and can provide in-kind supports (via the Council's staff) to assist with such updating efforts.

Please feel free to contact the Council's Executive Director, Dr. Sylvia Hussey, directly via e-mail (sylvia@nhec.org), office (808.523.6432) or mobile (808.221.5477) telephone with any further questions and/or access to triggering of Council supports.

Sincerely,



Dr. Lisa M. Watkins-Victorino, Chair

Attachments

cc: Native Hawaiian Education Council and staff





Native Hawaiian Education Council

October 31, 2016

Mr. Lance A. Mizumoto, Chairperson
Mr. Brian De Lima, Vice Chairperson
State of Hawai'i, Board of Education
1390 Miller Street, Room 309
Honolulu, Hawai'i 96813

Kathryn S. Matayoshi, Superintendent
State of Hawai'i, Department of Education
P.O. Box 2360
Honolulu, Hawai'i 96804

Via electronic mail: StrategicPlan@notes.k12.hi.us

Re: Comments re: Joint Department of Education/Board of Education Strategic Plan Update 2017-2020

Dear Chair Mizumoto, Vice Chair De Lima and Superintendent Matayoshi,

The Native Hawaiian Education Council (NHEC or the Council) provides comments to the joint Board of Education (BOE)/Department of Education (DOE) strategic plan update 2017-2020 (the Plan) in an effort to support public education in a manner that our Native Hawaiian families and communities desire and deserve. The Council's comments and perspectives are framed by the Native Hawaiian Education System Vision, Mission and Goals (see attachment) and Board Policy E-3, Na Hopena A'o.

The Council is mindful that Hawai'i operates in a unique context of having a single State Educational Agency (SEA) and Local Educational Agency (LEA); two official languages—English and Hawaiian—that are mediums of instruction in the State's public education system; and a public charter school system that is a blend of Hawaiian language immersion and Hawaiian culture based schools and other innovative community based school settings.

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.



The Council's comments are organized into two areas, comments re: process to construct and content of the Plan; and implementation and monitoring of the Plan.

Comments re: Process to Construct and Content of the Strategic Plan Update

1. **Anchor** the Plan in BOE ends policies E-1 (Philosophy of Education), E-2 (Mission, Vision and Values), and E-3 (Nā Hopena A'o). Policies E-2 and E-3 are noted in the document, however, the three ends or overarching policies (E-1, E-2 and E-3) are not clustered as an anchor and foundation of the plan. As the governing entity of public education, BOE policies should be used to frame strategic, longitudinal planning and implementation.

Philosophy of Education (Policy E-1) is not provided as a foundation for the premise and need for education, the scope of education, recognizing diverse curricular, instructional and assessment programs from pre-school to high school to adults, and traditional and alternative programs.

The mission and vision are cited in the document (from Policy E-2), however, the following values are not articulated in the document:

COMMITMENT TO EQUITY & EXCELLENCE: We believe every child is unique and deserves an excellent education—one that develops the whole student. Students succeed when their specific needs are met and their innate gifts and abilities are nurtured.

MEANINGFUL LEARNING: We learn from many sources and in many ways. Hawai'i provides abundant real-world learning environments relevant for success in a culturally diverse, technologically complex, and interdependent global society.

CARING RELATIONSHIPS: Education is a responsibility shared by all and the best results come when we work together with aloha, respect, integrity, and openness.

CONNECTION TO COMMUNITY, FAMILY, AND 'ĀINA: We see students as part of an extended 'ohana, the environment, a larger community and a global society. Hawai'i students value these connections and become stewards to help make our world a better place.

2. **Incorporate** all elements of public education under the responsibility of the BOE (administratively or otherwise) in the Plan. For example, the Plan is silent on the systemic strategies and integrations of the current 34 school charter school system; the current 50 site public library system; and the Hawai'i Teacher Standards Board (HTSB)



representing licensing requirements for almost 12,000 teachers throughout the State of Hawai'i.

The scope of education as outlined in Policy E-2 indicates “pre-school to high school to adults”, the Plan does not explicitly address the “book ends” of public education—“pre-school” and “adults”. Strategic opportunities exist for the BOE to coalesce families, communities, business, government, post-secondary and higher education sectors for collective impacts of public education.

Incorporating the unnamed sectors (e.g., charters, libraries, teacher standards) of public education into the Plan will likely push back the review and approval of the Plan by the BOE to after the December 6th targeted date; however, the continued exclusion of the unnamed sectors of public education severely limits the scope of opportunity for public education transformation in the State of Hawai'i.

3. **Map** backwards from the “ends policies” to systemic level strategies, keeping the level of focus on “60,000 foot level” strategies organized by Policy E-3, Na Hopena Ao (HA, outcomes focused policy) in the six areas: belonging, responsibility, excellence, aloha, total well-being and Hawai'i.
4. **Elevate** public charter school education from an Administrative Rule to the Board policy level which then signals the recognition of and support for public charter schools as a key strategy to realize the outcomes as articulated in Policies E-1, E-2 and E-3.
5. **Re-organize** plan to align to Board policy classification (i.e., student success, staff success, effective systems of support, Board of Education governance, Department of Education, libraries, adult schools).
6. **Cascade** articulated “30,000 foot level” tactics in the six areas of HA focus to the DOE, Public Charter Commission, Public Library System, HTSB, early learning and adult education components.
7. **Leverage** community partners for collective contribution to the advancement and success of public education in the State of Hawai'i via the construction and implementation of the Plan.
8. **Separate** BOE education policies 105.7 Hawaiian Education and 105.8 Ka Papahana Kaiapuni because Hawai'i has two official languages—English and Hawaiian—and articulate corresponding strategies to realize the outcomes as articulated in Policies E-1, E-2 and E-3, planning for:
 - A. Utilization of the Native Hawaiian Education vision, mission and goals (see attachment) to guide strategy formation.



- B. Immediate implementation of support strategies for Title I schools, many of which have significant Native Hawaiian populations.
 - C. Engaging in strategic planning efforts for the State Public Charter School Commission authorizer and its 34 school portfolio, 50% of which are Hawaiian language immersion and/or culture based education.
 - D. Inclusion of a Hawaiian language medium pathway that is parallel to the existing English language medium pathway; and
 - E. Consultation with organizations such as the Office of Hawaiian Education, 'Aha Punana Leo, Ka Haka Ula o Ke`elikolani, College of Hawaiian Language, 'Aha Kauleo, Kamehameha Schools, Office of Hawaiian Affairs to improve public education systems outcomes.
9. **Call out** specific connection strategies to post high pursuits (e.g., college, career, community, dual credit, dual enrollment);
10. **Call out** specific early learning strategies;
11. **Create** indicators targeting family, school and community engagement and school quality;
12. **Stratify** and map indicators to Board policies and plan (see comment #2 above).
- A. For example, **Strategic Plan** progress indicators should help to answer the following questions: What is the end goal (policies E-1, E-2 and E-3)? How are we going to get there (strategies)? How do we know we have successfully implemented the strategies)? How do we know if the implemented strategies led to the desired outcomes? What are the “top line” progress markers of the Plan?
 - B. **Student Academic** point and progress indicators should help to answer similar questions about student academic progression “rolled up” to the system level.
 - C. Other indicators should focus on progression of early learning, charter schools, library systems, HTSB and related systems integration.

For example, the Plan currently treats student academic indicators as the strategic plan indicators/scorecard which is akin to using indicators of how an individual apple is doing academically, vs. the planting, maintenance and harvesting of the apple tree orchard. Both indicators are important, but not useful when placed out of context and relevance.



Lance A. Mizumoto
Brian De Lima
Kathryn S. Matayoshi
October 31, 2016
Page 5

Comments re: Implementation and Monitoring of the Plan

1. **Cascade** strategic planning efforts to tactical and operating planning efforts, including on-boarding, off-boarding and maintenance strategies.
2. **Implement** iterative Plan monitoring, measurement, adjustment.
3. **Stay** the course when the Plan is finalized, through the 2020 period; changing targets, projects, initiatives and other elements without giving time for implementation, learning and adjustments, will derail the public education transformational efforts.
4. **Address** root issue of how to communicate more effectively to multiple stakeholders (e.g., consumable bites of information, infographics, accessible and clear data retrieval, making meaning of data).

Again, the Council supports updates to the strategic plan as noted above and can provide in-kind supports (via the Council's staff) to assist with such updating efforts.

Please feel free to contact the Council's Executive Director, Dr. Sylvia Hussey, directly via e-mail (sylvia@nhec.org), office (808.523.6432) or mobile (808.221.5477) telephone with any further questions and/or access to triggering supports.

Sincerely,



Dr. Lisa M. Watkins-Victorino, Chair

Attachment

cc: Native Hawaiian Education Council and staff





KEAOMĀLAMALAMA

www.keaomalalama.org

Nu'ukia (Vision)

'O Hawai'i ke kahua o ka ho'ona'auao.

Hawai'i is the foundation of our learning.

Ala Nu'ukia (Mission)

I nā makahiki he 10 e hiki mai ana e 'ike 'ia ai nā hanauna i mana i ka 'ōlelo a me ka nohona Hawai'i no ka ho'omau 'ana i ke ola pono o ka mauili Hawai'i.

In 10 years, kānaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna and new 'ike to sustain abundant communities.

Pahuhopu (Goals)

In the next 10 years, our learning systems will . . .

Goal #1 — 'Ōlelo Hawai'i:

Advance 'Ōlelo Hawai'i Expectations

Develop and implement a clear set of expectations for 'ōlelo Hawai'i that permeates all levels of education.

Actualize a Hawaiian Speaking Workforce

Increase a prepared 'ōlelo Hawai'i workforce to ensure community and 'ohana access and support.

Amplify Access and Support

Increase 'ōlelo Hawai'i context and programming to support the kaiāulu.

Achieve Normalization

Pursue normalization of 'ōlelo Hawai'i.

Goal #2 — 'Ike Hawai'i:

Actualize 'Ike Hawai'i

Increase use of knowledge from traditional and diverse sources.

Amplify Leo Hawai'i

Increase 'ohana and kaiāulu learning and participation.

Advance Hana Hawai'i

Increase resources to support practice and leadership.



Established in 1994 under the Native Hawaiian Education Act, the statutory responsibilities of the Native Hawaiian Education Council are to Coordinate, Assess, and Report & Make Recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies and procedures to improve the educational attainment of Native Hawaiians.



November 13, 2016

Dear Chair Mizumoto, Vice Chair De Lima and Board Members: I am pleased to submit testimony **affirming the inclusive process modeled** during the BOE/DOE Strategic Plan review and extension.

The Harold K.L. Castle Foundation is a private foundation whose mission is to close the achievement and college attainment gaps in public education so that all of Hawaii's children have access to and benefit from high-quality education that prepares them for a successful future. Each year we invest nearly \$4 million in Hawaii public schools.

We – alongside with several other private foundations - are honored to partner with the BOE and DOE in supporting the review and extension of the Strategic Plan. Initial outreach hosted by State Teacher Fellows and the DOE's Office of Strategy, Innovation and Performance literally led thousands of people to provide input. Community meetings across the state hosted by individual Board members offered stakeholders critical opportunities to offer more detailed feedback. Surveys first of Goal 2 and 3 and then a full draft Plan again offered the public the chance to weigh in. Throughout, leadership at the Board of Education and Department of Education have modeled a highly participatory, deliberate process that shows the very best of what happens when adults collaborate on behalf of students.

I encourage you to affirm both the process as well as the product. Now is the time to move from planning to action. For the Strategic Plan to drive forward progress, it must be finalized so state offices can set performance monitoring routines in place and for schools and complex areas to adjust their academic and financial plans. Setting a clear course also allows external partners like ourselves to adjust our own direction. We often talk about needing to all row in the same direction – now is the time to make this sentiment a reality.

Mahalo piha for your leadership in public education and the opportunity to submit testimony.

Sincerely,

Alex Harris

Senior Program Officer for Education

BOE General Business Meeting Tuesday, November 15th 1:30 pm

Queen Liliuokalani Building
1390 Miller Street, Room 404
Honolulu, HI 96813

General Business Meeting Agenda Item V.E.: Update on the review and extension of the 2011–2018 Joint Department of Education and Board of Education Strategic Plan.

Donald B. Young
UHM College of Education

In Support

The draft 2011–2018 Joint Department of Education and Board of Education Strategic Plan is well designed, comprehensive, and focused, having benefited from multiple iterations of community input. As Dean of the College of Education at the University of Hawaii at Manoa, I have personally participated in several reviews of the plan and fully support this version.

Over the last year our College of Education faculty have had multiple opportunities to review the drafts and provide input to the developing plan. In addition to the presentations and discussions held in community forums, the Department provided opportunities online to provide written feedback that we have been assured was read diligently and included in revisions.

I also co-chair the Teacher Education Coordinating Committee (TECC), which is a Legislatively created body comprised of the leaders of all teacher preparation programs operating in Hawaii, the Hawaii Teacher Standards Board, P20 Partnerships for Education, the Hawaii State Teachers Association, as well as inviting online comments on the drafts. Department of Education staff presented the draft plan to the TECC members who were then fully engaged in reviewing the goals and objectives with a particular focus on implications for teacher preparation. TECC members are therefore well informed about this comprehensive plan, its proposed directions, and implications for teacher preparation and professional development support efforts.

As a member of the P20 Council, I had opportunity to hear from various perspectives regarding the draft plan from K–12 educators, higher education administrators, and community representatives. As a result I find myself substantively in support of the proposed Strategic Plan.

There are opportunities and concerns, however. We need to commit to opportunities for students, such as a focus on high quality standards in English Language Arts, mathematics, science, and social studies, both early childhood education and expanded

early college, support for Hawaiian language immersion, inclusion of the Arts for all students, alignment and support for afterschool programs that extend learning time, among others. In order to accomplish the Goal 1 objectives we need to celebrate teachers and teaching, retain and support new teachers and assist them in becoming highly effective, provide ongoing professional development, and incentivize teachers to remain in education. Systems of support include higher education partners. We currently enjoy stronger partnerships and collaboration between the Department and higher education than any time in the past thanks to the direction set and opportunities provided by the Superintendent of Education. By implementing the Strategic Plan we can strengthen and support these partnerships on behalf of students and teachers.

The draft Strategic Plan embraces Nā Hopena A'ō that defines the values we hold for all our students, P-20. The College of Education has also embraced Nā Hopena A'ō in our teacher preparation programs and in support of Mālama Honua. We commend the Department for its foresight in defining these values that characterize our common sense of place.

The concern is about implementation. Once the Strategic Plan is finalized and adopted, we will make the commitment to full implementation?

November 11, 2016

Hawai'i State Board of Education
General Business Meeting
Lance Mizumoto, Chair
Brian De Lima, Vice Chair

Re: Proposed revisions for Review and Extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan

Dear Members of the Board of Education,

I am writing as a professor of education, current community advocate for public education, and former BOE member and Vice Chair and Chair of the Student Achievement Committee (2014-2016).

During my tenure on the Board, I advocated for policies and practices that addressed the needs of students and families who have been traditionally marginalized by our school system, specifically our English Learner, multilingual, and immigrant families. Overall, I am in agreement with the vision, mission, goals, and objectives of the strategic plan drawn from the input of our diverse community. I am pleased to see a significant emphasis in this document on the “focus on equity and closing the achievement gap that continues to separate students from equal opportunity and outcomes,” which is particularly relevant for our EL students. I also appreciate the emphasis on identifying and addressing both “student strengths and challenges.” I examined each of the strategic plan’s goals, objectives, and indicators from this point of view and would like to offer the following perspectives (*italicized below*) to address the educational experiences of our EL student population, who make up approximately 10% of HIDOE student population.

System-wide Values and Organizational Culture

*I am pleased to see the strategic plan adopt the Na Hopena A ‘o outcomes as integral to the aims of the system as a whole. In addition to Na Hopena A ‘o being foundational, it is important to make explicit references to Hawai‘i’s unique indigenous, multicultural, and multilingual student populations throughout the document. Stress these as strengths and assets of our community beginning with adding this in the opening statement “Our unique values, sense of place, **cultural and linguistic diversity**, and strong community are all increasingly important here and around the world.*

Goals, Objectives, Strategies for Achieving Student Outcomes

Goal 1 – Student Success: All students demonstrate they are on a path toward success in college, career, and citizenship.

The term citizenship can have very different meanings, particularly to our immigrant students. They might view the word in terms of obtaining US citizenship as opposed to the larger goal of participation in civic life or community. Consider replacing “citizenship” with “community” (refer to P20’s definition) or “civic life” (refer to National Council for Social Studies C3 framework) to align more with what dispositions

we are seeking in our students. It is also important to stress that civic life and community readiness happens now and does not happen after you go to college or have a career.

Objective 1.1 Empowerment

Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate student **voice**.

When considering student “voice,” recognize that our EL and immigrant students may not feel empowered to use their “voice” because of language differences or shame. We must value their multilingual abilities as assets and as a resource to express themselves, while they are also obtaining proficiency in the medium of instruction.

Objective 4. Prepared and Resilient: All students transition successfully throughout their educational experiences.

Students who feel connected to school are more likely to engage and to learn. Students’ transitions between schools—whether advancing to middle or high school or transferring between schools—can disrupt their sense of connectedness. Schools’ planning intentionally to support students’ transitions can make a big difference in student success.

*When considering transitions, it is important for educators to recognize that our EL and immigrant students are making “transitions” when they move to a new country, new neighborhood and school. Consider including EL and immigrant student experiences as examples of transitions that exemplify resiliency by adding the following example to this section, “**or moving to a new country or learning a new language.**” It is also important to recognize how these transitions does not mean changing or forgetting where one comes from. Educators can use translanguaging strategies to help EL students move fluidly between home and target languages to communicate.*

Goal 2 – Staff Success: Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

Objective 1. Focused Professional Development: Develop and grow employees to support student success and continuous improvement.

It is important to have focused professional development based on who the students and community are (i.e. culture, ethnicity, languages, disabilities, gender, socio-economic status) and their needs. Consider adding the following into Objective 2.1:

Realign professional development resources to support student success objectives **and be responsive to the identities and needs** of individuals, schools, **community**, complexes, and state offices (e.g., interdisciplinary and relevant lessons, social-emotional learning, instructional strategies to address all types of learners, special education inclusion, **language development**, quality classroom assessments).

Objective 2. Expanded Professional Pipeline and Objective 3. Timely Recruitment and Placement: Timely recruitment and placement of applicants to better serve all students by addressing equity and achievement gaps.

*I appreciate the strategic plan's on targeted efforts to recruit needed and "high demand skills and abilities" such as multilingual educators. Consider adding under Objective 2: **Develop a professional pipeline to recruit, train, and support multilingual community members who are para-professionals or part-time teaching assistants to gain teacher certification to increase the pool of qualified EL and/or multilingual teachers.***

Finally, along with focused professional development, a monitoring system must be established to track and ensure we have qualified teachers teaching our EL students. Without clear standards and an accountability system, the reality is that often part-time assistants fill these EL specialist positions with little or no formal EL training.

I was pleased to see an Indicator in the Strategic plan scorecard be: teacher positions filled in hard to fill positions (SPED, ELL). This will require the HIDOE to outline EL teacher requirements (i.e. credits, licensure program) and monitor EL positions.

Goal 3 - Successful Systems of Support: The system and culture of public schools work to effectively organize financial, human, and community resources in support of student success.

All levels must to work together to increase resources to improve EL services and develop new innovative initiatives focused on multilingualism. Since 2006, HIDOE central office's staff has been downsized to the detriment of servicing EL students. Despite serving similar # of students, the EL staff is disproportionately under-staffed compared to the special education staff. More funds are need to increase EL staffing at the central office to provide stronger systemic support to schools and students, especially in light of the new ESSA accountability system which requires more EL oversight.

More funds are needed at the school level for more professional development, curricula, translators and interpreters, and outreach support for families (i.e. Bilingual/Bicultural School-Home Assistants, newcomer centers).

In addition, designate categorical funds toward dual language programs for its largest immigrant languages at the early-childhood and elementary levels, which are proven to show the most impact on academic achievement and English development.

Overall, I support the direction of the Strategic Plan, but I would like to see how it can be more specific in addressing issues of equity, particularly with our high needs EL students. I hope my suggestions provide the Board of Education and Department with the perspectives and necessary steps to support our multilingual students and families.

Sincerely,



Patricia E. Halagao, Ph.D.



Linell Dilwith/STVSON/HIDOE

11/13/2016 01:13 PM

To testimony_boe@notes.k12.hi.us
cc
Subject Testimony

November 13, 2016

To: Board Of Education Members

From: Linell Dilwith, Stevenson Middle School Principal

Re: Support of Strategic Plan Draft

My name is Linell Dilwith and I have served as the Principal of Robert Louis Stevenson Middle School for the past five years. I am writing in support of the State Strategic Plan Draft. Having been an administrator for the past 13 years, I appreciate and depend upon the direction of the State's Strategic Plan in supporting what I do at the school level. The Strategic Plan is significant because it gives me a broad idea of the state direction while allowing me the flexibility to tailor initiatives to the needs of my staff and students.

There are two areas in the Draft Strategic Plan that I believe are critical in the success of students and schools. First, in Goal 1: Student Success, addressing the Whole Child and Well Rounded Child is really the missing piece. For too long, our focus has been on content areas like Math and English and we paid little attention to the needs of the entire student. Implementation of the objectives in goal 1 will not only address students' physical, mental, and social-emotional health through school programs and partnerships but will promote and support students' well-being well beyond the classroom. ^[L]_[SEP] I am thrilled to see these areas included in the Draft plan.

The second area of the updated Strategic Plan that I believe is necessary in the success of our system lies in Goal 2: Staff Success. This area needs serious attention, specifically the objectives that focus on the Professional Pipeline and Timely Recruitment and Placement. As a principal it is very hard to do my job when there are little to no qualified applicants available to us. Not only is there a lack of qualified applicants in almost all subject areas but there are NO applicants in areas like Deaf Education and Special Education. It is not okay to deny students access to such programs because of a lack of personnel. The additions of such objectives to the Draft State Strategic Plan are necessary and critical.

In my opinion, the Draft State Strategic Plan is thorough, comprehensive and addresses areas that have been lacking in previous years. This updated plan will support what I do as a principal and help me move my school forward. This plan should be implemented immediately.



Josh Reppun <josh@reppun.com>

11/13/2016 01:53 PM

To testimony_boe@notes.k12.hi.us

cc

Subject BoE Meeting November 15th

Aloha Board of Education Members,

I am: Joshua Engel Reppun, a citizen of Hawaii, born and raised in Hawaii, an employee of Apple, Inc., and an “community screener” of the education documentary “Most Likely to Succeed.”

Meeting: General Business Meeting.

Agenda item: With regard to the establishment of an investigative committee that will investigate issues related to the search for a new Department of Education Superintendent.

Postion: I support the idea that the search committee investigate deeply the “issues” related to the choosing of a new superintendent. I believe Hawaii is at a turning point with regard to public, private and charter school education. Echoing what Rep. Takashi Ohno stated on *Hawaii News Now* the night news broke the Board would be looking for a new superintendent, we need to search every corner of our local community, the national community and the global community for the best possible person to, 1. lead our public schools towards education that is grounded in project-based, challenge-based, problem-based, inquiry-based, culture-based, placed-based, experiential and purpose-driven teaching and learning, and 2. lead our public schools into authentic and empowering partnerships with private and charter schools, higher education, and our business and nonprofit communities, and 3. work to make Hawaii a model to the nation of progressive, innovative and creative teaching and learning, and 4. help our State Department of Education become THE place for teachers from around the world to come and teach. Our next superintendent must be committed to creating a state-wide culture of educational empowerment, and be fully committed to the Governor’s Blueprint. If we, the people of Hawaii do not seize this moment, it will be another generation before we have 100% of classrooms that engage and excite our young learners.

Thank you,

Josh Reppun

Former teacher, now a specialist at Apple Ala Moana

Co-Producer of *Ka Helena A’o: The Learning Walk* at kelseymatsu.com

@MLTSinHawaii, @joshreppun and @GTCBrain on Twitter

On Facebook at <https://www.facebook.com/MLTSHawaii/>

808.342.0504

**

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**



Mireille Ellsworth <ellsworthhsta@gmail.com>

11/14/2016 07:02 AM

To "testimony_boe@notes.k12.hi.us"
<testimony_boe@notes.k12.hi.us>

cc

Subject TESTIMONY for General Business
Meeting Nov. 15, 2016

TO: Hawaii State Board of Education

FROM: Mireille Ellsworth, Teacher, Waiakea High School

RE: General Business Meeting, Nov. 15, 2016 at 1:30 p.m.

Agenda Item V. E. [Update on the review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan](#)

Dear Chair Mizumoto and Board of Education members,

My name is Mireille Ellsworth, and I have been teaching English at Waiakea High School for 12 years, although I have a total of 18 years of teaching experience.

I am greatly disappointed that the Strategic Plan still shows that our Dept. of Education leadership has not addressed the major concerns with basing student success primarily on standardized test scores, especially using the Smarter Balanced Assessment.

Teachers are not allowed to see this test, and therefore it is ridiculous to know for sure if we are properly preparing students for it. The test publisher is more interested in keeping costs down and maximizing profit than releasing previously used test questions (as the PSAT, SAT, and ACT all do). As an English teacher, I am put in the horrible position of being forced to use a workbook called SpringBoard on blind faith that this is adequately preparing students for the Smarter Balanced, but this curriculum is not engaging and actually has serious errors in it!

One example is when I took home the teachers' edition to plan a lesson, then assigned it to students the next day only to find out from the students that the article in the student version is completely different than the teacher's edition! The article is somewhat similar in subject matter (about labor struggles in American history) and the photograph is exactly the same, but it is not the same article! I was extremely embarrassed.

I have had to put away my best and most engaging lessons to the side in order to teach the mediocre curriculum provided to me, and I struggle daily with the moral dilemma of doing what's right for students while still teaching to the standards versus being compliant and following the curriculum designed by a publisher who is obviously gearing this curriculum to inner city students, primarily African-American and hispanic, not the cultures represented in Hawaii.

Furthermore, I teach semester English classes that are required for graduation, and students who do not have access to computers at home depend on the limited time we have in the computer lab to learn how to format papers properly (as is expected in college) as well as just to type their final drafts. During the two months second semester that tests must be administered to students at my school, there is no access to computer labs because of the state testing. Also, we cannot live stream video from the internet during that time. My colleague who is a social studies teacher is unable to have the students view CNN Student News and other teachers are unable to show videos only accessible online (usually using their own personal Netflix account or renting through Amazon using their own money). The Smarter Balanced Assessment is intrusive to our students' learning time and impedes access to technology crucial to 21st century educational practices.

I urge the Board to instruct DOE to apply for the testing pilot available through the Every Student Succeeds Act, the "Innovative Assessment Demonstration Authority." Here is a link to a very informative report released just last month about the possibilities.

<http://www.fairtest.org/assessment-matters-constructing-model-state-system>

In the best interests of students,

Mireille Ellsworth

**

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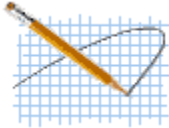
**



boe_hawaii@notes.k12.hi.us
11/14/2016 07:34 AM

To Testimony BOE/HIDOE@HIDOE
cc
Subject Fw: testimony related to increase in
impact fees

----- Forwarded by BOE Hawaii on 11/14/2016 07:34 AM -----



Peggy Graybill <graybip@fastmail.com>
11/12/2016 07:08 PM

To boe_hawaii@notes.k12.hi.us
cc
Subject testimony related to increase in impact
fees

My name is Peggy Graybill and I am a member of Faith Action for
Community Equity and the Housing Now! coalition.
I oppose raising impact fees along the HART corridor from Kalihi to Ala
Moana. Raising the impact per unit to \$9,374 will discourage future
development of low income affordable housing and the development of the
rail, which is key to the working poor being able to live outside very
expensive Honolulu and still be able to work in the city. I also oppose
applying the impact fee to accessory dwelling units, who tenants will
more than likely be individuals without children because to there small
size.

Go faster alone, go farther together

Peggy Graybill

**

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November 15, 2016

Hawaii Board of Education
General Business Meeting
Lance Mizumoto, Chair
Brian De Lima, Vice Chair

Aloha Chair Mizumoto and Vice Chair DeLima,

We are a group of advocates, representing Native Hawaiian, parent, disability, higher education, multilingual, social justice, and education reform communities, and would like to provide comments on advancing equity and improving student achievement in the joint HIDOE and BOE Strategic Plan. Drawing from our own professional backgrounds in equity in education, we have worked collaboratively to investigate nationally the advancement of equity under the Every Student Succeeds Act (ESSA) with the goal of bringing diverse interests together and applying best practices to Hawai'i. We are committed to equity in education through the State's two official languages--English and Hawaiian. We are especially concerned for specific groups that need particular attention - students with disabilities, students who do not speak the language of instruction, students with socio-economic challenges, and racial and ethnic groups that have historically not succeeded in our schools.

We generally like the direction of the Strategic Plan. However, we feel that the scope is too focused on general HIDOE K-12 education and does not encompass all students' needs. We suggest that the plan extend its scope to include all responsibility areas of the BOE--public library systems and public charter schools. In addition, as a process, we suggest mapping backwards from the BOE "ends policies" E-1 (Philosophy of Education), E-2 (Mission, Vision and Values), and E-3 (Nā Hopena A'o) to strategies, to tactics, to operational activities, at the "systems" level.

Goals 1 (Student Support), 2 (Staff Support) and 3 (Successful Systems of Support)

We support the direction of all three Goals of the Strategic Plan. In particular, we like the emphasis put on family and community engagement, both in Goal 1 and in Goal 3. We know that with parents, families, and community members as partners, schools can better prepare students for college, career, and community. This is particularly important for struggling students. We think effective communication is critical when it comes to engaging the community. However, often there is not enough resources or attention put on communication, which leaves families, particularly our multilingual families where English is not the home language, behind. Information should be presented in consumable bites of information with infographics that are accessible and easy to understand, and in multiple languages to help connect with all families. We hope that family "involvement" can also be elevated to "engagement" and/or "partnership." With so much diversity amongst our students and families, we need to embrace our parent, family, and communities' cultural and linguistic assets as part of the solution for school improvement.

Another point that we feel is missing from the Strategic Plan is the mention of Hawaiian language instruction. We have two official languages in the state, but yet there is only mention of the English language pathway. We believe there should be a Hawaiian language pathway that is parallel to the existing English language pathway. Puerto Rico has an example of a parallel track in Spanish schools that we can use as a model. Multilingualism is important for equity, for all students, because fair language access should be given for both of the official languages of the State of Hawai'i, as well as other world and immigrant languages.

Strategic Plan Scorecard

We like the fact that the Strategic Plan includes indicators to track how the school system is progressing. Accountability and transparency is critical for equity. Indicators that measure student and school performance identify schools in need of support and prompt action to raise student achievement. Among the ten indicators listed in the plan, we would like to comment on and share our support for the following three indicators:

Chronic Absenteeism: We support strongly the indicator of chronic absenteeism for equity. Schools demonstrate higher chronic absenteeism rates for some groups of students—especially low-income students, Native Hawaiian students, and students with disabilities.¹ Therefore, we need transparency on whom or which group is chronically absent. On average, schools with higher chronic absenteeism rates are tied to having lower academic proficiency rates and vice versa. This holds for students overall and for each group of students.² We realize that schools are not able to control all situations when a student is absent. However, the research is clear that schools can impact students' absenteeism rates.³ We also advocate for additional resources be allocated to schools to support their efforts to help students be in school.

School Climate Survey: High quality student and parent surveys can provide important information about a school. We agree with extending the use of tripod survey instrument as an indicator of school quality in the short-term, but feel that the HIDOE should consider in the mid-term, a pilot to develop and field test a more community based instrument(s) using more asset-based method(s) (e.g., focus groups, family, and community-based talk story) to gather intended data regarding school quality/school environment and family-school-community engagement/partnerships. We suggest that a survey built around Nā Hopena A'o would be appropriate in this situation, and we would be willing to work with the HIDOE to develop such an instrument.

Achievement scores: Statewide, annual assessments aligned with state standards are an important way of measuring student progress consistently across schools and the state.⁴ For this reason, we support using the Smarter Balanced Assessments (SBA) at this time for English language medium schools and continued HIDOE development of Hawaiian language medium assessments. In addition, we appreciate the accommodations SBA makes for students with disabilities and EL students. Transparency on a statewide test is critical for understanding where struggling and high needs students fair in comparison to all students. At the same time, however, we also value the use of authentic and performance-based assessments in an appropriate context (e.g., classroom, multilingual, formative, tactics or strategies), and would support moving towards a more balanced and wholistic assessment system going forward.

We look forward to continuing to work with the Board of Education and the Department of Education to support education equity in Hawai'i.

¹ Robert Balfanz and Vaughn Byrnes, "The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools," (Baltimore: Johns Hopkins University Center for Social Organization of Schools, May 2012).

² Based on an Education Trust analysis of Florida Department of Education, Massachusetts Department of Education and Michigan Department of Education data (2015).

³ Attendance Works, "Evidence-Based Solutions." <http://www.attendanceworks.org/research/evidence-based-solutions/>, December 2014.

⁴ "The Every Student Succeeds Act: What's in it? What does it mean for equity?" <https://edtrust.org/resource/whats-in-the-every-student-succeeds-act-assessments/>, The Education Trust, January 2016.

Chair Lance Mizumoto
Vice Chair Brian DeLima
November 15, 2016
Page 3

Sincerely,

Martha Guinan
Cheri Nakamura
Kanakolu Noa
Sylvia Hussey
Patricia Halagao
Brook Chapman DeSousa
Gavin Thornton
William (Pila) Wilson

ASSOCIATED STUDENTS OF THE UNIVERSITY OF HAWAI‘I AT MĀNOA
2465 Campus Road, Campus Center 211A
Honolulu, HI 96822

Senate Resolution 03-17

IN REGARDS TO THE HAWAI‘I DOE STRATEGIC PLAN

- WHEREAS*, the Associated Students of the University of Hawai‘i at Mānoa (ASUH) Senate is the elected body representing approximately 11,000 full-time classified undergraduate students; and,
- WHEREAS*, the 104th Senate of ASUH includes and represents former students of the Hawai‘i Department of Education (HIDOE); and,
- WHEREAS*, every student deserves access to a curriculum that is broad and rich in content; and,
- WHEREAS*, every student has the right to pursue careers in their chosen fields; and
- WHEREAS*, liberal art programs are typically one of the first programs cut or eliminated in difficult times; and,
- WHEREAS*, the arts help characterize people, both as individuals and as a society¹; and
- WHEREAS*, it is crucial for students to challenge their minds in various ways as they grow to ensure that they gain the skills required to live in our diverse society; and,
- WHEREAS*, the arts have shown to promote students’ learning experience and can lead to greater academic achievement; and,
- WHEREAS*, the Every Student Succeeds Act (ESSA) was signed by President Barack Obama on December 10, 2015; and,
- WHEREAS*, the ESSA replaced the No Child Left Behind Act (NCLB); and
- WHEREAS*, the ESSA gives more opportunity for school districts to devote resources in activities that support a well-rounded education²; and
- WHEREAS*, Secretary of Education John King expressed that a well-rounded education is critical for a safe, supportive and enjoyable learning environment²; and

¹ <http://eric.ed.gov/?id=EJ888581>

² <http://www.ecs.org/ec-content/uploads/ESSAs-Well-Rounded-Education-1.pdf>

WHEREAS, Goal #1, Objective #3 of the draft Department of Education/Board of Education Strategic Plan Update 2017-2020 for Hawai‘i expresses that students shall be offered a rigorous, well-rounded education so that they are prepared to be successful; and, therefore,

BE IT RESOLVED, that the ASUH firmly believes that maximal amount of support in all subject areas is necessary for students to experience the rigorous and well-rounded education needed for students to prepare for their post-high school goals; and;

BE IT FURTHER RESOLVED, that the ASUH humbly requests the Hawai‘i DOE to place strong emphasis on Goal #1, Objective #3 of the Department of Education/Board of Education Strategic Plan Update 2017-2020; and;

NOW, THEREFORE, BE IT FINALLY RESOLVED, that certified copies of this resolution shall be sent to the Hawai‘i State Governor David Ige, the Hawai‘i State Governor’s ESSA task force, Hawai‘i State Board of Education Chairman Lance Mizumoto, Superintendent of Education Kathryn Matayoshi, Chairperson of the House Committee on Education Representative Roy Takumi, and Chairperson of the Senate Committee on Education Senator Michelle Kidani, and the Ka Leo o Hawai‘i.

ROLL CALL VOTE TO SPECIAL ORDER SR 03-17

Aye(s): Vice-President Dela Cruz, Treasurer Hinshaw, Secretary Nishihara, Senators-at-Large Callihan, Chen, Enriquez, Willis, Senators Chen, Crollard, Delos Reyes, Finau, Fong, Ho, Honda, Ikeda, Ishii, Klinestiver, Lao, Lee, Leval, Lo, Negrillo, Omokawa, Takagi, Tran, Urasaki, Utashiro, Wang, Yamada, Zabanal **[30]**

Naye(s): **[0]**

Abstain(s): **[0]**

ROLL CALL VOTE TO ACCEPT SB 13-17 WITH AMENDMENTS

Aye(s): Vice-President Dela Cruz, Treasurer Hinshaw, Secretary Nishihara, Senators-at-Large Callihan, Chen, Enriquez, Willis, Senators Chen, Crollard, Delos Reyes, Finau, Fong, Ho, Honda, Ikeda, Ishii, Klinestiver, Lao, Lee, Leval, Lo, Negrillo, Omokawa, Takagi, Tran, Urasaki, Utashiro, Wang, Yamada, Zabanal **[30]**

Naye(s): **[0]**

Abstain(s): **[0]**

Introducers: Danson Honda, Senator of the College of Arts and Sciences, Jannah Lyn Dela Cruz, Vice-President



HOUSE OF REPRESENTATIVES

STATE OF HAWAII
STATE CAPITOL
HONOLULU, HAWAII 96813

TESTIMONY FOR THE HAWAII STATE BOARD OF EDUCATION
GENERAL BUSINESS MEETING
TUESDAY, NOVEMBER 15, 2016, 1:30 P.M.
RE: UPDATE ON THE REVIEW AND EXTENSION OF THE 2011-2018 JOINT DEPARTMENT OF
EDUCATION AND BOARD OF EDUCATION STRATEGIC PLAN

Aloha Chair Mizumoto, Vice Chair De Lima and Member of the Board,

I'm testify today to highlight my support on the "[Update on the review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan.](#)"

I support Goal 2, Objective 2, Bullet Point 3: Celebrate the teaching profession in partnership with professional associations and other community organizations to attract more candidates to the teaching profession and public schools as a place of work and service. The narrative that our public schools are failing and worst in the nation does a disservice to our educators and our NAEP, SBAC, and Hawaii P-20 data. This narrative only exacerbates our problems in attracting the best candidates to our public schools.

I support Indicator 5: Achievement Scores. Policymakers and parents need a common denominator when discussing schools, and until there is a better option, I believe the SBAC is our best choice.

I support Indicator 8: College Going Rate. Nationally, college graduates still have lower unemployment rates and higher wages compared to non-college graduates. Locally, this holds true as well. DBEDT published a study in January 2016 that finds college graduates have an unemployment rate less than half of high school graduates and have higher median annual earnings. Find the study attached to my testimony. There are well paying jobs for students that pursue vocational opportunities, but the data shows that there are even more if you go to college.

Mahalo for this opportunity to testify,

A handwritten signature in black ink that reads "Takashi Ohno".

Takashi Ohno, District 27
Hawaii State House of Representatives

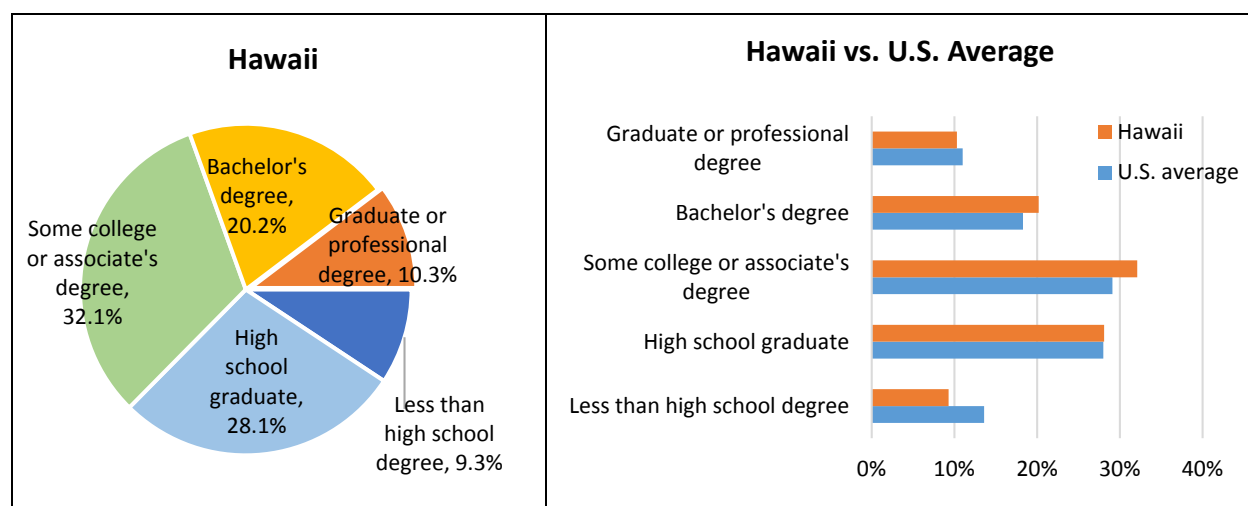
Educational Attainment in Hawaii

Overview

This brief presents an overview of educational attainment in Hawaii by major demographic characteristics and its impact on a person's earnings and economic activities. All figures presented in this brief were based on the 2010-2014 American Community Survey (ACS) 5-year estimates.

Educational attainment is the highest level of education that a person has achieved. According to the 2010-2014 ACS 5-year estimates, Hawaii had more educated people than the national average. 62.6 percent of population aged 25 and over in Hawaii had at least some college education, 4.2 percentage points higher than the national average. In the same context, the percentage of people with education less than a high school diploma was lower in Hawaii. Among the population aged 25 and over, 9.3 percent had education less than a high school diploma in Hawaii while its national counterpart was 13.6 percent. However, the numbers flip in education beyond a bachelor's degree. The national average of people with a graduate degree or professional degree was 11.0 percent while Hawaii's population fell slightly short with 10.3 percent.

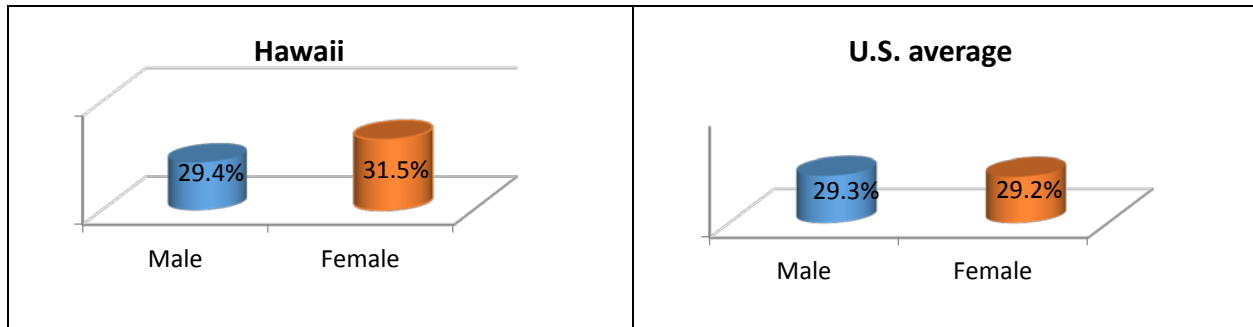
Figure 1. Educational attainment for people aged 25 and over (2010-2014)



Educational Attainment by Age and Gender

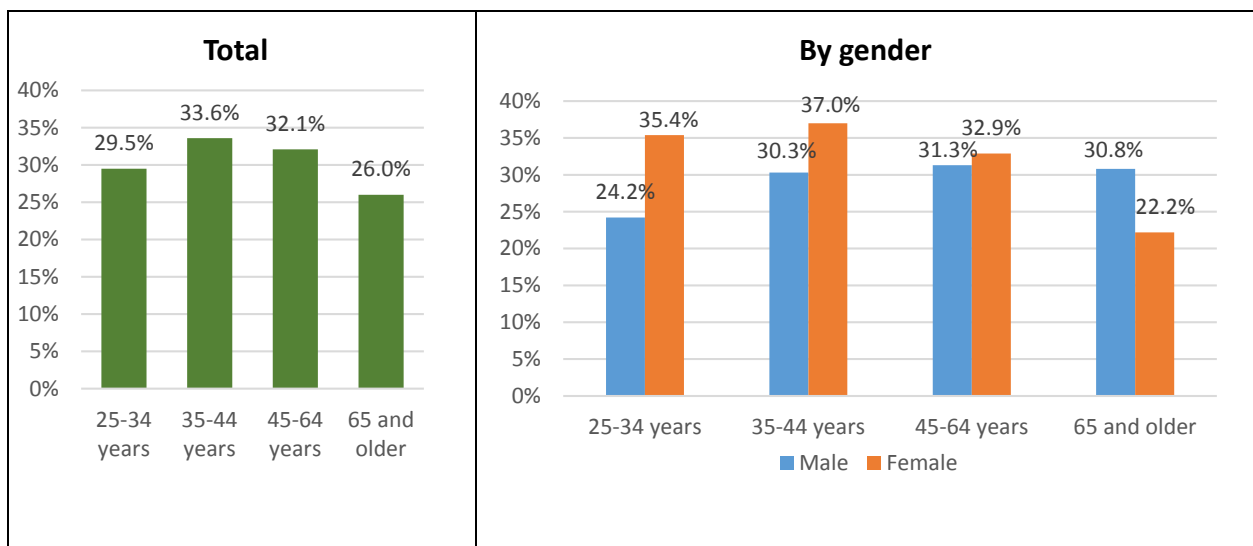
The percentage of people with higher education was greater in females than in males in Hawaii. 31.5 percent of the female population aged 25 and over during the 2010 to 2014 period had a bachelor's degree or higher while the corresponding share for male population was 2.1 percentage points lower at 29.4 percent. It contrasts to the national statistics that show no significant difference between male and female population.

Figure 2, Population aged 25 and over with a bachelor's degree or higher by gender (2010-2014)



The first chart in Figure 3 presents educational attainment for different age groups in Hawaii. While 26 percent of population aged 65 and over in Hawaii had a bachelor's degree or higher, the percentage for 35-44 and 45-64 age groups were much higher at 33.6 percent and 32.1 percent, respectively. If a majority of people obtained their education when they were young, it could be a reflection of increasing educational attainment over time. Interestingly, however, the percentage of people with a bachelor's degree or higher was noticeably lower for the 25-34 age group in Hawaii. Part of the reason for this drop might be that some people choose to go to college later in life, not right after high school graduation.

Figure 3, Share of people with a bachelor's degree or higher by age group (Hawaii, 2010-2014)

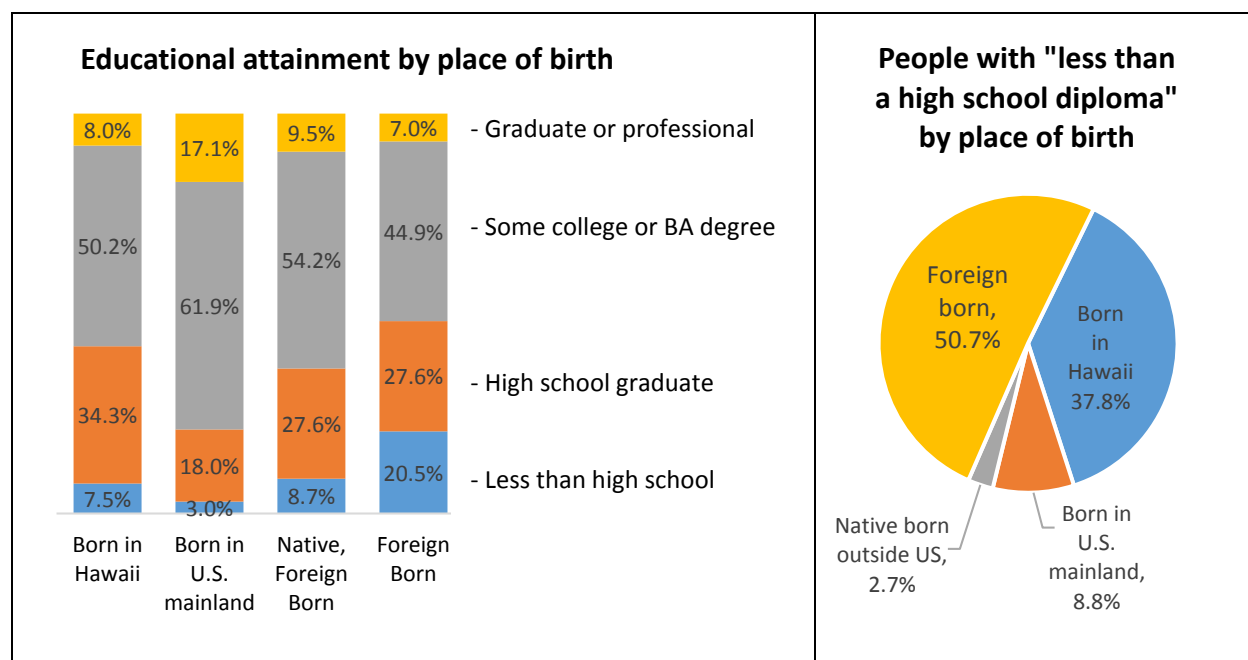


Many studies based on national statistics have shown that male dominating trend in higher education was reversed as more females pursued higher education and the new female dominating gender gap kept widening over time. Hawaii followed the same trend. For the 65 and over age group, the share of people with a bachelor's degree or higher was much higher in males than in females; 30.8 percent for males vs. 22.2 percent for females. However, the share of people with a bachelor's degree or higher was 1.6 percentage points higher in females than in males for the 45-64 age group and 6.7 percentage points higher for the 35-44 age group. For the 25-34 age group, the difference was as high as 11.2 percentage points.

Educational Attainment by Place of Birth

Figure 4 shows educational attainment of Hawaii residents by the person's place of birth. Of the population aged 25 and over during the 2010-2014 period in Hawaii, about half (46.8 percent) were born in Hawaii. Other 27.4 percent were born in the U.S. mainland while foreign born population accounted for 22.9 percent. Compared to the population born in Hawaii, people born in the U.S. mainland tended to have a significantly higher education. 79.0 percent of people born in the mainland had at least some college education, which was 20.8 percentage points higher than the same share for people born in Hawaii. On the other hand, foreign born population in Hawaii showed much lower levels of educational attainment. Especially, the share of persons with education less than a high school diploma was very high in this group. 20.5 percent of the foreign-born and aged 25 and over population in Hawaii didn't have a high school diploma, leaving them exposed to a high chance of working for a low skilled job.

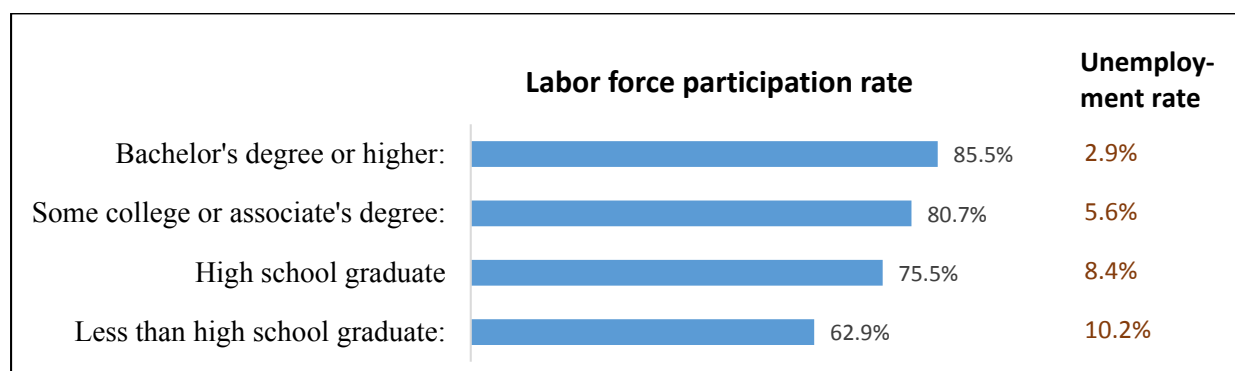
Figure 4. Educational attainment of 25 & over population by place of birth (Hawaii, 2010-2014)



Economic Characteristics by Educational Attainment

More educational attainment led to a higher level of labor force participation and a lower chance of being unemployed. The labor force participation rate of people aged 25-64 with a bachelor's degree or higher was as high as 85.5 percent in Hawaii during the 2010-2014 period. This rate decreased as educational attainment decreased, marking 62.9 percent for people with education less than a high school diploma. Unemployment rate was also extensively affected by the level of education. For Hawaii residents aged 25-64, the unemployment rate for individuals with less than a high school diploma was 10.2 percent during the 2010-2014 period while the rate for people with at least a bachelor's degree was more than three times lower, at 2.9 percent.

Figure 5. Labor force participation and unemployment rate of population aged 25-64 by educational attainment (Hawaii, 2010-2014)

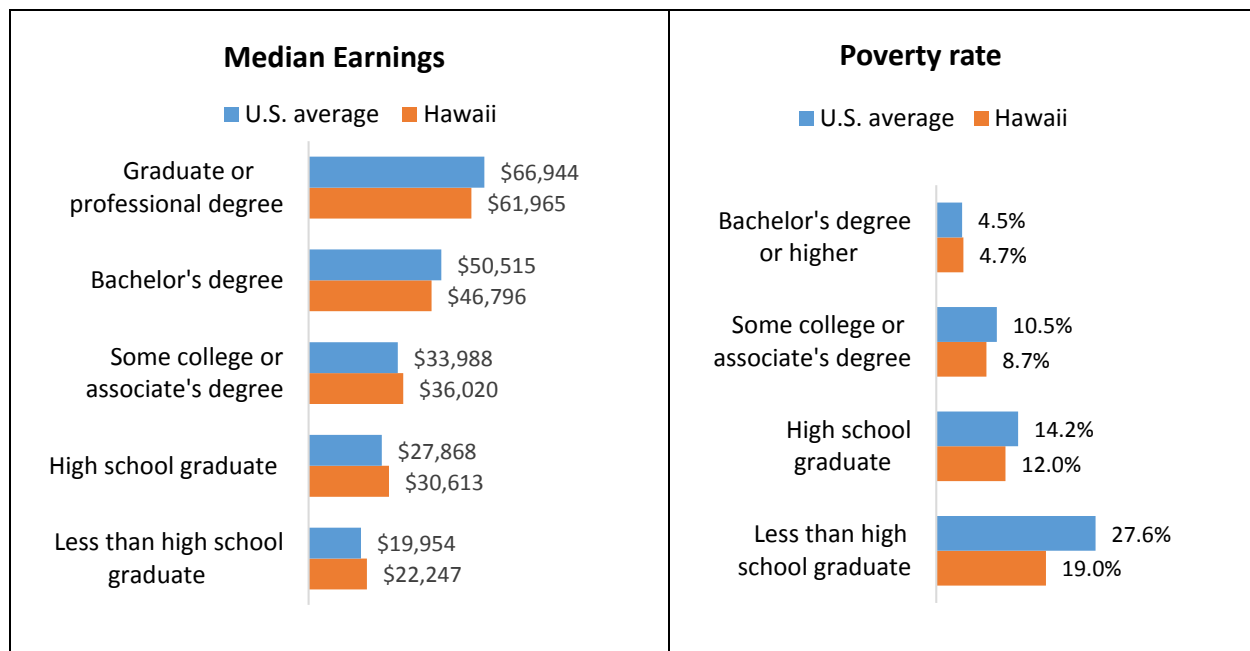


A large number of studies have shown a strong positive relationship between income levels and educational attainment. Figure 6 depicts how earnings of people in Hawaii increased while the poverty rate decreased with more education. The median income was the lowest for people who never achieved their high school diploma, at \$22,247 during the 2010-2014 period. With a high school diploma, the median income increased by about \$8,500, and an associate's degree or at least attempts at higher education earned approximately \$5,500 more than with just a high school diploma. The effect of education on earnings was greater when a person succeeded to get a bachelor's or advanced degree. Getting a bachelor's degree raised the median income to \$46,796, and a graduate or professional degree designates a median earning of \$61,965, more than 30 percent higher than the median earnings of college graduates.

The positive effect of education on earnings is reinforced in the relation between educational attainment and poverty rate. With a lower income associated with the group, 19.0 percent of people aged 25 and over with education less than a high school diploma were estimated to live in poverty in Hawaii during the 2010-2014 period. At the high school diploma level, the poverty rate dropped to 12.0 percent and then down to 8.7 percent for people with some college education. With a bachelor's degree, the poverty rate dropped to 4.7 percent.

Upon comparison with national levels, earnings and poverty rate alike indicate that the labor market in Hawaii was relatively favorable to those with less education. For the education levels ranging from below high school to some college, Hawaii's median earning outpaced the national average. The percentage of people living in poverty was also lower in Hawaii for those educational categories. However, median earning for individuals in Hawaii with a bachelor's degree or higher was about 7 percent lower than its national counterpart, posing a question of whether or not higher education is valued as much in Hawaii as it is in the nation.

Figure 6. Median earnings and poverty rate of population aged 25 and over by educational attainment (2010-2014)



This publication is produced by the Research and Economic Analysis Division (READ) of the Department of Business, Economic Development & Tourism (DBEDT), State of Hawaii. For more information on READ, go to: <http://dbedt.hawaii.gov/economic/>

Contact:
Research & Economic Analysis Division
Department of Business, Economic Development & Tourism
250 S. Hotel St.
Honolulu, HI 96813
808-586-2480



STATE OF HAWAII
DEPARTMENT OF EDUCATION
WAIMĀNALO ELEMENTARY & INTERMEDIATE SCHOOL
41-1330 KALANIANAʻOLE HIGHWAY
WAIMĀNALO, HAWAII 96795

11/14/2016

To: Board of Education Chairman Mizumoto, Vice Chairperson De Lima, and Members of the Board of Education.

From: Noel Richardson, Principal, Waimanalo Elementary and Intermediate School

Re: Testimony on Discussion Item E. Update on the review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan.

I have had numerous opportunities to participate in discussions and reviews of the draft Strategic Plan and I am fine with it at this point. The goals, objectives and targets are clear.

The problem that I do foresee, however, is the time we need to collaboratively develop a quality comprehensive three year academic plan with input from all of our stakeholders. Upon reviewing the time line, the final school's Academic Plan will be due in May. This most likely means schools will need to have plans completed in April. My best guess is that schools would receive a "draft" copy of the new three Academic Plan template in February.

This is a very short turnaround, for a plan that has a lasting impact on students.

Part of the school and community process is first "understanding" the new strategic plan by carefully going through a process that will allow various stakeholders at the school and community level to become "owners" of this plan. From this process, schools can begin to develop their academic plan.

Therefore, what I see would be the biggest value to the schools is the gift of time.

My proposal, therefore, is simple, allow a one-time extension for the school's current year academic plan. This would honor the time needed for schools to produce a quality academic plan that will meet the needs of its students, as well as, empower school leaders to work with their school's community in a spirit of collaboration and trust, instead of a rushed process that creates anxiety and frustration for all involved.

Mahalo for this opportunity to testify relative to the importance of this school level process and the work that will need to happen to implement the strategic plan at the school level.



November 12, 2016

Mr. Lance A. Mizumoto
Chair, Hawaii Board of Education
P.O. Box 2360
Honolulu, HI 96813

Re: Proposed Impact Fee Increase on TOD housing development from Kalihi to Ala Moana

Testimony in Opposition

Chair Mizumoto, and members to the Board of Education I'm here today on behalf of the Hawaii Habitat for Humanity Association and Honolulu Habitat for Humanity affiliate to testify in opposition to raising school impacts along the Kalihi to Ala Moana HART route.

I am sure that Board of Education is aware that our state is in the midst housing crisis. In Honolulu Governor Ige envisions building 10,000 new housing units by 2020. I answer to our housing crisis all Habitat affiliates across the state have begun to gear up housing construction. In Honolulu, we are gearing up to focus on affordable housing projects along the HART rail line, as is consistent with the Downtown Neighborhood Transit-Oriented Development (TOD) Plan released by the City & County of Honolulu.

Raising the school impact fee to \$9,374 per unit will have the consequence of decreasing the number of units that we can build. Unlike high-end luxury housing developers, such as Howard Hughes Corporation or Kobayashi Group who can pass along the impact fee to market rate buyers. Habitat's model uses volunteer and "sweet equity" by the family members who build the homes for affordability reasons. Habitat underwrites a no interest mortgage for the cost of construction to families earning 30-80% of the Area Median Income. This impact fee will increase the cost for the Habitat homeowner by as much as 6-10% of the full mortgage amount, will have a direct impact on affordability for the lowest income families that Habitat serves, which are also the most in need of a decent home.

As you may know, housing conditions have a direct impact on the education of our children and young adults. When a family lives in substandard housing, not only does the family struggle with health care issues, but also struggles with receiving a decent education. Low income children deserve a good education and an environment that will help them receive it. The right to a decent home to live in is an excellent start to helping them break the cycle of poverty and improve their lives both at home and in their communities.

Habitat has also begun to market affordable ADU's and Ohana Units to help alleviate our housing crisis and home overcrowding. We believe that impact fee increase will effectively discourage many middle income families pursuing an ADU building option.

In closing we would like to note, that we fully concur with the testimony submitted by the City & County of Honolulu, Department of Planning and Permitting that the impact fee being proposed needs to be refined, and that current fee impact proposal before the Board if passed, will inhibit the building of truly affordable ownership housing within downtown TOD zones.

Respectfully,

A handwritten signature in dark ink, appearing to read 'G. Massengale', written in a cursive style.

George S. Massengale
Director for Community Engagement



**Patrick
Zukemura
Statewide
President**

**Napua Amina
Maui President**

**Kathleen Jaycox
Oahu President**

**Keith Webster
Statewide
Treasurer**

**Rev. Piula
Ala'ilima
Oahu
Representative**

**Karen Ginoza
Oahu
Representative**

**Kehaulani
Filimoe'atu
Maui
Representative**

**Rev. Elvis Osonis
Maui
Representative**

**Thelma Akita-
Kealoha
Maui
Representative**

**Rev. Stan Bain
Transition
Coordinator**

**Rev. Tasha
Kama
Maui Lead
Organizer**

November 14, 2016

Mr. Lance A. Mizumoto, Chair
Hawaii Board of Education
P.O. Box 2360
Honolulu, Hawaii 96813

Dear Mr. Mizumoto and Board Members

As a leader of Faith Action for Community Equity (FACE) I respectfully submit this testimony in opposition to the proposed increase in impact fees along the HART corridor from Kalihi to Ala Moana. I am a strong believer and advocate for the public school system; both of my children graduated from Kauai High School well prepared for college.

FACE is an inter-faith, faith based Community Organization committed to making life more affordable for disenfranchised and working class families and individuals. Currently a major emphasis of FACE is to increase access to affordable rental units by lower-income residents. Our vehicle for this campaign is via the **HOUSING NOW COALITION** of which FACE is the sponsor and primary leader. From the outset FACE has supported the construction of Honolulu Area Rapid Transit because it would create opportunities to construct more affordable housing for working class people to live closer to their job sites.

The State of Hawai'i and the City and County of Honolulu have made concessions to make land more available and to reduce fees in order to reduce construction costs, thus leading to reduced rental fees. Please do not enact a policy which would reverse the progress which has been made in order that our people may have a place to call HOME.

The proposed impact fee of \$9,374.00 per unit will make it virtually impossible for developers to build more dwellings at affordable rental rates for lower income and working class families. Therefore I urge you to seek alternative ways of providing quality public school facilities without penalizing those who can least afford it and jeopardizing opportunities to construct more affordable dwelling units – including accessory dwelling units (ADU's).

Yours truly,

Rev. Stanley Bain
808-282-6734



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Executive Director

**TESTIMONY FOR AGENDA ITEM V, A, COMMITTEE ACTION TO DESIGNATE
THE KALIHI TO ALA MOANA SCHOOL IMPACT FEE DISTRICT**

Finance and Infrastructure Committee

Hon. Grant Chun, Chair

Hon. Kenneth Uemura, Vice Chair

Tuesday, November 15, 2016, 11:00 AM

Queen Liliuokalani Building, Room 404

Honorable Chair Chun and committee members:

I am Kris Coffield, representing the IMU Alliance, a nonpartisan political advocacy organization that currently boasts over 350 local members. On behalf of our members, we offer this testimony **in strong support** of establishing the Kalihi to Ala Moana school impact fee district.

In comparison to school districts of similar size and demographic composition, Hawai'i ranks 227th in per-pupil funding *before* adjusting for cost of living, according to a Ballotpedia analysis of public school spending, at \$11,823 per child. Washington D.C., New York City, Boston, Pittsburgh, and Cincinnati school districts, for example, spend nearly twice as much as Hawai'i per pupil, at well over \$22,000 to over \$26,000 per student. Similarly, local private schools, discounting Catholic institutions, spend nearly \$19,173 dollars per student, with Punahou President Jim Scott revealing, in 2014, "The real cost of our education per student is \$26,000," owing to the school's then-total endowment of \$235 million and fundraising operations of \$12-\$15 million annually.

Our state must consider all possible ways to plug our education funding deficit, including the expansion of school impact fees, which could finance new or existing public school facilities as demand for such facilities increases, including through new residential properties spurred by transit oriented development (TOD). Pursuant to HRS §302A-1601 through HRS §302A-1612, the Board of Education may establish districts in which impact fees are to be applied, with new developers of residential properties in those districts then required to contribute to constructing school facilities that serve the ensuing influx of families and students. There are two types of fees established in state law: construction cost component impact fees and land component impact fees. Put simply, the former are fees paid for the construction of new school facilities, while the latter

involve fees paid in lieu of or actual acreage given to the Department of Education to offset the cost of vacant land suitable for a school site. Since new residential developments within designated impact fee districts create additional need for public school facilities, developers are required to contribute toward the creation of new school space through both of the aforementioned means.

Both the land and construction requirements are based on a proportionate share of the need to provide additional public school facilities, consistent with fair-share principles. New residential developments are not charged for higher levels of service than existing developments demand, which is borne out by the DOE imposing fees based on averages taken from recently built and comparable developments. Notably, construction cost component impact fees, per state law, involve ten percent of the share of the construction cost for a required new school or expansion of existing school facilities—or both—that is attributable to a specific new residential development, with the cost per student meaning the average of actual school construction costs divided by the respective design enrollments (maximum number of students a school facility is designed to accommodate) for schools constructed within approximately the last ten years. Using data from 1997-2007, state law further codifies the construction cost component impact fee averages for different school types as follows:

- (1) Elementary schools: \$35,357 per student;
- (2) Middle and intermediate schools: \$36,097 per student; and
- (3) High schools: \$64,780 per student.

Ergo, the average contribution per student to a developer varies, depending on the type of school(s) being built to accommodate relocating families. In the Kalihi to Ala Moana impact fee district, the total all-cash fee would be \$9,374 per unit, obtained through \$584 for construction and \$8,790 in fees in lieu of land (if charged).

Kaka’ako, an area covered by this proposal, is set to be filled with freshly designed high-rise projects. Nearly 5,000 new condominium units are scheduled to be built by 2018 in Kaka’ako, with the population of the district expected to double to 30,000 people in the next fifteen years, according to the Honolulu Community Development Authority. DOE officials are considering all possible answers to school capacity questions posed by new developments, including mixed use schools that cater to grades K-12 and rededicating unused space at schools operating below their design enrollment—McKinley High School's maximum capacity is 2,100 students, for example, but enrollment is just over 1,600, leaving room for an additional 500 students. These strategies are not demographically sustainable, however, raising the urgency of creating alternative financial instruments to subsidize new schools. TOD, as previously stated, only exacerbates school capacity problems, as transit hubs incentivize residential and commercial development to accompany the high-traffic, convenient, and readily accessible rail line.

Affordable housing advocates maintain that the impact fee in question may impede forthcoming housing projects. Yet, with regard to affordable housing, it's important to remember that poor people deserve quality schools, too, perhaps more than their affluent peers. Our state should be willing to provide additional financial assistance through housing-related special and revolving funds, if necessary, to ease developers' concerns about project cost escalations and overruns, so that low socioeconomic status families may send their students to 21st century schools—especially since numerous studies show that socioeconomic status is the biggest determinant of student success.

Therefore, we support the codification of the Kalihi to Ala Moana school impact fee district to address capacity concerns as TOD moves forward. To be frank, we would like to see impact fees established statewide, allowing the department to prevent school overcrowding and facilities dilapidation before it begins. It shouldn't take a falling roof at Farrington High School or the 1,300-student overload at Campbell High School to spur us to act. Additionally, we note that the list of permissible uses for impact fees collected in the urban core, including the Kalihi to Ala Moana district under consideration, was expanded by the legislature in 2016, with the department now being allowed to use revenue generated by the fees for completed construction, constructing new school facilities, leasing land or facilities, or improving or renovating existing structures for school use—a new opportunity for the DOE, as impact fees are not allowed to be used for existing school structures in other impact districts. We hope that in the near future, the Legislature extends these permissions for all impact districts to maximize the department's ability to, again, prevent capacity and facilities problems before they become an education emergency.

Imagine a society in which our schools are the sign and signal of Hawai'i's highest standards of excellence. To realize that vision, we support this proposal.

Sincerely,
Kris Coffield
Executive Director
IMUAlliance

Testimony Supporting Proposed Revisions for Review and Extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan

November 14, 2016

Hawaii State Board of Education
General Business Meeting
Lance Mizumoto, Chair

Dear Board Chair Mizumoto and Members of the Board of Education,

I am writing as the director of a University of Hawaii at Manoa outreach program, a community advocate for public education, and a Board of Directors member of the Filipino Community Center, the Filipino-American Historical Society of Hawaii and Hawaii's Plantation Village.

As a Board member of these community organizations and, for the past 28 years, a student affairs professional at the University of Hawaii at Manoa as the director of the Office of Multicultural Student Services, formerly known as Operation Manong, I have been directly involved with efforts to address and improve the educational opportunities and success of underserved populations. Many individuals from these populations have benefited from these efforts, with the result being increased active participation in creating our present-day Hawaii community. I commend the BOE and DOE in their effort to re-examine the Joint DOE/BOE Strategic Plan, but with this support I also want to state some words of caution.

The Strategic Plan outlines a grounding principle of “Hā,” which is a system of cherished values uniquely defined in and for Hawaii. These values should guide all of us in envisioning, creating and implementing our educational system. It is very clear, however, these values point to processes that do not necessarily translate to the measurable outcomes traditionally identified in education. For example, while laudable to external funding agencies, the stated goal of 55 *by* ‘25’ reveals nothing in regards to the practice of “Hā.”

We have an increasingly diverse student body in Hawaii's public schools. Adopting “Hā” as fundamental to our educational system necessitates the recognition and valuing of the cultural heritage each student brings to the classroom. Accurate identification and consideration of the increasing cultural diversity of our students is essential. Helping these students to identify with and responsibly engage their environment and communities must take account of and begin from the students' perspectives and histories.

The classroom is part of the community in which students navigate – impacting and being impacted by it – both positively and negatively. We must make sure our teachers, curriculum and institutions address this increasing diversity, not only to improve test scores, graduation rates, and college entrance percentage but, more importantly, to adopt and be blessed by the notion of “Hā.”

I thank the Board of Education for their efforts and allowing my testimony for its support.

Clement Bautista

Board Member, Filipino-American Historical Society of Hawaii

Board Member, Filipino Community Center, Inc.

Board Member, Hawaii's Plantation Village

Director, UHM Office of Multicultural Student Services

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

November 15, 2016

Hawaii Board of Education
Finance and Infrastructure Committee Meeting
Grant Chun, Chair
Kenneth Uemura, Vice Chair

Aloha Chair Chun, Vice Chair Uemura and Members of the Committee,

We would like to provide testimony in support for School Impact Fees for the Kalihi to Ala Moana District.

Hui for Excellence in Education, or "HE'E," is a statewide coalition of diverse stakeholders committed to working collaboratively to identify opportunities to improve public education in Hawai'i. HE'E seeks to be the focal point for community and parent engagement while serving as a public resource for educational policy.

We support the impact fees for this district. We understand that potentially up to 39,000 multi-family units and approximately 10,000 public school students would be impacted in the district due to residential development associated with Honolulu's Rapid Transit, which translates to 6 elementary schools and 1.5 middle and high schools. State General Funds are insufficient to accommodate even repair and maintenance of our schools (2016 backlog of roughly \$300 million) let alone the building of new schools. The Hawaii State Legislature passed Act 237 in 2016 which allows the school impact fees to be used to purchase completed construction, construct new school facilities, improve or renovate existing structures for school use, or lease land or facilities for school use. Our aging schools are not able to accommodate well the educational needs of our students, and so we believe that additional revenue streams are needed to support schools.

We also feel that there is urgency to this initiative since much development in Kaka'ako has already started without school impact fees. Impact fees were implemented for the Leeward Coast, West and Central Maui and West Hawaii, where high population growth required the establishment of new schools or the expansion of existing schools to accommodate new students. Impact fees for the area from Kalihi to Ala Moana District is consistent with this rationale because of the demographic changes projected.

If the school impact fees should be approved, we suggest that the Department create an effective communication strategy to inform the public about the fees. The issue is not easy to understand without clear explanation so we hope that communication will be a priority. We would be happy to work with the Department as a community focus group to help craft the message.

Thank you for the opportunity to testify. Our support represents a 75% consensus or more of our voting membership.

Sincerely,

Cheri Nakamura
HE'E Coalition Director

HE'E Member List (July 2016)

Academy 21

After-School All-Stars Hawaii

Alliance for Place Based Learning

*Castle Complex Community Council

*Castle-Kahuku Principal and CAS

Coalition for Children with Special Needs

*Faith Action for Community Equity

Fresh Leadership LLC

Girl Scouts Hawaii

Harold K.L. Castle Foundation

*Hawai'i Afterschool Alliance

*Hawai'i Appleseed Center for Law and
Economic Justice

*Hawa'i Association of School Psychologists

Hawai'i Athletic League of Scholars

*Hawai'i Charter School Network

*Hawai'i Children's Action Network

Hawai'i Nutrition and Physical Activity
Coalition

* Hawai'i State PTSA

Hawai'i State Student Council

Hawai'i State Teachers Association

Hawai'i P-20

Hawai'i 3Rs

Head Start Collaboration Office

It's All About Kids

*INPEACE

Joint Venture Education Forum

Junior Achievement of Hawaii

Kamehameha Schools

Kanu Hawai'i

*Kaua'i Ho'okele Council

Keiki to Career Kaua'i

Kupu A'e

*Leaders for the Next Generation

Learning First

McREL's Pacific Center for Changing the
Odds

Our Public School

*Pacific Resources for Education and
Learning

*Parents and Children Together

*Parents for Public Schools Hawai'i

Punahou School PUEO Program

Teach for America

The Learning Coalition

US PACOM

University of Hawai'i College of Education

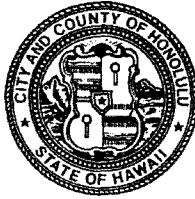
YMCA of Honolulu

Voting Members () Voting member
organizations vote on action items while
individual and non-voting participants may
collaborate on all efforts within the coalition.*

DEPARTMENT OF PLANNING AND PERMITTING
CITY AND COUNTY OF HONOLULU

650 SOUTH KING STREET, 7TH FLOOR • HONOLULU, HAWAII 96813
PHONE: (808) 768-8000 • FAX: (808) 768-6041
DEPT. WEB SITE: www.honoluludpp.org • CITY WEB SITE: www.honolulu.gov

KIRK CALDWELL
MAYOR



ARTHUR D. CHALLACOMBE
ACTING DIRECTOR

KATHY K. SOKUGAWA
ACTING DEPUTY DIRECTOR

November 15, 2016

Mr. Lance Mizumoto, Chair
and Board members
Hawaii Board of Education
Queen Liliuokalani Building
1390 Miller Street, Room 404
Honolulu, Hawaii 96813

Dear Chair Mizumoto and Boardmembers:

Subject: Testimony on proposed School Impact District
from Kalihi to Ala Moana

The Department of Planning and Permitting (DPP) **opposes** the proposed School Impact District from Kalihi to Ala Moana. However, as we testified at public hearings on November 2 and 3, we welcome the opportunity to work with the Department of Education (DOE) to refine the proposed district and impact fee to something we could support. We therefore request that this proposal be deferred for 60 days to allow for further discussion.

Over the past decade, the DPP and the State of Hawaii have been planning for transit-oriented development (TOD) around the future rail stations to concentrate development in the urban core and to offer housing and transportation choices for Oahu residents. Several State agencies are planning TOD projects on State lands around the stations.

Based on our understanding of the proposed School Impact District and the objectives of TOD, we offer the following comments:

- The boundaries of the District extend past what is generally considered for TOD (1/2 mile). The inclusion of this additional area is not necessarily consistent with the stated rationale for establishing the District.
- Creating one district covering multiple neighborhoods and school complexes poses equity concerns that should be considered. The collection of fees in one

school complex area (e.g., a high-growth neighborhood) is not required to be spent in the same complex where the rationale for the fee exists.

- Impact fees are levied to mitigate a specific need generated by new development. However, the DOE report fails to specify particular projects that will be connected to the fee. Consequently, there is no guarantee that the fees will actually be used for their intended purpose.
- The proposed Kalihi to Ala Moana District fee of \$9,374 per unit will be more than twice as much (even with the urban exemption to use the actual, versus statewide, acreage per student in the formula) as the Leeward Oahu District fee of \$4,334. The calculation/collection of the fee per residential unit, instead of by residential square footage, disincentivizes the production of smaller, more affordable housing. Additionally, the higher fee encourages sprawl development by making urban Honolulu (where land costs are generally higher) even more costly when compared to Leeward Oahu (where land costs are generally lower). This structure is directly contrary to the City's established growth policies.
 - Within the constraints of Chapter 302A, Hawaii Revised Statutes (HRS), please consider an alternative approach: establishing a district (or districts) with an averaged fee across the Primary Urban Center, Central Oahu, and Ewa Development Plan regions, which are designated by the City for future growth on Oahu. The Development Plans' urban growth boundaries could serve as the boundaries for the School Impact District(s).
- Applying the fee to accessory dwelling units (ADU), affordable housing, and public housing will increase their production costs and, therefore, be counterproductive to their intended purpose. (In fact, the proposed fee is roughly equal to the ADU fees that the City recently waived to incentivize the production of affordable rental housing.) Conversely, treating luxury apartments differently also runs contrary to fostering an affordable environment by putting more burden on the remainder of development projects.
 - Within the constraints of the Chapter 302A, HRS, please consider at least reducing the student generation rates (SGR) for ADUs because it can be assumed that inhabitants of these units do not generally have many children living in these small units. In addition, please consider increasing the SGR for luxury apartments to match middle- and lower-income housing units.
- The DOE report assessed the general need for new school facilities based on current classroom capacity, but it failed to analyze the existing school facilities' ability for vertical expansion or horizontal expansion where space is available, as

allowed under Chapter 302A, HRS. (Appendix C mentions amending Act 245 to allow for purchase of vertical square feet, which could potentially be in a non-DOE building. However, if the intent is to apply this to DOE properties, we point out that the DOE already owns the air rights over its properties, so in essence, the DOE would be repurchasing its own property.)

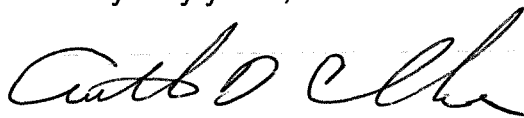
- o Please consider utilizing existing school property in an attempt to significantly reduce the fee amount. This approach would only require covering construction costs and not land. Chapter 302A of the HRS may need to be amended to allow for a higher percentage of the fee to be applied towards construction, including its use for rehabilitation of existing facilities. Regardless, this application seems more equitable given the circumstances.

In consideration of TOD, development will realistically occur incrementally over decades and is not anticipated to result in an overwhelming buildout of the neighborhoods in the near term. Larger developments that add significant numbers of residential units will require approval by the City Council or the DPP Director and, therefore, provide the opportunity to impose special conditions of approval that can address school facilities at that time.

We understand that the DOE must fund its schools, but the current proposal runs contrary to the objectives of TOD, and it will serve to inhibit affordable developments in the urban core. We look forward to working with the DOE to develop a revised proposal that fits with the City's growth policies, and we respectfully request that this proposal be deferred for 60 days.

Should you have any questions, please call me at 768-8000.

Very truly yours,

A handwritten signature in black ink, appearing to read 'Arthur D. Challacombe', written in a cursive style.

Arthur D. Challacombe
Acting Director

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

November 15, 2016

Hawaii Board of Education
General Business Meeting
Lance Mizumoto, Chair
Brian De Lima, Vice Chair

Aloha Chair Mizumoto, Vice Chair DeLima,

We would like to provide testimony in support of the DOE/BOE Draft Strategic Plan.

Hui for Excellence in Education, or "HE'E," is a statewide coalition of diverse stakeholders committed to working collaboratively to identify opportunities to improve public education in Hawai'i. HE'E seeks to be the nexus for community and parent engagement while serving as a public resource for educational policy.

The Coalition likes the direction and the indicators of the Strategic Plan. We are extremely appreciative of Department's effort for community outreach that shaped the plan. We also like that the DOE is maintaining rigorous standards with Hawaii Common Core State Standards, assessed by the Smarter Balanced Assessments. We also support using indicators to assess school climate such as chronic absenteeism, and a school climate survey.

What we don't see in the plan is the mention of charter schools or the library system, which is part of the Board of Education's purview. While the Executive Office on Early Learning is under the Governor's office, it is still an attached agency to the Department of Education; therefore, we think there should be mention of early education in the plan as well. Additionally, we appreciate that the plan highlight's the Department's unique Hawaiian outcome framework BOE Policy E-3, Nā Hopena 'Ao or (HĀ). However, we do not see this reflected in the content of the plan.

In the next sections, we offer specific comments from our perspective on each of the Strategic Plan's Goals and the proposed Statewide Indicators.

Goal 1

We support all the objectives of Goal 1 of Student Success. In particular, we resonate with Objective 2 about the Whole Child, as one of HE'E's priorities is to collaborate to meet the basic needs of every child. The Coalition advocated strongly establishing BOE Policy 101.14 on Family and Community Engagement and we encourage the Department to incorporate aspects of this policy into this Objective and in the Strategic Plan as a whole. Some of HE'E's community organization members already have connections with schools. Hawaii Afterschool Alliance, a network of afterschool and out of school stakeholders, collaborates with the DOE to provide high quality afterschool programs to improve academic, social, emotional, and physical outcomes for children and families in Hawaii. HE'E also partners with a coalition of community organizations that provide bullying prevention training and resources for students and schools. Connections with schools are case by case at the moment, but we envision a more comprehensive relationship with these groups to the DOE system going forward. We

encourage these kinds of partnerships to enhance the educational and well-being of our students.

We also like the emphasis put on transitions in Objective 4. However, one aspect we feel is missing in the points in the Objective is the community partnerships that can help support a student's transition to a new school. For example, one of HE'E's members, Parents for Public Schools Hawaii, partners with intermediate and middle schools to host transition nights as well as tours to familiarize parents with the schools and help families understand the social and emotional changes of their children during this time. HE'E also participates in the Joint Venture Education Forum (JVEF), a partnership with Hawaii DOE and the United States Pacific Command. JVEF focuses on supporting transitions as students from military families, who on average move six to nine times during a child's school career. Perhaps these examples could fit under Objective 4, point 4: Support student transitions both for students that are transition between grade levels or transferring to a new school, but we suggested added language of *"through school programs and community partnerships."*

Goal 2

With respect to Goal 2, Staff Success, we agree with the overall objectives but concerned about whether or not the Department has the resources to accomplish what it sets out to do. We believe that support in staff success can also come from community partnerships. For example, HE'E member INPEACE runs a program that helps community members who want to become teachers get access to the certifications to become teachers. This is a growing model that supports the social and economic development of the community. We encourage the Department to reinforce and seek partnerships such as these to help strengthen our teaching staff.

Goal 3

We like the fact that in Goal 3, Successful Systems of Support, there is much reference to family and community partnerships. In regards to Objective 1, Expanded Resources, we have a number of community councils as part of HE'E such as the Castle Complex Community Council and the Ho'okele Council on Kauai that are made up of school and community members to help advise the Complex Area Superintendent. With respect to Objective 2, our understanding is with ESSA, there will be more emphasis on financial transparency, and we encourage the Department to be forthcoming on this, especially with respect to Title 1 funds, which help disadvantaged populations as well as help with family engagement. As for Objective 3, highlighting Bright Spots, we encourage the Department to be more specific on vehicles for sharing these best practices. On a recent occasion, HE'E staff participated in a Complex Area principals meeting, which was held at an elementary school in the Complex. It was the first time that the principal meeting was held at a school during school hours. Not only was Complex business taken care of but also the principals were able to participate in classes to experience effective school practices. This kind of experiential learning was exciting to see, as principals could understand the effectiveness of these practices and would be more apt to incorporate at their schools.

Strategic Plan Scorecard

We understand that the Department wanted to be efficient in keeping the Strategic Plan indicators to 10. However, we feel that the indicators are heavily slanted towards academic achievement, and many of them are once a year snapshots. Therefore, we suggest the department look at additional indicators that monitor progress throughout the year as well as indicators that are non-academic.

We support chronic absenteeism as an indicator as research shows its correlation with student achievement. In a study by Brookings, in New York City, high rates of chronic absenteeism resulted in lower proficiency in reading and math. In Oregon, schools with high rates of chronic absenteeism have lower median growth percentiles in reading and math. In New York City and Oregon high schools, schools with higher rates of chronic absenteeism have lower rates of on-time graduation.¹ In addition, it

¹"The Hamilton Project," http://www.hamiltonproject.org/assets/files/lessons_broadening_school_accountability_essa.pdf, Brookings, October 2016

is an indicator that can be monitored throughout the year. In order to give schools support on this indicator, we also advocate for additional resources to be allocated to schools.

We also support the use of a school climate survey as an indicator; however, we advocate for a more comprehensive survey that includes parents and students as opposed to surveying just the student perspective. In the past, HE'E has advocated for and worked on the School Quality Survey (SQS) so we would prefer this as the survey instrument. We are not familiar with the Tripod Survey and would need to know more about the details before we could take a view. One other suggestion for the school climate survey going forward is to craft an instrument that incorporates Policy E-3 Nā Hopena 'Ao as a way to check progress on how schools are doing with these outcomes.

We agree with 3rd Grade Literacy as an indicator, but we would also like to see an early learning marker such as a kindergarten readiness assessment like TS Gold or participation in early education programs as an additional indicator.

We agree with the use of the Smarter Balanced Assessments, which are aligned with the Hawaii Common Core Standards, but would encourage the system to move towards more authentic assessments to give a more comprehensive view of a student.

We also support the rest of the academic indicators of 9th Grade On Track, High School Graduation Rate, Career and Technical Education Concentrator Rate, College Going Rate. However, we would like to see indicators that look at equity issues such as access and diversity of advanced and rigorous courses, culture based learning as well as courses delivered in culturally appropriate ways for SPED and EL. School discipline measures such as suspension/expulsion rates would also give the system a focus on students who are at risk, and could be monitored on an ongoing basis. We like the Teacher Positions Filled indicator, in particular because it looks at hard to fill positions and positions in small rural communities, but would like to see this monitored on an ongoing basis. We think that the Repair and Maintenance Backlog is a good attempt at tracking where the system is in terms of status of facilities. However, we question whether it can be measured throughout the year.

We look forward to continuing to work with the BOE/DOE to provide input on the Strategic Plan and the Accountability System. Thank you for the opportunity to testify and for your consideration. Our support represents a 75% consensus or more of our voting membership.

Sincerely,

Cheri Nakamura
HE'E Coalition Director

HE'E Member List (July 2016)

Academy 21
After-School All-Stars Hawaii
Alliance for Place Based Learning
*Castle Complex Community Council
*Castle-Kahuku Principal and CAS
Coalition for Children with Special Needs
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawaii
Harold K.L. Castle Foundation
*Hawai'i Afterschool Alliance
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Hawai'i Athletic League of Scholars
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Hawai'i P-20
Hawai'i 3Rs
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*INPEACE
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US PACOM

University of Hawai'i College of Education

YMCA of Honolulu

Voting Members () Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*

Nā Lei Na'auao
Ph #: 808-887-1117
Fax #: 808-887-0030
NLN@kalo.org

NĀ LEI NA'AUAO

Alliance for Native Hawaiian Education

Hakipu'u Learning
Center
Kāne'ohe, O'ahu

Hālau Kū Māna
Honolulu, O'ahu

November 14, 2016

Ka 'Umeke Kā'eo
Keaukaha, Hawai'i

Board of Education
POB 2360

Ka Wai'hona o ka
Na'auao
Wai'anae, O'ahu

Honolulu, Hawai'i 96804

ATTN: Board Chairperson, Lance Mizumoto

Kamaile Academy
Wai'anae, O'ahu

RE: VII Action Item A

Kanu o ka 'Āina
Waimea, Hawai'i

Aloha mai kākou.

KanuikaPono
Anahola, Kaua'i

Kawaikini PCS
Lihue, Kaua'i

On behalf of Nā Lei Na'auao – Alliance for Native Hawaiian Education, we would like to support the Board of Education's adoption of the Administrative Rules, allowing multiple charter school authorizers.

Ke Ana La'ahana
Keaukaha, Hawai'i

The Nā Lei Na'auao – Alliance for Native Hawaiian Education (NLN), was founded in 2000 by Native Hawaiian educators, parents and community members from throughout the archipelago. NLN's mission is to establish, implement, and continuously strengthen models of education throughout the Hawaiian islands and beyond, which are community-designed and –controlled and reflect, respect and embrace 'ōlelo Hawai'i, 'ike Hawai'i, and Hawaiian cultural values, philosophies and it's practices.

Ke Kula Niihau 'o
Kekaha
Kekaha, Kaua'i

Ke Kula 'o
Nāwahīokalani'opu'u
Kea'au, Hawai'i

Aligning with worldwide Indigenous educational reform efforts, NLN is using the national charter school movement as a vehicle to provide viable choices in education at the community level. NLN also partners with Hawaiian organizations and others interested in closing Hawai'i's achievement gap, to create a system of education that is culturally-driven, community-based, family-oriented and results in the establishment of sustainable communities, particularly in Hawai'i's rural areas.

Ke Kula 'o Samuel M.
Kamakau
Kāne'ohe, O'ahu

Kua o ka Lā
Pāhoa, Hawai'i

We appreciate your consideration and support!

Kualapu'u Elementary
Kualapu'u, Molokai

Mahalo.

Kula Aupuni Niihau A
Kahelelani Aloha
Makaweli, Kaua'i

Ka'iulani Pahi'ō
POB 6511
Kamuela, Hawai'i 96743
PH: 808-890-2507

Mālama Hōnua
Waimānalo, O'ahu

Waimea Middle School
Waimea, Hawai'i



P.O. Box 235950
Honolulu, HI 96823

stanbain@facehawaii.org
catgraham48@gmail.com
www.facehawaii.org

Oahu Officers

Kathy Jaycox, President
Rev. Liz Leavett, Vice President,
Clergy
Jon Davidann, Treasurer
Peggy Graybill, Secretary

Maui Officers

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Rev. Elvis Killion Osonis, Clergy
Caucus Chair

Staff

Rev. Stanley Bain, Acting Director
Rev. Tasha Kama, Maui Organizer

November 14, 2016

Board of Education

Testimony Opposing Impact Fees on Affordable Housing Development

Dear Members of the Board of Education,

I understand that the building of our rail system offers exciting opportunities for the rejuvenation of Honolulu along the line. More housing means more people, more people mean more children. More children mean a need for new schools. I get it.

But we at FACE advocate for those without a voice. Those who cannot afford high rents and certainly can't afford to buy. But they too need a home. **We have staunchly supported the rail project because of its promise of affordable housing near public transportation so our low income folks won't need a car to get to their urban jobs.**

Assessing the impact fee on the affordable housing developments will kill the whole idea of affordable housing – plain and simple. When we say "affordable", we mean 30 to 80% of the area median income, a level at which developers just squeak by with a low profit. **Please do not kill affordable housing in the TOD area.**

Warmest aloha,
Catherine Graham
FACE Investment Drive Coordinator



Tracy Monroe <tracymonroe50@gmail.com>

11/14/2016 09:45 AM

To testimony_boe@notes.k12.hi.us

cc

Subject scripted curricula

Dear Chair Mizumoto and Board of Education members,

Aloha,

I am a middle school teacher with 15 years in education at various levels. I am a teacher, parent and tax payer with deeply vested interest in the Hawaii Department of Education using its money wisely to provide the most engaging and relevant education to our states' children so they can become effective and active citizens.

I would like to contrast my own, teacher-created lessons that combine all of the core content areas into rigorous and engaging interdisciplinary units of study (IDUs) , with the current scripted curricula. My students were excited to attack the teacher-created lessons! They were able to get help from four teachers in the completion of the work and the work counted for four different classes. Unlike the usual lessons where each subject area was taught as a discrete and unconnected set of content and skills, our lessons enabled students to understand how math exists in the real world, why writing for clear communication was so important, how science helps us interpret our world and why social studies helps us understand ourself and our society.

To illustrate this idea I will share some lesson outlines: The study of Japanese experiences immigrating to Hawaii combined researching important historical events in the Kingdom of Hawaii using different ways of representing numbers as fractions, decimals and percents, a literary response analysis describing how historical or cultural influences help explain a text.

Another IDU asked students to think about change through personal, historical, and scientific themes using various mathematical representations. This entire unit was arranged inside a pizza box and became a 3D interactive display. The students presented this work at open house and parents were highly impressed with the creative academic work.

The scripted and costly curriculum that the state has committed to spending our money on for six years is the opposite of what was just described. Although the workbooks were advertised to us as being aligned with the Common Core and containing useful lessons, in reality they are filled with incomplete or missing steps. They are also culturally inappropriate as they are written for an urban mainland population. Teachers and students are slogging their way through these massive books so they don't get in trouble with the observers who come in to evaluate their use. Some schools are not being monitored so thoroughly and they have decided to be quietly brave and ignore the scripted curriculum. However, they are still being forced to spend money on the materials. Please ask the superintendent exactly how much money is being diverted into these materials. I am curious and have estimated that one school has spent 56,000 dollars this school year. That is one school for one year.

Hawaii teachers deserve the academic freedom to create lessons that both speak to our students and prepare them for future learning. Hawaii taxpayers deserve to know that their hard-earned

monies aren't being wasted on ill-conceived workbooks meant to take their money and give it to educational testing companies, Hawaii parents deserve to know that their children are getting a challenging and exciting education, and ultimately our children deserve meaningful work that speaks to them.

Mahalo,

Tracy Monroe, Dole Middle School

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Tracy Monroe
Social Studies
Dole Middle School Team Kulia
HSTA Speakers Bureau
Hawaii Teachers for Change

"Those who know, do. Those that understand, teach."

— Aristotle

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Hawaii Board of Education

Lance A. Mizumoto, Chairperson, Brian J. De Lima, Vice Chairperson

Members of the Board of Education

Re: Testimony on Joint Department of Education/Board of Education Strategic Plan Update
2017-2020 (including the early learning) -- Meeting November 14, 2016

Dear Chair Mizumoto, Vice Chair De Lima, Members of the Board of Education

My name is Robert G. Peters, and I currently serve as the chair of the State Early Learning Advisory Board (ELAB) [which is](#) composed of 19 public and private members representing state departments, the early learning community, philanthropy, and the State university system (see attached list). The ELAB supports adding language to Goal #1, Student Success, Objective 4: Prepared and Resilient that specifically recognizes the value of quality early learning programs (see below) as part of the strategy [to](#) “Identify and address student strengths and challenges early so that students transition into early elementary grades ready to learn and with a cognitive foundation for reading.” We would also suggest adding the phrase “in both official languages” following “ready to learn;” and changing “with a cognitive foundation for reading” to “with a foundation for success in school and life”

Research supports the critical importance of early childhood learning and development in laying the foundation for success in school and life. High-quality early learning, starting at birth and continuing through third grade, promotes healthy social-emotional development and builds a strong academic foundation. High-quality early learning programs narrow the achievement gap between vulnerable populations and their peers who have access to more resources. The evaluation of the Hawaii P-3 communities like Kau, Keaau, and Pahoehoe shows us that achievement gains can be made by implementing a concentrated effort with the traditionally underserved prior to kindergarten.

One of the important goals of early learning programs is to promote school readiness for children. On behalf of the members of the ELAB, I urge you to support inclusion of early learning programs that already [exist](#) and could exist in the Department of Education (DOE) within the Department’s Strategic Plan. There are over 200 federally mandated IDEA, Part B preschool special education classrooms in all but a handful of DOE’s elementary schools. There are also 21 Prekindergarten classrooms for 4-year-olds on 20 elementary school campuses supported by the Executive Office on Early Learning, as well as numerous community partnerships [with early learning programs](#). Including early learning programs specifically in the strategic plan, and opening the possibility for schools to create and engage in new programs and community partnerships, will help build a more robust strategic plan and support higher achievement for all children.

We appreciate your attention to these important suggestions. Thank you for the opportunity to offer testimony.

Sincerely,

Robert G. Peters, EdD, Early Learning Advisory Board Chair

| Early Learning Advisory Board Members ~~r~~Represent the following:

Department of Human Services

Hawaii Council of Mayors, Maui Representative

| Head Start ~~Program~~Provider

Philanthropic Organization (Samuel N. & Mary Castle Foundation)

Center-Based Programs

Hawaii Early Intervention Coordinating Council

Department of Health

Parent Representative

| Head Start Collaboration Office

University of Hawaii System

Department of Education

Kamehameha Schools

| Family Child Interaction Learning Programs

| Home-Visiting Programs ~~s~~Provider

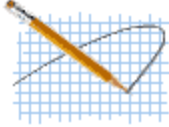
Hawaii Association of Independent Schools

Hawaiian Language Medium Early Learning

Hawaii Chapter of the American Academy of Pediatrics

Hawaii Council of Mayors, Kauai Representative

| Family Child Care Programs ~~r~~representative



Kekoa Harman <khorman@hawaii.edu>

11/14/2016 02:35 PM

To Testimony_BOE@notes.k12.hi.us

cc

Subject COMMUNITY TESTIMONY FOR
NOV. 15, 2016 MEETING, KA HAKA
'ULA O KE'ELIKŌLANI

ATTENTION: COMMUNITY TESTIMONY FOR NOV. 15, 2016 MEETING

Dear Members of the Board of Education,

We parents, staff and teachers of Ka Haka 'Ula O Ke'elikōlani strongly support inclusion of a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway in the DOE/BOE Strategic Plan. Hawaiian is an official language of our state and one whose promotion is distinctively required in public education. Furthermore, while Hawaiian medium education is open to all, it is of distinctive importance to those who speak Hawaiian at home. For Native Hawaiians speaking Hawaiian at home, continued use of Hawaiian is a traditional and customary right protected by the state constitution. History and sociolinguistic research has shown that without a strong Hawaiian medium school system, Hawaiian speaking children lose Hawaiian as their primary language of daily life. The life of the Hawaiian language is dependent upon the ability of our children to be educated in the Hawaiian medium school system and to utilize a thriving Hawaiian language in the home amongst family members. For all children who enter school speaking Hawaiian or a mixture of Hawaiian and English as their dominant language, Hawaiian medium education is the sole form of education that provides access to promotion of Hawaiian in education combined at the same time with federally required civil rights protections as an American linguistic minority.

We strongly urge that the DOE/BOE Strategic Plan include provisions for a distinctive Hawaiian language medium schooling pathway parallel and equal to the English medium pathway. This pathway will also broaden the choices and opportunities for students as they matriculate into post-secondary education. Your support is appreciated.

Me ka mana'olana,

Kekoa L. Harman

Senate President

Ka Haka 'Ula O Ke'elikōlani, College of Hawaiian Language, UH-Hilo

--

Kekoa L. Harman

Polopeka Kōkua (Associate Professor)-Hawaiian Studies and Hawaiian Language

Ka Haka 'Ula O Ke'elikōlani-College of Hawaiian Language

Ke Kulanui O Hawai'i Ma Hilo (University of Hawai'i at Hilo)

khorman@hawaii.edu

808.932.7434

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To: Hawaii State Board of Education

From: Teresa Shimizu, Teacher, Governor W.R. Farrington High School

Re: General Business Meeting, Nov. 15, 2016 at 1:30 p.m.

Agenda item V.E. - Joint Department of Education and Board of Education
Strategic Plan

Greetings Chairperson Mizumoto and Board Members:

I am Teresa Shimizu, a Career & Technical Education teacher at Farrington High School. I have reviewed the Department of Education's Strategic Plan and am very disappointed that Leadership has not altered its stance/position on traditional assessment(s) and standardized testing, and that they continue to support mandated, "canned," curriculum. The negative impacts of excessive standardized testing and corporate developed curriculum are numerous, and actually counter-productive to the goals envisioned in the plan.

With my testimony today I encourage less emphasis on standardized testing and a move toward more authentic assessments; project-based and/or performance-based assessment(s). I also encourage less use of corporate-developed "canned" mandated curriculum and a move toward more vertical and horizontal articulation among educators and other stakeholders, and more professional development in curriculum design and implementation for school administrators and teachers.

First to address standardized testing: It is necessary and appropriate to include some standardized testing in education so that communicating progress in student growth and learning is clear to and understood by all the various stakeholders in education. However, **students** benefit more by participating in more 'authentic' types of assessment(s), such as projects, portfolios of work, performances, etc., than they do by taking a standardized test and getting a score that is compared to the score(s) of other test participants. Test preparation and participation takes away valuable time in the classroom with the teacher. Often, students do not see a connection between the classroom instruction and the standardized test(s) that they must participate in. This is because there is very little review and de-briefing about the result(s) of the test, and no real consequence (positive or negative) for them after having taken the test. Conversely, students who participate in more authentic assessments can definitely make connections between the classroom learning, the assessment(s), and the real-world. Career & Technical Education courses rely heavily on performance-based assessment(s) because the learning is directly related to task and job performance; the skill and knowledge are used together to produce or perform. This is exactly what we should be teaching our students to do in each and every subject; use skills and knowledge to produce a result.

Then to address mandated curriculum: For Leadership (whether it be State level, District level, Complex level, or even school level) to select one curriculum source to be solely used by many different teachers teaching the same or similar course(s) is a huge mistake and costly to school, department and taxpayer. The kinds of corporate-developed, 'canned' curriculum we are seeing at the school level, do not begin to address the learning needs of our students here in Hawaii. The mandated curriculum is often tedious and sterile, and normed for student populations on the U.S. mainland. It does not include opportunities for individualized instruction, nor does it include accommodations for students with limited English language proficiency and/or Individual Education Plans (IEPs). Teachers are professionals in education and are in the very best position to decide what goes into the curriculum in their course(s). Teachers are the experts when it comes to knowing about each student's individual learning needs and challenges. A wealth of available resources exists today and accessing these resources is easier today than ever before. Funding would be much better spent on efforts to broaden the choices teachers and schools have in developing robust curriculum and instruction that is targeted to the particular students in their classes.

Finally, I urge the Board of Education to advise the Department of Education Leadership to apply for the testing pilot program available through the new ESSA legislation; Innovative Assessment Demonstration Authority. (Report available at: <http://www.fairtest.org/assessment-matters-constructing-model-state-system>). I also urge the Board of Education to advise the Department Leadership to reduce the focus on standardized testing, eliminate mass mandated curriculum, let schools decide on and develop their own curriculum, increase professional development for teachers, and allow educators the discretion to make curriculum choices and decisions for the students they teach.

Sincerely,

Teressa Shimizu



Administrative Testimony
Testimony of Kamanaʻopono Crabbe, Ph.D.
Ka Pouhana, Chief Executive Officer

State of Hawaiʻi Board of Education
AGENDA ITEM V.E
JOINT DEPARTMENT OF EDUCATION AND
BOARD OF EDUCATION STRATEGIC PLAN

November 15, 2016

1:30 PM

Queen Liliʻuokalani Building

The Administration of the Office of Hawaiian Affairs (OHA) appreciates the opportunity to submit the following **COMMENTS** on Agenda Item V.E, relating to the review of the 2011-2018 Joint Department and Board of Education Strategic Plan and its proposed extension for 2017-2020 (Draft Strategic Plan).

OHA previously provided input on the Draft Strategic Plan prior to the October 31, 2016 public comment period closing date. However, the “Highlights of Feedback on Draft” included in this agenda item do not reflect many of the recommendations made by OHA. **OHA therefore respectfully resubmits the following comments and recommendations for the Board of Education’s (Board’s) review and determination as to whether they are appropriate for incorporation into the Draft Strategic Plan.**

OHA is a semi-autonomous state agency established by the constitution and laws of the State of Hawaiʻi to better the conditions of Native Hawaiians. As the primary governmental organization tasked with protecting and promoting the rights of Native Hawaiians, OHA is required, among other responsibilities, to assess the policies and practices of agencies impacting Native Hawaiians, and to conduct advocacy efforts for Native Hawaiians. OHA also provides funding to programs and projects to better the conditions of Native Hawaiians, in line with its strategic plan, strategic priorities, and strategic results.

OHA has identified Hoʻonaʻauao, or Education, as a strategic priority, and seeks the strategic results of increasing the percentages of Native Hawaiian students exceeding educational standards and graduating from post-secondary institutions. Between FY 2010 – 2016, OHA awarded approximately \$25 million to advance these Hoʻonaʻauao strategic results, including through grants to after-school programs, Hawaiian culture-based and language immersion charter schools, and college scholarships for Native Hawaiian students.

As an advocate to better the conditions of Native Hawaiians, OHA respectfully offers the following comments with regards to the Draft Strategic Plan:

- 1. Regular consultation with Hawaiian organizations to address education gaps for Native Hawaiian public school students**

To better ensure improved public education system outcomes for Native Hawaiians, OHA strongly recommends that the Draft Strategic Plan expressly provide for regular consultation with Hawaiian organizations in the implementation of its goals and objectives, including with the Office of Hawaiian Education, ‘Aha Pūnana Leo, ‘Aha Kauleo Kaiapuni Hawai‘i, Nā Lei Na‘auao Alliance for Native Hawaiian Education, Ka Haka ‘Ula o Ke‘elikōlani College of Hawaiian Language, University of Hawai‘i Pūko‘a Council, University of Hawai‘i-Mānoa Hawai‘inuiākea School of Hawaiian Knowledge, Council for Native Hawaiian Advancement’s Native Hawaiian Policy Center, Kamehameha Schools, and the Office of Hawaiian Affairs.

Continuing research shows a persistent lack of positive Native Hawaiian education experiences over the past 50 years, resulting in substantial and continuing gaps in student achievement and growth, school engagement, promotion and graduation, and post-high enrollment and completion.¹ Notably, Native Hawaiians comprise a substantial proportion of the DOE’s student population: based on the SY 2014-2015 DOE enrollment records, Native Hawaiians comprise approximately 26% of the total DOE student population. Further, the number of school-age Native Hawaiians in Hawai‘i is expected to increase, by 263% from 2010 to 2060. Accordingly, it is imperative that our public education system addresses the clear gaps faced by its substantial and growing population of Native Hawaiian students. **Regular and consistent consultation with Hawaiian organizations may provide the insight, guidance, and support necessary to better fulfill the needs of Native Hawaiian students in our public education system, and systemically reduce the persistent gaps in their education outcomes.**

2. More fully realizing the potential of public charter schools to serve as labs of innovation

OHA strongly agrees with the vision contained in Goal 3, Objective 3 of the Draft Strategic Plan, describing how “Hawai‘i public schools will foster innovation which includes learning from our charter schools which were established as innovation labs.” Hawai‘i public charter schools have indeed demonstrated outstanding accomplishments in the latest Strive HI SY 2015-2016 performance scores, and have even dominated in certain indicators; lessons learned in such high-performing schools may benefit students and schools throughout our public education system.

For example, public charter schools are already reducing chronic absenteeism among high school students, with charter schools occupying the top five slots in this indicator, including the Hawaiian culture-based Hālau Kū Mana. As noted at its October 18, 2016 Board meeting, *reducing chronic absenteeism* will positively reduce the achievement gap between high needs and high performing students generally. Lessons learned and adopted from charter schools’ successes in reducing chronic absenteeism may therefore help to

¹ Kamehameha Schools, PowerPoint presentation: 2011 Update on Native Hawaiian Well-Being, slide 12 (2011).

address gaps in student achievement throughout the DOE system, including gaps faced by Native Hawaiian students and others.

Similarly, public charter schools were among the highest achieving schools in high school graduation rates, including Hawaiian-culture based schools Kamaile Academy (four-year rate), and Kanu o ka 'Āina (five-year rate), with Kanu o ka 'Āina also among the highest achieving schools in college-enrollment rates. In addition, Mālama Honua, another Hawaiian-culture based charter school, ranked among the highest-achieving schools in *both* math and English/language arts. Two Hawaiian culture-based and language immersion charter schools, Ke Kula 'o Samuel M. Kamakau and Ke Kula Ni'ihau O Kekaha, also gained significantly in both math and English/language arts growth. Such achievements should certainly be examined as possible models to emulate, to increase graduation rates and student performance throughout the wider public school system.

To fully realize the potential for innovation and greater student success in our public school system, OHA respectfully submits that the Draft Strategic Plan must expressly recognize the need to ensure adequate administrative support and resources for Hawai'i's public charter schools. In this regard, *it is important to note that charter schools will receive \$6,846 per-student this school year, the lowest rate in the nation,*² compared to the \$11,823 per-student allocation DOE reported for DOE schools in 2015.³ Moreover, this per-student difference does not include facilities, another area that public charter schools must fund on their own, in contrast with DOE schools. Adequate support that provides more equitable funding and resources for our public charter schools may therefore be critical to their capacity to serve as innovation labs, for the benefit of all of Hawai'i's public schools.

3. Adequately supporting the newly-created Office of Hawaiian Education

OHA respectfully recommends that the Draft Strategic Plan also expressly recognize the need to provide the Office of Hawaiian Education ("OHE") with necessary resources and support to carry out its important work. OHE was established in February 2015, after the adoption of Board Policies 2104 and 2105 (now renumbered 105-7 and 105-8), which recognized the importance of a Hawaiian curriculum and the Kaiapuni Hawaiian Language Immersion Program ("Kaiapuni program") for all public school students. OHA notes that OHE has already advanced several important initiatives in a short period. For example, OHE has taken significant steps to address the long-standing teacher shortage in the Kaiapuni program, developing partnerships with two teacher preparation programs in the University of Hawai'i System, and creating a Temporary Teacher Permit for aspiring Kaiapuni teachers. On a broader level, OHE has also begun developing a plan of action to pilot Board Policy E-3, Nā Hopena A'o ("HĀ"), which is based on "values grounded in Hawaii that apply to leaders and

² Jeannine Souki, *Editorial: Isle charter schools do well but resources still lacking*, HONOLULU STAR ADVERTISER, October 12, 2016, available at <http://www.staradvertiser.com/2016/10/12/editorial/isle-charter-schools-do-well-but-resources-still-lacking/>.

³ Hawai'i State Department of Education, Powerpoint presentation: Supplemental Budget Briefing FY2016-2017, slide 10 (2016), available at <http://www.hawaiipublicschools.org/DOE%20Forms/budget/SupExecReqFINAL.pdf>.

learners at all levels of our statewide school system,” and which has six outcomes to be strengthened for every student over the course of their K-12 learning journey. Over the next three years, this pilot will be used to develop practices for implementing HĀ throughout the DOE system, potentially shifting the learning environment for all of Hawai‘i’s students. Accordingly, an express recognition of the need to adequately and consistently support OHE can help to ensure that OHE’s burgeoning benefits to our public school system are fully realized.

4. Including a specific objective for implementing Hawaiian education programming consisting of language, culture, and history

On a related note, OHA respectfully urges the inclusion of an additional objective under Goal 3, reflecting the need to implement more comprehensive Hawaiian language, culture, and history programming, for the benefit of Native Hawaiian students and others throughout our public school system.

First, an express objective regarding a Hawaiian education program would help to better fulfill the state’s constitutional duties, as well as the recently revised Board Policy 105-7. Article X, Section 4 of the State Constitution mandates that the “State *shall* provide for a Hawaiian education program consisting of *language, culture and history* in the public schools” (emphasis added). Board Policy 105-7, titled “Hawaiian Education,” further articulates that “Hawaii’s public education system should embody *Hawaiian values, language, culture and history* as a foundation to prepare students in grades K-12 for success in college, career and communities, locally and globally” (emphasis added). Including an express objective regarding Hawaiian education programming in the Draft Strategic Plan would therefore be consistent with the above-referenced constitutional mandate and BOE Policy 105-7, and ensure that their fulfillment is a priority in our public school system.

Second, such an objective will further the Draft Strategic Plan’s own targets related to achieving greater equity in educational outcomes. OHA notes that the Draft Strategic Plan Scorecard highlights “equity targets” that “reflect advancement for ‘high needs’ student groups (English Learners, *economically disadvantaged*, and students receiving special education services) as well as students in challenging locales (e.g. *rural schools*)” (emphasis added). Native Hawaiian students may fall disproportionately in the equity targets’ described student groups: DOE data for SY 2015-2016 correlates public schools having high Native Hawaiian student populations with greater percentages of free/reduced lunch, and/or as being located in rural areas.⁴ Meanwhile, research has found that Native Hawaiian students exposed to

⁴ Hawai‘i Child Nutrition Programs, October Data 2016 (SY15-16) Report: All School Food Authorities, available at <http://hcnp.hawaii.gov/fiscal/> (last accessed Oct. 28, 2016). According to the White House initiative on Asian Americans and Pacific Islanders, one in five Native Hawaiians and Pacific Islanders live in poverty today, increasing the likelihood that Native Hawaiian students may be economically disadvantaged. WHITE HOUSE INITIATIVE ON ASIAN AMERICANS AND PACIFIC ISLANDERS, FACT SHEET: WHAT YOU SHOULD KNOW ABOUT NATIVE HAWAIIANS AND PACIFIC ISLANDERS 3, available at <http://www2.ed.gov/about/inits/list/asian-americans-initiative/what-you-should-know.pdf> (last accessed Oct. 28, 2016).

culturally-driven educational strategies have a stronger sense of socio-emotional well-being, deeper engagement with their school, and a stronger commitment to civic activities in their community – *factors directly tied to academic achievement*.⁵ Accordingly, highlighting Hawaiian educational programming within the Draft Strategic Plan may result in greater equity in achievement by Native Hawaiian students in particular, consistent with the Plan’s already-identified goals.

OHA therefore urges the inclusion of an objective under Goal 3, specifically recognizing and prioritizing the need to support a Hawaiian education program:

Objective 4. Hawaiian Education: Incorporate Hawaiian history, language, and culture in school curricula and extra-curricular programming, to foster socio-emotional well-being, school and community engagement, and connection to the ‘āina.

Students feel more connected to learning when it has relevance to their community, family, and environment, as has been well-demonstrated through the innovative educational programming provided by Hawaiian culture-based, high-achieving public charter schools. Culturally-informed activities such as lo‘i kalo cultivation and traditional food preparation can also connect students to the ‘āina, allow them to develop collaborative skills that will serve them well in the future, and foster a sense of socio-emotional well-being and community engagement that can significantly improve academic achievement. Ensuring Hawaiian educational programming for history, language, and culture can also better fulfill the constitutional mandate under Article X, Section 4 of the state constitution, and address gaps in achievement for Native Hawaiian public school students and other high-needs student groups in our public school system.

1. Collaborate and leverage with community partners that have resources and expertise in Hawaiian history, language, and culture, to collectively contribute to programming that can improve student engagement and success in Hawai‘i’s public school system.
2. Regularly incorporate and encourage the use of Hawaiian language and concepts, including with respect to environmental elements, social values, and daily activities.
3. Highlight mo‘olelo, traditions, and historic events specific to surrounding areas, and encourage student exploration and appreciation of place-based, Hawaiian cultural and historical knowledge.

⁵ Shawn Kana‘iaupuni, et. al., *Culture-Based Education and Its Relationship to Student Outcomes*, in CULTURE-BASED EDUCATION 1 (September 2010), available at http://www.ksbe.edu/assets/spi/pdfs/CBE_relationship_to_student_outcomes.pdf.

5. Continuing and increasing support for the Kaiapuni Hawaiian Language Immersion Program

OHA deeply appreciates the DOE's ongoing support of the Kaiapuni program. OHA notes in particular the discussion on Page 2 of the Draft Strategic Plan, regarding the DOE's development of new Hawaiian language assessments that would allow Kaiapuni students to be tested in their language of instruction; OHA looks forward to continued test development for all grades and subjects in which students are assessed for federal accountability purposes.

OHA also greatly appreciates the DOE's efforts, articulated on Page 11 of the Draft Strategic Plan, to timely recruit and place educators in the Kaiapuni program. We note that the Kaiapuni program started nearly thirty years ago, in 1987; however, the enrollment of 2,400 Kaiapuni students in charter and DOE schools combined represent less than 1.5% of Hawai'i's public school enrollment of 180,000 students. We hope that efforts to timely recruit and place educators in the Kaiapuni program will continue, and lead to increased student enrollment in this program.

OHA recommends that the Draft Strategic Plan expressly recognize the need to continue and increase support for the Kaiapuni program, to achieve the goals of Board Policy 105-8, and to more fully realize the program's benefits. OHA notes that the recently revised Board Policy 105-8, "Ka Papahana Kaiapuni," states that "every student within the State of Hawai'i's public school system *should have reasonable access* to the Kaiapuni Educational Program" (emphasis added). This Policy recognizes the importance of the Kaiapuni program to contribute to the continuation of the Hawaiian language and culture, in offering families and students an invaluable opportunity to pursue an education that is grounded in an enriched cultural and linguistic context – an education which may also significantly increase academic achievement across the board. Accordingly, OHA respectfully asks that the Draft Strategic Plan include an express recognition of the need for additional funding and resources to be directed to the Kaiapuni program, such as through review of base funding and weighted student formulas, to support the program's continued expansion. In addition, OHA recommends that the 'Aha Kauleo Kaiapuni Hawai'i Strategic Plan serve as a guide for the Draft Strategic Plan, with regards to ensuring more consistent and effective support of the Kaiapuni program.

Mahalo nui loa for the opportunity to provide these comments. 'A'ohe lua e like ai me ka ho'ona'auao 'ana o ke kamali'i: Nothing can compare in worth with the education of our children.



Administrative Testimony
Testimony of Kamanaʻopono Crabbe, Ph.D.
Ka Pouhana, Chief Executive Officer

State of Hawaiʻi Board of Education
AGENDA ITEM VII.A
ADMINISTRATIVE RULES FOR MULTIPLE CHARTER SCHOOL AUTHORIZERS

November 15, 2016 1:30 PM Queen Liliʻuokalani Building

The Administration of the Office of Hawaiian Affairs (OHA) **SUPPORTS** Agenda Item VII.A, which contains the Student Achievement Committee's (SAC's) recommendations that the State Board of Education (Board) 1) adopt the amended Hawaiʻi Administrative Rules Chapters 8-515 and 8-517, to enable the establishment of multiple public charter school authorizers; 2) authorize the Board's staff to make any technical, non-substantive changes to the rules; and 3) authorize the Board's Chairperson to sign the rules on behalf of the Board.

OHA is a semi-autonomous state agency established by the constitution and laws of the State of Hawaiʻi to better the conditions of Native Hawaiians. As the governmental agency responsible for protecting and promoting the rights of Native Hawaiians, OHA is required, among other things, to assess the policies and practices of agencies impacting Native Hawaiians, and to conduct advocacy efforts for Native Hawaiians. OHA notes that eighteen of the thirty-four public charter schools operating in Hawaiʻi are Hawaiian culture-based or Hawaiian language immersion schools, towards which OHA has contributed over \$18,000,000 from FY 2006 – FY 2017.

OHA's support of the proposed rules is based upon a review of the SAC Chairperson's November 1, 2016 memorandum to the SAC, testimony submitted on that memorandum, and the year-long effort to facilitate the establishment of multiple charter school authorizers through administrative rule-making. We commend the Board, the SAC, and the Board's staff for their diligent work on these administrative rules, which demonstrate the Board's commitment to the communities, students, and families served by Hawaiʻi's public charter schools.

The history behind the Board's effort is worth noting. In 2012, Act 130 created the State Public Charter School Commission (Commission), which, among other responsibilities, would serve as the initial, sole authorizer of public charter schools in the state. Act 130 envisioned that additional charter school authorizers would eventually be established and regulated by the Board, pursuant to administrative rules promulgated by the Board. However, despite the intent of Act 130, as well as the National Association of Charter School Authorizers' (NACSA's) recommendation against relying too long upon a

single charter school authorizer, after more than four years the Commission continues to be the sole authorizer for all public charter schools in the state.

According to NACSA, a single authorizer may have a tendency to create unnecessarily bureaucratic and overly burdensome regulations over time, particularly as more charter schools are established and overseen by the authorizer. NACSA has further warned that such regulations and requirements may eventually result in the loss of charter schools' intended freedom to be innovative in their development of class curricula, instructional practices, and school administrative approaches.

Hawai'i currently has thirty-four operational public charter schools, and the Commission recently approved an additional three for pre-opening status. With such a large and growing number of charter schools overseen solely by the Commission, our public charter school system may soon encounter the challenges and bureaucratic burdens described in NACSA's warning. **OHA respectfully submits that it is now incumbent upon the Board to take this first step towards establishing additional charter school authorizers, to grow and strengthen the charter school movement in Hawai'i.**

Notably, in addition to providing a critical venue for enriched cultural and linguistic educational approaches, a strong and well-supported public charter school system also has the potential to benefit all public schools in the state. As the Board and Department of Education's Draft Strategic Plan 2017-2020 acknowledges, "Hawai'i's public schools will foster innovation which includes learning from our charter school which were established as innovation labs." The most recent Strive HI performance measures for SY 2015-2016 also reaffirm the potential for charter schools to act as innovation labs for our public school system as a whole, with many charter schools, including Hawaiian culture-based and Hawaiian language immersion charter schools, already performing well and even dominating in certain indicators. **Therefore, by facilitating greater authorizer support for our public charter schools, these rules will also help to more fully realize their potential benefit for schools and students throughout our public school system.**

Mahalo nui for the opportunity to provide testimony in SUPPORT of Agenda Item VII.A. Should you have any questions, please feel free to contact OHA Public Policy Advocate Monica Morris at (808) 594-0285 or by email at monicam@oha.org.

'A'ohe lua e like ai me ka ho'ona'auao 'ana o ke kamali'i. Nothing can compare in worth with the education of our children.

HONOLULU OFFICE

500 Ala Moana Blvd.
Suite 3-400
Honolulu, HI, 96813
P (808) 521-1371

KONA OFFICE

75-5706 Kuakini Hwy.
Suite 102
Kailua-Kona, HI 96740
P (808) 769-4526

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An AmeriCorps Program

November 14, 2016

Honorable Lance Mizumoto, Chair
Hawai'i State Board of Education



Dear Chair and Members of the Hawai'i State Board of Education,

I am writing to provide testimony on behalf of Teach For America-Hawai'i (TFA-HI). TFA-HI strongly supports the Hawai'i Department of Education's proposed strategic plan, with some suggestions to further strengthen and clarify the document.

In school year 2015-2016, TFA-HI conducted a similar process to create our 10-year Strategic Direction. We are excited to see alignment and synergy between these two documents, particularly regarding student empowerment and cultivating strong teacher candidates from our communities here in Hawai'i. Over the last 10 years, we have recruited and developed 150 kama'āina and/or Native Hawaiian teachers for Hawai'i public schools. In the next ten years, we aim for 50 percent of our teacher corps to be kama'āina; 20 percent Native Hawaiian, and 20 percent 2nd generation corps members, or teachers who graduated from a Title I public school where TFA-HI teachers work.

Overall, we have three primary areas of feedback. Additional recommendations are available in [Attachment A](#).

- Infusing a meaningful and explicit focus on diversity and equity into the strategies and indicators related to student success and staff development.
- Providing flexibility in the policies, processes, and structures to encourage innovative practices in teaching and learning.
- Complementing the Department's focus on local efforts with purposeful attention to our global society and strengthening the pipelines for teachers and administrators in ways that embrace local and global strategies.

We appreciate the time, effort, and commitment of the Office of Strategy, Innovation, and Performance. We look forward to continued meaningful engagement and partnership as the Department moves through strategy to implementation.

Thank you,

Jill Baldemor
Executive Director
Teach For America Hawai'i

TEACHFORAMERICA

One day, all children in this nation will have the opportunity to obtain an excellent education.

Attachment A: Detailed Feedback from Teach For America Hawai'i

We look forward to supporting the Department's efforts to recruit and place high quality teacher candidates in a timely manner and applaud the opportunity to partner and share expertise to develop qualities and competencies. Since 1990, Teach For America has worked to study and hone our educator competencies, in alignment with leading research, best practices, and our experiences working with our teachers.

The overarching goals and objective statements are strong statements about what we value and hope education to be for all of our students. We humbly offer the following comments and suggestions to further strengthen those goals, objectives, and subsequent implementation activities.

- We support the Special Education Advisory Council's (SEAC's) prior recommendation to include an indicator on school discipline in the aggregate and through an equity lens. Research has demonstrated that implicit biases significantly impact discipline decisions at the school and classroom level. Shedding light on and talking about these data are the first step to the hard and important work of acknowledging and mitigating biases. This can help to open doors for providing educators with training and support on diversity, equity, and inclusiveness.
- We also support SEAC's prior testimony to set the targets and goals for each indicator based on input and feedback from community groups, especially those groups that focus on education equity for all students. We also concur with the suggestion that the Department share ongoing progress (more than once a school year), where information is readily available and feasible.
- As an organization committed to equitable access to a high quality education for all students, we applaud the explicit focus on equity indicators. In particular, we suggest reporting on these equity points with data disaggregated by major ethnic groups, including but not limited to Native Hawaiian, Micronesian, and Filipino, as well as socio-economic status.
- The Strategic Plan language speaks to a commitment to supporting and educating the whole child. In alignment with this commitment, we suggest adding an indicator that speaks to a student's access to a well rounded curriculum as a means to begin to measure progress. Potential indicators could include the number of courses offered and/or student access to advanced coursework in all major content areas.
- Educational equity requires advancing diversity, inclusiveness, and belonging. The Strategic Plan can support this with an explicit focus on providing educators with supports on culturally responsive pedagogy and culturally responsive leadership. This will equip educators to have critical conversations and lessons with students about identity and identity affirmation.
- We appreciate Goal 1's strong focus on student success; however, we are curious about the division of real world learning, problem solving, and creative thinking from standards-based education (objectives 1 & 3) and the division between the concepts of whole child and well rounded (objectives 2 & 3). We encourage a single clear objective that weaves together rigor, a wide-range of opportunities for students to learn, and equitable access to well rounded learning opportunities that draw on the rich culture and communities in Hawaii. A second objective might focus on empowering student agency and voice, integrating students' identity and aspirations. A third objective might focus on wrap around services.

In addition to the suggestions for the Strategic Plan, TFA-HI humbly provides the following considerations to bolster implementation planning and execution.

- Deputy Superintendent Schatz's focus on bright spots provides an opportunity to truly honor and recognize the successes across our system. We support HE'E's recommendations to further strengthen this initiative by creating an intentional structure for facilitating meaningful cross-school sharing and learning to spread lessons learned from each bright spot. We look forward to an opportunity to collaborate, support, and submit stories of bright spots in our system, including global and national bright spots that can be infused and grounded in our local context. This larger context is essential in order to ensure our students are prepared to be local and global leaders.
- Achieving the goals in the Strategic Plan requires flexibility and empowerment in our schools and classrooms. We encourage the Department to consider workplace conditions, such as increased pay for teachers and stipends for teachers serving in hard to staff schools and subjects during the collective bargaining process. In addition, we encourage the Department to consider ways for schools to easily access rigorous, standards-based materials while also encouraging regular review of materials (to ensure continued quality) and allowing flexibility to innovate around how those materials can support teaching and learning.
- We are excited by and supportive of the Department's focus on homegrown recruitment and comprehensive supports for educators. We are particularly excited by the strong degree of alignment with our own Strategic Direction's focus on encouraging kama'āina and Native Hawaiian students to enter the teaching profession and our ongoing collaboration with the Department on induction and mentoring. We look forward to the potential of deepening our collaborative efforts through data transparency on the performance of our teachers so that we may work with the Department to continuously improve our efforts, in alignment with recently released federal regulations (<https://goo.gl/n3FHUr>).

Amy Perruso
3348 Kaunaoa St.
Honolulu, HI 96815

November 15, 2016

State of Hawai'i Board of Education
Queen Lili'uokalani Building 1390 Miller Street,
Fourth Floor, Room 404
Honolulu, HI 96813

RE: DOE Strategic Plan (Discussion Item V:E) and Assessment

Aloha Board of Education Members,

This is a new board, and I regret that all of our interactions have been focused on identifying problematic implications of the NCLB/RttR approach to education that still delimit 'the possible' in Hawaii's public schools. But I remain an educator *despite* the narrowing of the curriculum for the purposes of testing, because I have seen my fellow teachers engaged in inspiring efforts to support their students in deep, sustained, connected and meaningful learning.

We seem to remain wedded to the traditional assessment model prescribed under NCLB/RttT (the forced-choice measures of multiple-choice tests, fill-in-the-blanks, true-false, matching, etc.). Such assessments are grounded in the philosophy that a productive citizen must *possess* a standardized body of knowledge and skills. To determine if instruction is successful, then, schools must test students to see if they acquired the knowledge and skills. Here, curriculum drives assessment: a "common" body of knowledge is determined to be necessary for a learning community, the knowledge becomes mandated curriculum and assessments are developed to determine if the curriculum has been *acquired* by students.

The change in direction being advocated by teachers, in contrast, is grounded in authentic assessments that spring from the assumption that productive citizens must be capable of *performing* meaningful tasks in the real world. Therefore, schools must help students become proficient at performing the tasks they will encounter after they graduate. To determine if their approach has been successful, schools ask students to perform meaningful tasks that replicate real world challenges. Instead of being propelled by rote content, authentic assessments drive the curriculum to which they're related. Teachers, planning backwards, first determine the tasks that students will perform to demonstrate their mastery and then develop a curriculum to enable students to perform those tasks well. Under this model, we teach students how to *do* math, *do* history and *do* science, not just what to *know* about these subjects. Then, to assess what our students have learned, we ask students to perform tasks that replicate the challenges faced by those using mathematics, doing

history, or conducting scientific investigation. Exemplary authentic assessment engages students in critical problems or questions of great importance, and creates situations in which students must use knowledge to fashion solutions effectively and creatively.

You know me as a critic of the status quo, but I am first a social studies teacher whose work is grounded in constructivist approaches to historical and civic education. I have seen students transformed, exceeding their own sense of themselves, by the inquiry-driven structure of a classroom designed to help them *do* history and *do* politics. We have kept National History Day and Science Fair programs alive, outside of the constraints of NCLB, for a time when better education becomes possible. Public school teachers have developed amazing authentic assessments grounded in interdisciplinary place-based, project-based and problem-based education. Our charter school brothers and sisters are doing amazing work in this area – in large part, because they are not being driven in the same way by standardized testing and flawed educator evaluation systems. If the expansion of human potential is our desired outcome, then we should be moving towards the adoption of more authentic assessment models, so that our students will learn how to be innovative, critical, creative problem-solvers and world makers.

We must *change* direction. As members of the Board are aware, the *Every Student Succeeds Act* created a pilot program for seven states to test alternative assessment systems at the local level. Hawai'i is well-positioned to participate in this pilot and lead the way in developing a more authentic method for evaluating student performance. HSTA is ready to partner with DOE and BOE leaders on an application for the pilot. HSTA members, with our parent and community allies, want our education leaders to take advantage of this opportunity because we know our system built on traditional assessments cannot produce students who are ready for the 21st century. To create assessments that are locally designed and controlled and reduce the amount of meaningless testing in our schools, I'm asking you to adopt an action item directing the department to collaborate with the Board and HSTA in drafting an application for the ESSA assessment pilot.

It is not easy to do this right, but it is the right thing to do.

Sincerely,

Amy Perruso, Ph.D.
NBCT – Social Studies
Mililani High School



Board of Education
State of Hawaii
1390 Miller Street, Room 405
Honolulu, Hawaii 96813
BOE_Hawaii@notes.k12.hi.us

FULL SUPPORT

KALO fully supports the administrative rule making process and thanks the BOE and the BOE Staff for its great work.

KP2

Katie Benioni,
Chief Financial Officer



KAMEHAMEHA SCHOOLS®

Date: November 15, 2016
Meeting: Hawai‘i State Board of Education General Meeting
Location: Queen Lili‘uokalani Building
Re: Transit-Oriented Development School Impact Fee Zone Proposal

Kamehameha Schools appreciates and supports the BOE’s efforts to find the appropriate resources required to make quality education available to all of Hawai‘i’s children, and we support a process by which those requirements are met as fairly, efficiently and effectively as possible.

We believe that consideration of existing schools and facilities for reach and impact before new schools are constructed, as currently practiced by the BOE and the Department of Education, is an example of prudent resource stewardship. We hope that the presence and capacity of public charter schools in each area are also considered.

As a perpetual Native Hawaiian Trust and landowner with a desire to ensure affordable housing opportunities are available for Hawai‘i’s families on our lands, we have great interest in learning more about the probable impact these additional fees will have on the affordability of housing in the urban core – an issue the community is grappling with, statewide.

These are difficult and important issues, and we believe that a larger analysis, relating to the effects of these fees on the community, could help in ensuring Hawai‘i’s most vulnerable families are least affected by the outcomes of decisions made today.

We highly encourage input from stakeholders, families and the general public and believe that the feedback received will help guide an equitable decision-making process that can advance both education and affordable housing in Hawai‘i.

Mahalo.



KAMEHAMEHA SCHOOLS®

Time: 1:30 p.m.
Date: November 15, 2016
Meeting: Hawai'i State Board of Education General Meeting
Location: Queen Lili'uokalani Building
Re: Agenda Item VII. A. Action Items
SUPPORT regarding Proposed HAR 8-515 and 8-517

Aloha mai! My name is Wai'ale'ale Sarsona and I serve as the Managing Director of the Kūamahi Community Education Group of Kamehameha Schools. As part of the second goal of Kamehameha Schools' strategic plan, which guides us to contribute to the communities' collective efforts to improve Hawai'i's education systems for Native Hawaiian learners, Kamehameha Schools is committed to support Hawaiian-focused charter schools. Therefore, we are writing to express our support of the Board of Education's efforts to establish and implement an authorizer in addition to the existing Hawai'i Public Charter School Commission.

Our comments are intended to support advancement of the proposed "Authorizer" rules and we are appreciative of the modifications that have been made without delay to the rules implementation process.

We support the intention to establish alternative authorizers, as we recognize that the Hawai'i State Public Charter School Commission is operating at capacity with the current number of charter schools. We support policies that promote high academic, financial and organizational standards for Hawai'i's charter schools, and the establishment of an alternative authorizer would promote such standards.

Kamehameha Schools advocates for and supports the achievement of Hawai'i's Native Hawaiian public school students. As such, we have been a collaborator with the Hawai'i public charter schools for over a decade. Through our work with Hawaiian-focused public charter schools, we hope to significantly impact more children and their families through education. We believe that Hawaiian-focused charter schools provide quality educational choices for our families and ultimately enhance both academic achievement and engagement for all students. We encourage you, the leaders of our government to stand with us in supporting a move to improve the educational system in Hawai'i in this way.

Kamehameha Schools is an organization striving to create a thriving Lāhui where all Native Hawaiians are successful, grounded in traditional values, and leading in the local and global communities. We believe that community success is individual success, Hawaiian culture leads to academic success and local leadership drives global leadership.

E kūlia mau kākou i ka nu'u! Let's constantly strive for the summit. Mahalo a nui.



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Executive Director

**TESTIMONY FOR AGENGA ITEM V, E, UPDATE ON THE REVIEW AND
EXTENSION OF THE 2011-2018 JOINT DEPARTMENT OF EDUCATION AND
BOARD OF EDUCATION STRATEGIC PLAN**

**General Business Meeting
Hon. Lance Mizumoto, Chair
Hon. Brian De Lima, Vice Chair**

**Tuesday, November 15, 2016, 1:30 PM
Queen Liliuokalani Building, Room 404**

Honorable Chair Mizumoto and committee members:

I am Kris Coffield, representing the IMU Alliance, a nonpartisan political advocacy organization that currently boasts over 350 local members. On behalf of our members, we offer this following comments on the review and extension of the Joint Department of Education and Board of Education Strategic Plan.

To begin, while we embrace Nā Hopena A‘o (HĀ) as a set of action-oriented values that reflect Hawaii’s indigenous population and host culture, we believe that **the state’s proposed new general learner outcome, “empathetic and innovative creator,” undermines the organic framework set by HĀ.** Embodying concepts like “strengthened sense of belonging,” “strengthened sense of Hawai’i,” and “strengthened sense of aloha,” HĀ delineates the “behaviors and dispositions” necessary to navigate the 21st Century, personally and professionally. In contrast, while appearing to offer a valuable commitment to shared knowledge and experiences (empathy is a good characteristic to develop in our children), the proposed general learner outcome recuperates the dispositional qualities that guide our approach to education, codified in BOE Policy E-3, into an outcome-based protocol. Dispositions are tough to measure. State teachers are already facing increased pressure to diagnose behavioral challenges, including autism, under the department’s recent legislative moves to compel educators to serve as behavioral analysts. They must not also be asked to quantify the general human traits of their students, especially at a time when our federal government, under the Every Student Succeeds Act, is reducing its emphasis on standardized measurements and offering school districts the opportunity to pilot innovative assessments that address real-world learning.

Moreover, empathy and innovation should not be coupled under the same “outcome,” since innovation involves the development of new cognitive and practical methodologies and outcomes imply measurable indicators. Unfortunately, innovation, in today’s education climate, has come to mean technological advancement, with new educational technology often replacing quality teaching and curricula that promote critical inquiry. Cutting edge innovation, alone, is not a panacea for systemic school problems, like teacher turnover or student achievement gaps. The Common Core-aligned SBA exam, for example, has led to the deification of prescribed curricula and textbook rigidity, not to mention mass movements of parents and teachers calling for elimination of CCSS-based “innovation.”. What is required for educational progress, instead, is critical thinking, in which the root causes of current departmental dilemmas are analyzed in an interdisciplinary and interdisciplinary manner. How might we address our state’s teacher shortage crisis, for instance, if we interrogate it within the context of racial divisions, the professional trauma of post-NCLB educators, or the opportunity and material struggles of those who are priced out of paradise?

Additionally, we **strongly support the inclusion of reducing standardized testing as a priority under Goal 1: Student Success.** We must take action to prevent the perils of homogenization from being foisted upon students who are anything but common. An overemphasis on standardized testing has hurt public schools by narrowing academic curricula, reducing arts and cultural education, and causing teachers to teach to the test. Consequently, the vast majority of teachers feel pressured to improve test scores, spending approximately a third of their time on tasks related to standardized tests. Polls show that the public does not support using standardized tests to evaluate teachers, which the DOE and BOE, in conjunction with HSTA, marginalized in teacher evaluations this year. You should continue that trajectory, saving money along the way. While the DOE estimates the cost of standardized testing to be \$65 per student, this figure does not include time spent on test preparation, interim testing, test-driven curricula, classroom materials related to standardized testing, computer equipment and personnel needed to administer standardized tests, consultants contracted to assist with assessment preparation and delivery, and the opportunity cost of educational programs eliminated to increase time for standardized tests. It is incumbent upon the BOE to ensure that the department follows through on ESSA’s promises of flexibility, **most urgently by requiring the DOE to apply for the newly created innovate assessment pilot as part of the final draft of the strategic plan.**

Furthermore, we support including teacher recruitment and retention as an indicator under Goal 2: Staff Success, but believe that the measurement of such an indicator should encompass a complete look at the severity of our teacher shortage emergency. At the beginning of the 2015-2016 school year, media outlets widely reported that the DOE faced 625 vacant teaching positions. While the department currently includes the percentage of teaching positions filled on the first day of school as a statewide indicator in the draft strategic plan, this statistic does not detail the quality or competency of the teachers filling vacant positions. The number of new teachers hired who have

not completed a teacher education program has increased from 125 for the 2011-2012 school year to 241 for the 2015-2016 school year. Over the same period, the number of teacher resignations has increased from 624 in 2011-2012 to 781 in 2015-2016, while the total number of voluntary teacher separations has increased from 934 in 2011-2012 to 1,075 in 2015-2016. In short, hundreds of teachers are leaving the workforce each year at an accelerating pace, while the DOE does not have enough trained and licensed teachers in waiting to fill the holes they leave. Accordingly, we **urge the BOE and DOE to include better encapsulating a variety data on teacher retention and recruitment as a strategic plan goal, while emphasizing increasing Hawai'i's last-in-the-nation cost of living adjusted teacher pay as a means of addressing the problem.** Studies have shown that as teacher pay increases, so, too, does student achievement. A Stanford University study found that “raising teacher wages by 10 percent reduces high school dropout rates by 3 percent to 4 percent,” while a study of Florida showed that pay raises reduced teacher attrition by as much as 25 percent for hard-to-fill subject areas, with children’s learning growth gaining from more exposure to experienced educators.

Finally, we note that the DOE's new academic and financial plan template was recently released to schools. It appears that the AC-FIN template mirrors the DOE's strategic plan draft, which has yet to be approved by the BOE. Since schools must complete their comprehensive needs assessments by November 23rd and needs assessments are the linchpin of AC-FINs, this undermines the authority of the BOE to review and approve the Strategic Plan prior to its implementation. It also silences stakeholders’, especially teachers’, ability to comment on the plan’s final draft. We ask the the Board **make explicitly clear to the department that the plan is not to be acted upon until all stakeholders have been given a chance to provide feedback on, and the Board has moved to approve, its final form.**

Sincerely,
Kris Coffield
Executive Director
IMUAlliance

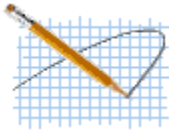


boe_hawaii@notes.k12.hi.us

11/15/2016 07:34 AM

To Testimony BOE/HIDOE@HIDOE
cc
Subject Fw: Testimony: Small, Rural, Isolated
Schools and the Strategic/ESSA Plans

----- Forwarded by BOE Hawaii on 11/15/2016 07:34 AM -----



Rick Paul/HANA/HIDOE

11/14/2016 06:22 PM

To boe_hawaii@notes.k12.hi.us
cc
Subject Testimony: Small, Rural, Isolated
Schools and the Strategic/ESSA Plans

Aloha!

As the Principal of Hana High and Elementary School, I am writing on behalf of small, rural, isolated schools in the Canoe Complex (Hana, Lahaina, Lanai and Molokai).

As the smallest Complex (Hana) in the smallest complex area (Canoe Complex) I would like to draw your attention to the unique needs of small, rural, isolated schools and the complex areas in which they reside.

Even though it is a two-hour, one-way drive to Central Maui my Vice-Principal and I have made the trek to attend the BOE Strategic Plan input meetings and the ESSA Task Force input sessions.

Both sessions actively sought input from the community in a structured manner. I gave my input at the meetings and in online surveys. I feel that you cannot complain if you choose not to be a part of the process.

It is important for us to speak out just to have our voice heard. Both our Complex Area and our rural schools suffer from "economy of scale" issues. In the case of the two Canoe Complex Pre-K-12 schools, actually we are school complexes, a small number of students across 14 grade levels do not generate enough funding to support three distinct staffs (elementary, middle and high schools). For example, our 80 Hana High School students do not generate the necessary funding to provide everything needed for a comprehensive high school curriculum and extra-curricular activities. In Hana, everything must be provided by 5.5 high school teachers who each teach 4 grade levels and 6 different classes. The curriculum offerings are very limited for our students and do not compare to what is offered for the students of large high schools.

I do want to commend the Committee of Weights and Superintendent Matayoshi for providing the WSF Superintendent's Reserve Fund Grant. With out this grant we would not be able to keep the school doors open. Two years ago, the costs of our very limited personnel exceeded our entire WSF Budget. The Superintendent's Reserve Fund Grant allowed us to continue to operate. I sincerely hope the new Superintendent, whoever it may be, understands the importance of this additional funding.

Another example of how detrimental per-pupil funding is to schools with small student populations can be found in how the Athletic Director (AD) Positions are funded. We were told that \$100 per student was allocated for an AD position that cost approximately \$80,000. Our 80 high school students would bring in \$8,000 to fund an \$80,000 position while a high school of 2,500 students would be allocated \$250,000 for an \$80,000 position. For the larger high school it is essentially extra funding but for Hana High School we would have to pull funding from other programs to make up the \$72,000 deficit. This is an economy of scale issue.

The same can be said for the Canoe Complex. To put it in perspective, the nearest school (Lahaina) in

my complex area is a 3 hour drive from Hana. As you know the other schools in our Complex Area are on different islands. Travel for the schools as well as the complex area is huge expense when compared to the distance that schools on Oahu must travel for services or events. I commend Deputy Superintendent Schatz and several of the Assistant Superintendents for traveling to the isolated schools to experience first hand the difficulties we face. They now have a deeper understanding of our plight and this has translated into additional support. I encourage BOE and ESSA Task Force members to also visit the small, rural isolated schools.

OHR worked very hard to make changes in how new teachers request the areas in which they wish to teach. This action highlighted that there were many applicants in the Canoe Complex Area but very few wished to come to Hana. OHR also supported Canoe Complex Area Superintendent Ball is allowing him to take his own team to recruit in more rural areas of the mainland US. Recruitment efforts in New York, Chicago and San Francisco did not bring teachers to the rural isolated areas where it is two hours to the nearest Starbucks or traffic signal light. To put this in perspective, Hana can relate more to Duck Dynasty than it can to Hawaii 50. Hats off to OHR for having an open mind and supporting our efforts. This was an example of Complex Area Empowerment.

As a Complex Area I feel that we are "ahead of the curve" with respect to HA. Our CAS Lindsay Ball had a vision several years ago to bring "Place-Based" in-service training to his Educational Officers (EO). In teaming with Kamehameha Schools, the EOs received high-quality training in the Hawaiian culture, at several different locations, so we could better understand our local students and families. Ask any EO in the Canoe Complex about these experiences and I can promise the response will be extremely positive.

I am energized that the DOE, the BOE and the ESSA Task Force are reaching out to the various communities for input. In reading the Strategic Plans, I can see that the input was integrated into the plans. I am very hopeful.

Thank you for allowing me to share my thoughts.



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Corey Rosenlee
President
Justin Hughey
Vice President
Amy Perruso
Secretary-Treasurer
Wilbert Holck
Executive Director

TESTIMONY BEFORE THE BOARD OF EDUCATION
FINANCE AND INFRASTRUCTURE COMMITTEE

RE: AGENDA ITEAM V, A, KALIHI TO ALA MOANA SCHOOL IMPACT FEE
DISTRICT.

TUESDAY, NOVEMBER 15, 2016

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Chun and Members of the Committee:

The Hawaii State Teachers Association **strongly supports** enactment of the Kalihi to Ala Moana school impact fee district.

On Nov. 23, 2012, a 40-foot section of Farrington High School's auditorium roof collapsed during a brief, but heavy downpour. Thankfully, no one was injured. It took \$11.9 million and four years to repair the damage, however, with the newly renovated auditorium opening just this week. While not directly tied to school capacity, Farrington's misfortune exemplifies a problem our schools face across the state: aging, dilapidated infrastructure.

Hawaii's public school buildings are approximately 65-years-old on average. Though Department of Education officials have steadily lessened the state's repair and maintenance backlog, the cost of projects waiting to be performed continues to run into the hundreds of millions of dollars. Infrastructure and capacity problems are particularly painful for developing communities, like the 'Ewa Plain, which has seen rapid residential growth over the past two decades and will welcome 28,000 more buildings by the year 2021. Yet, Campbell High School, 'Ewa Beach's flagship secondary school, has a student population of over 3,000, approximately 1,300 students more than its corridors were built to withstand. As Hawaii News Now reported in May, Campbell's enrollment has swelled so much that lunch must be served from multiple buildings *besides* the cafeteria and the school's 44 portables have seized a neighboring elementary school's playground.

Implementing school impact fees can prevent Honolulu's urban core from experiencing Campbell-like overcrowding. School impact fees are a method of financing new or expanding existing Department of Education facilities, in partnership with developers of new residential areas. Residential developments create demand for public school facilities. To meet the academic needs of communities undergoing new construction, the Board of Education may designate school impact districts and require developers to contribute toward the cost of increasing school capacity. Costs borne by developers—and, in turn, property purchasers—are consistent with proportionate fair-share principles, meaning that residential developments within designated school impact districts pay construction costs that are proportionate to their impact.

Kaka'ako, part of the proposed impact fee district under consideration, is rife with high-rise projects and housing proposals that will bring families into the area and students into public schools. Roughly 5,000 new condominium units are scheduled to be built by 2018 in Kaka'ako, with the population of the district expected to double to 30,000 people in the next fifteen years, according to the Honolulu Community Development Authority. Creating mixed use schools that encompass grades K-12 and filling empty space at schools operating below capacity are demographically unsustainable solutions. What is needed, instead, is funding to subsidize school construction, renovation, and property acquisition.

All options for generating revenue must be on the table, including expanding school impact fees. During the 2016 legislative session, lawmakers approved measures allowing impact fees collected in Honolulu's urban core to be spent on purchasing completed construction, leasing land or facilities, and improving or renovating existing structures for school use. Ideally, we would like to see impact fees expanded to the entire state, with the same uses permitted in the urban core extended to all impact districts. While we support the collection of impact fees in the proposed Kalihi to Ala Moana impact fee district, we urge the board and the department to consider designating all places in which impact fees are not currently assessed as an individual or separate impact districts, thereby maximizing revenue generation and ensuring that future developers, residential investors, and home purchasers pay their fair share in educating our keiki.

A quality education is priceless. To provide more equitable public school funding, the Hawaii State Teachers Association asks the board to **support** this proposal.



Sandy Webb <mrssandywebb@gmail.com>

11/15/2016 08:05 AM

To "testimony_boe@notes.k12.hi.us"

<testimony_boe@notes.k12.hi.us>

cc

Subject Authentic Assessment and Learning

Honorable Chair Mizumoto and members of the Board,

I am a veteran science teacher at Mililani High School and I am writing to urge you to promote project-based, authentic learning opportunities - including authentic assessment in public schools. The ACT test provides very little information to teachers and students for improvement in science and there are so many other ways in which we can promote rigor and relevance.

One example of interdisciplinary, authentic, project-based learning (and assessment) is the Youth Envisioning Sustainable Futures Project at Mililani High School - now in it's fourth year. Students conduct historical and scientific inquiry, futures analysis then use their findings to develop and implement an action to address a community sustainability issue. In terms of science, this project has complimented students involved in the science fair and STEM Capstone programs as well as career exploration. Last year, Hawaii's Presidential Scholar, Joseph Fujinami, was able to work with mentors at University of Hawaii, Manoa to explore green building solutions on his path to pursue a degree in architecture and engineering.

This is but one example of authentic learning and assessment. At Mililani High School our biology students also conduct field investigations around the island and write up their findings to demonstrate both their scientific inquiry skill and their understanding of ecology - it's rigorous, relevant and authentic!

Please support authentic learning and assessment in any way you can and continue to work to decrease the amount of unnecessary testing that impedes, rather than compliments, the efforts of teachers working around the state to create such opportunities for our students.

Mahalo for your consideration,

Sandy Webb

(the Youth Envisioning Sustainable Futures website - www.yes.futures.org)

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To: Hawaii State Board of Education
Hearing Date/Time: Tuesday, November 15, 2016, 1:30 p.m.
Place: Queen Liliuokalani Building
Re: Testimony of Planned Parenthood of Votes Northwest and Hawaii with comments on the Every Student Succeeds Act and the 2011-2018 Joint Department of Education and Board of Education (“BOE”) Strategic Plan

Dear Chair Mizumoto and Members of the Board of Education

Planned Parenthood Votes Northwest and Hawaii (“PPVNH”) writes with comments to encourage increased collaboration and engagement with parents, families, and community organizations while implementing the Every Student Succeeds Act (“ESSA”) and the 2011-2018 Joint Department of Education and Board of Education Strategic Plan.

PPVNH supports and encourages systemic parent and family engagement in Hawaii schools. Parents, family, and caregivers are the first and foremost sex educators of their children. As a community health provider and partner to our schools, Planned Parenthood knows this well and we want to make sure that everyone has access to appropriate, medically accurate sex education. In line with BOE Policy 103.5, this means education on abstinence, contraception, and methods of protection to prevent unintended pregnancy and sexually transmitted infection. This also includes education on consent, healthy relationships and accessing services in the community.

Having the skills and capacity for honest, open communication that honors the bodily integrity of others is a key aspect of being human and a foundation for life-long sexual health and total well-being. In this way, we also stand by the Nā Hopena A’o (“HA”) core values that underpin the life-long practices that foster belonging, responsibility, excellence, aloha, total well-being, and a strengthened sense of Hawaii. We know that comprehensive sex education cannot be implemented here in the islands without the values of the HA framework and without a commitment to life-long learning that honors the unique values and shared roots of this special place.

The call for equity for all students in closing and ending the achievement gap for special education, English language learners, economically disadvantaged students and all students in need of greater support must also take into account the need to end sexual health disparities, as data shows that these students are at higher risk for unintended pregnancy and STIs.

Comprehensive support from providers such as Planned Parenthood can save lives by mitigating risk and factors that make our students more vulnerable to adverse sexual health outcomes and we urge increased community collaboration and engagement while strategizing for the future.

Thank you for this opportunity to comment.

Sincerely,
Laurie Field
Hawaii Legislative Director and Public Affairs Manager

Testimony on the review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan

Aloha Board of Education Members,

My name is Steve Franz, Principal of King Kamehameha III Elementary School in Lahaina, Maui. As site administrators, Principals are tasked with carrying out decisions made by the state, and agreements made with the teachers union. I appreciate having a voice in the conversation. I am writing to share my insights and perspective on several topics related to the future of education in the state of Hawaii.

- I am a member of the Principals Roundtable that meets monthly with Deputy Superintendent, Stephen Schatz. These gatherings have provided discussion and dialogue about current issues with an opportunity to hear from administrators from across the state. These meetings have addressed problems, but more importantly, have generated solutions. I have not experienced this type of "working together" in my past 20 years in the Department. Our state Strategic Plan has been on the agenda numerous times. We have been involved and included throughout the creation process. This has been a positive experience for us all.

- Recently Stephen Schatz and Tammie Chun visited EO meetings around the state to discuss the state Strategic Plan. The administrators in my complex appreciated having this opportunity to meet face to face and participate in the developmental process. While we may not all agree with every part of the plan, we support the plan and are ready to move forward.

- Finally, I would like to encourage you to limit any future changes to how we do business. We have had a significant number of initiatives added to our "plates" over the past few years. Most of these additions have been positive and productive. Successful change takes concentrated, consistent implementation over time. NCLB is out, and ESSA is in. This opportunity allows us to look at our school system and consider, "What do WE want?" It will be tempting to consider moving away from some of our current practices and trying something new. Please tread carefully so as not to "throw the baby out with the bath water". Let's keep what is good and what works, and not add to the burden that is presently being born by principals, teachers and schools.

Thank you for allowing me to share my thoughts and ideas.

Sincerely,
Steve Franz
Principal, King Kamehameha III School



November 10, 2016

To: Hawaii Board of Education
Lance A. Mizumoto, Chairperson
Brian J. De Lima, Vice Chairperson
Members of the Board of Education

From: Deborah Zysman, Executive Director
Hawaii Children's Action Network

Re: Testimony on Joint Department of Education/Board of Education Strategic Plan Update 2017-2020

Hawaii Children's Action Network (HCAN) is the only nonprofit in the state solely committed to educating and advocating for young children and families. We believe every child deserves a fighting chance to realize their full potential and focus our work on advancing public policy that impacts the systems that serve children from birth to age 8 (early childhood).

We are focused on the early childhood years, when 90% of physical brain development occurs, and when children develop crucial cognitive and social-emotional skills that impact the rest of their lives and can predict their success. Research shows that children with strong early development environments such as access to early learning and a safe and stable home environment thrive as adults. Unfortunately, disadvantaged children are the least likely to live in those environments.

Once a child that has fallen behind in reading or math, she/he is more likely to drop out of high school, work in low-wage jobs, and continue a cycle of poverty.

We know that almost 50 percent of Hawaii's four-year-olds receive little or no formal school readiness experience before entering kindergarten. Despite positive advances over the past two years, Hawaii still remains far behind other states in providing early childhood education. Ultimately, this means that our DOE system must devote time and resources to bringing these children up to speed with their counterparts who have had some form of early learning experience. By investing in our children early, we help save our DOE time and money.

High-quality early learning programs narrow the achievement gap between vulnerable populations and their peers who have access to more resources. The evaluation of the Hawaii P-3 communities like Kau, Keaau, and Pahoa shows us that achievement gains can be made by implementing a concentrated effort with the traditionally underserved prior to kindergarten.

One of the important goals of early learning programs is to promote school readiness for children. HCAN urges you to support inclusion of early learning programs that already exist within the



Department of Education (DOE) within the Department's Strategic Plan by extending "K-12" to "PreK-1." There are over 200 federally mandated IDEA, Part B preschool special education classrooms in all but a handful of DOE's elementary schools. There are also 21 Prekindergarten classrooms for 4 year olds on 20 of the elementary schools' campuses supported by the Executive Office on Early Learning, as well as the numerous school community partnerships, with community early learning programs. Including early learning programs specifically in the strategic plan and opening the possibility for schools to create and engage in new programs and community partnerships will help build a more robust strategic plan and support higher achievement for all children.

We look forward to continuing to work with the BOE/DOE to provide input on the Strategic Plan and the Accountability System. Thank you for the opportunity to testify and for your consideration.

Sincerely,

Deborah Zysman
Executive Director



KAMEHAMEHA SCHOOLS®

Time: 1:30 p.m.
Date: November 15, 2016
Meeting: Hawai‘i State Board of Education General Business Meeting
Location: Queen Lili‘uokalani Building
Re: Agenda Item V.E. Update on the review and extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan

Aloha mai kākou! My name is Wai‘ale‘ale Sarsona and I serve as the Managing Director of the Kūamahi Community Education Group of Kamehameha Schools. As part of Kamehameha Schools’ strategic plan, which guides us to contribute to the communities’ collective efforts to improve Hawai‘i’s education systems for Native Hawaiian learners, Kamehameha Schools is committed to support public education. We are writing in support of the Joint Department of Education and Board of Education Strategic Plan and to provide comments.

The Office of Hawaiian Education works with community in a meaningful and positive way to design the work of the office to advance Native Hawaiian education for all public education students. Specifically, we understand the potential of Nā Hopena A‘o (“HĀ”) – the system-wide outcomes that require the Office of Hawaiian Education to develop its work during a three-year pilot phase, collaborate with the Department of Education, lead using a community-based process and conduct a series of HĀ initiatives and develop a system-wide implementation plan. We are encouraged by these efforts. We note that HĀ are not values, but outcomes, and propose that references in the strategic plan be modified accordingly.

In addition, the strategic plan should both model and support ‘ōlelo Hawai‘i in education. Hawaiian diacritical marks should be used consistently in the final strategic plan, perhaps most especially in the word Hawai‘i. We encourage the Board of Education and the Department of Education to offer the final version of the plan in Hawaiian language. Hawaiian language is an official language of Hawai‘i and our public education school system offers educational pathways in both Hawaiian and English.

We note that charter schools, as public schools, also deserve the “Staff Success” as envisioned in Goal 2. These types of supports are critical to charter school student success, including the success of students in Hawaiian-focused charter schools, some of which are Hawaiian language medium education charter schools. Furthermore, it is critical that the services offered for success

to charter schools, like professional development, must be flexible and incorporate the unique differences of charter schools that were established as “innovation labs.”

While we are generally in support of the “Statewide Indicator 2 – Student’s perspective on school climate”, we urge the Board and the Department to support the development and piloting of surveying mechanisms that are grounded in Nā Hopena A‘o (HĀ). Currently, schools have been using the Tripod survey to field student input on teacher performance and the School Quality Survey to gain insight from students, parents, teachers and schools on school quality. These types of surveys are being considered in the Strategic Plan to capture the student perspective on school climate, but may not serve all public schools well.

Kamehameha Schools is an organization striving to create a thriving Lāhui where all Native Hawaiians are successful, grounded in traditional values, and leading in the local and global communities. We believe that community success is individual success, Hawaiian culture leads to academic success and local leadership drives global leadership.

E kūlia mau kākou i ka nu‘u! Let’s constantly strive for the summit. Mahalo a nui.



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

OFFICE OF THE SUPERINTENDENT

November 15, 2016

TO: The Honorable Lance A. Mizumoto
Chairperson, Board of Education

FROM: 
Kathryn S. Matayoshi
Superintendent

SUBJECT: Testimony on Board Action on Student Achievement Committee recommendation concerning public comment received on the administrative rules for multiple charter school authorizers at September 27, 2016 public hearing

The Department of Education (Department) respectfully submits comments regarding the proposed changes to administrative rules for multiple charter school authorizers.

The Department takes no position on the proposed changes to the administrative rules, but wishes to make the Board of Education (Board) aware of the potential impacts to the Department and to the Board, which has the responsibility of "overseeing the performance and effectiveness of all authorizers," as authorized by section 302D-11, Hawaii Revised Statutes (HRS). Other state agencies may be impacted as well.

Background

The charter school law was overhauled in 2012 (Act 130) in response to the findings of the Charter School Governance, Accountability, and Authority Task Force that was established in 2011 that was tasked with "establishing a new charter school law that creates a solid governance structure for Hawaii's charter school system with clear lines of authority and accountability that will foster improved student outcomes."¹

The State Public Charter School Commission (Commission), established under section 302D-3, HRS, is currently the only charter school authorizer in the state. Although the Commission is attached to the Department for administrative purposes only, there are a number of functions in which the Commission interacts with the Department in the Department's role as the state education agency for Hawaii's public school system, including charter schools. The Department has established a working relationship with Commission staff in order to fulfill functions as required by law.

There is ambiguity as to how operations and other mandatory functions, such as federal reporting requirements, data systems, and school accountability systems, would work should other entities

¹ http://www.capitol.hawaii.gov/session2012/CommReports/SB2115_CD1_CCR86-12_.PDF

be approved as authorizers. It would become even more ambiguous should any of the authorizers be private institutions; section 302D-4, HRS, allows private postsecondary institutions or non-profits to apply for chartering authority.

Discussion

The Department believes it is important for the roles of the Board, Department, and authorizers to be clearly defined and recommends that processes be formalized into a “template” which can be used should other entities become authorizers. For example, there are a number of workflow processes and agreements such as memorandums of agreement, memorandums of understanding, and data sharing agreements, that exist between parties.

There are also a number of functions that would be replicated (for the Department as well as other state agencies) or that would need clarification should additional entities become authorizers.

Data Systems:

The Department currently has working agreements with the Commission on the use of Department information systems for collection of student information to be used for reporting and accountability for board, state, and federal requirements. Under multiple authorizers, the Department would need to establish working agreements for each additional entity. In addition, systems would need to be established for purposes of sharing and reporting data for school accountability, which includes all public charter schools. It would be ideal for additional authorizers to require schools to use the Department’s existing student and personnel information systems to meet mandatory reporting requirements, per state and federal requirements. If authorizers do not require schools to use these systems, then the schools would need to self-report their data and manual processing would be required; this raises concerns about the Department’s labor (and burden on charter schools) required to process the non-conforming data and data quality.

Fiscal Needs:

The Department and Commission office currently have systems in place for the distribution of federal funds for charter schools and related expenses. These funding sources which require coordination include impact aid, special education funds, and other federal funds since HDOE is responsible for federal funds for every school in the district/state. Should multiple authorizers be approved, the Department requires direction related to fiscal responsibilities. A few examples of fiscal issues include:

- **Federal Funds.** Currently, federal funds are provided to the Commission on a pro rata basis; the Commission in turn determines how funds are distributed to charter schools. With multiple authorizers, a determination is needed on how funds should be calculated and distributed.
- **Per pupil funding “true up.”** Section 302D-28, HRS, requires that charter school per-pupil funding based on projected enrollment figures. Currently, the Department allocates state funds to the Commission based on projected enrollment and there is a “true up” that occurs after actual enrollment is determined, which typically results in either the Commission reimbursing the Department or vice-versa, depending on the projected vs. actual enrollment figures.
- **Budget program areas.** In crafting the state budget, the Legislature appropriates funds via program areas, of which two directly impact charter schools:

EDN600 Charter Schools
EDN612 Charter Schools Commission and Administration

It is unclear how the funding streams would flow if multiple authorizers are approved, particularly under EDN612 which currently is specific to the Commission and provides for Commission staff salaries. Would additional program areas need to be created? If so, discussion would need to occur with the Legislature and possibly the Department of Budget and Finance. Under multiple authorizers, who pays administrative costs? If it is the State, then additional resources would be needed and a mechanism would need to be in place to facilitate the calculation and processing of funds to other authorizers besides the Commission.

- Financial audits. Currently, external financial audits and A-133 single audit requirements include all public schools, i.e. Department schools and charter schools. Under multiple authorizers, it is unclear how the audit process would function, particularly if authorizers are private entities and the criteria for audits that the authorizers would require and how the authorizers would hold charter schools accountable for having acceptable audits and internal practices. For federal audit purposes, the Department is exposed to risks in charter schools' administration of federal funds and any weaknesses in charter schools' internal controls.

Resources:

The items listed above are a few examples of issues that require clarification or increase administrative burden on the Department. The Department has not yet ascertained the implications of multiple authorizers on some other issues, such as human resource implications, payroll services, accounting, and school food services (some charter schools purchase meals from the Department).

Currently, the Department works with the Commission office on areas that require coordination between the Department and charter schools. Any work that is required for such coordination is currently absorbed through existing positions (i.e. there are no Department employees dedicated specifically to perform charter school-related duties); for example, if there are payroll needs, existing employees manage those issues in addition to the current responsibilities. Under multiple authorizers, services currently provided by the Department will need to be replicated per authorizer, which would place additional administrative strain on Department staff. In addition, the more authorizers that are approved, the greater the demands, as services would be multiplied by the number of authorizers.

Conclusion and Recommendation

The Department does not take a position on the proposed changes to the administrative rules to allow for multiple charter school authorizers. However, the Department brings to the Board's attention that there are impacts on the Department as well as other state agencies should additional authorizers be approved. The Department recommends standardizing certain operational functions that could serve as a "template" for new authorizers. In addition, the Board may need to establish expectations in approving additional authorizers given exposure associated with federal funds.

Thank you for the opportunity to provide comments on this matter.



Late Testimony

November 15, 2016

Mr. Lance Mizumoto, Chair
Hawai'i State Board of Education
1390 Miller Street
Honolulu, Hawai'i 96813

Sent Via Electronic Mail: boe_hawaii@notes.k12.hi.us

Re: Testimony on V-F: Update on the Governor's Every Student Succeeds Act ("ESSA") Team

Aloha Chair Mizumoto and members:

This Hawai'i State Charter Schools Network (HPCSN) welcomes the opportunity to comment on the draft Strategic Plan Update 2017-2020 (Strat Plan). Since its founding in 2000 following the passage of Hawai'i's first charter school law in 1999, HPCSN has been the leading state organization committed to advancing charter public schools movement. Today, HPCSN represents 26 of 34 charter public schools across the state. Three newly approved charter public schools are set to open their doors in SY 2017-18. We are hopeful to see a paradigm shift to a more student-centered, community-focused and inclusive vision for public education that provides resources to help all students in the state's public education system.

HPCSN commends the Hawai'i Department of Education (DOE) and the Board of Education (BOE) for working expeditiously following the passage of the federal "Every Student Succeeds Act" (ESSA) to gather input from a wide array of stakeholders, including providing online opportunities to filter additional feedback from students, teachers, principals, parents, and community leaders who are invested in the improvement of public education in our state. The purpose of the Strat Plan Update is to inform our state's ESSA Plan. If administered in a manner consistent with its Congressional intent, this will give our state and schools, including charter public schools, greater flexibility in implementing programs that meet needs while ensuring a strong focus on improving educational outcomes for historically low-performing student populations.

This year marks the first opportunity for charter public schools to be considered for inclusion in the Strat Plan. Because this is an update of the current DOE/BOE Strategic

Plan, which did not contemplate charter public schools in its formation, our process for commenting the plan was met by much trepidation because charters and DOE schools are different public school models. In spite of the initial trepidation, HPCSN respects and applauds the DOE and BOE for recognizing charter public schools as partners in the state's public schools system and working to create a Strat Plan that acknowledges both models.

HPCSN OFFERS THE FOLLOWING COMMENTS TO SEVERAL SECTIONS OF THE DRAFT STRAT PLAN:

I. OUR JOURNEY - Ensuring Equitable Resources to Meet Goals for All Schools, Include Charter Public Schools

HPCSN supports the redesign of the goals model that illuminates Goal 1: Student Success at the core; Goal 2: Staff Success; Goal 3: Successful Systems of Support; and the recognition of Nā Hopena A‘o (“HA”). This model closely mirrors how HPCSN’s has defined the charter schools focus on achieving goals for Student Success, Stakeholder Success (since their Governing Boards and community partners play a big role in addition to staff for driving student success) and Successful Systems of Support.

HPCSN celebrates having common goals for all public schools; concurrently, we also celebrate the unique qualities between charter public schools and DOE schools.

- Charter public schools are founded by a mission and vision and its operations are driven with students and community at the core of our decision making; and
- Charter public schools are not DOE schools and their structures should continue to reflect their autonomy.

The Strat Plan serves as the guiding point to deploy resources, shared services and innovations driving success both in DOE and charter public schools, HPCSN advocates that resources supporting goal success should equitably distributed among both public school settings.

II. DOE Vision – No comment

III. DOE Mission – No Comment

IV. System-wide Values and Organizational Culture - Support for Nā Hopena A‘o

HPCSN supports the recognition of Board Policy E-3, Nā Hopena A‘o, which is based on “values grounded in Hawai‘i that apply to leaders and learners at all levels of our statewide school system.” Many of our charter public schools have a Hawai‘ian-culture based education mission and have piloted the practice of HĀ. We understand that the DOE Office of Hawai‘ian Education has committed to use the three-year period from now until February 2019 to pilot and develop practices of HĀ for the larger DOE system, which has the potential to shift the learning environment for all keiki in Hawai‘i.

V. Student Goals and Aspirations – Support with no further comments

VI. Goals, Objectives and Strategies for Achieving Student Outcomes

A. HPCSN recommends the following changes for Goal 1-Student Success:

- Objective 1-3 – Recommend this objective be extended to families to reflect “Ensure students and families are equipped with the knowledge and skills to set and achieve their postsecondary educational goals.” Our rationale stems from best practices for successful planning for college and career that often involves guidance and coaching of parents or guardians.
- Objective 2-1 – Recommend this objective be amended to “Provide students with age appropriate learning environments that are caring, safe, and supportive of high quality learning. Establishing age-appropriate learning environments are key especially the early years as children are developing from Pre-kindergarten to third grade. With the addition of pre-kindergarten classrooms in some charter public schools and DOE schools to serve at-risk, income-eligible children, we should acknowledge the role of early learning to help children prepare for school and life.
- Objective 4. Prepared and Resilient: “All students are able to learn and transition successfully through their educational experiences.” Both the preparation to be ready to learn and to transition from grade to grade are key to supporting student success.

B. HPCSN offers the following comments to Goal 2 – Staff Success

- Because charter public schools and DOE schools are two different models, it is not clear how the objectives align with strengthening support for charter schools staff. Perhaps this is an area that could be bridged by adding the inclusion of staff from charter public schools as appropriate.

C. HPCSN offers the following comments to Goal 3 – Successful Systems of Support

Again this is an area where there are uneven resources between DOE and charter public schools, yet there is a lot of overlap in these areas and a dearth of resources for charter public schools. Unlike DOE schools that have centralized support, charter schools are without an administrative support system. The charter school law was amended in 2011 to establish performance-based measures and transformed the Charter School Administrative Support Office into the State Charter School Commission (SCSC), which is now charged with authorizing, renewing and as appropriate revoking charter public schools contracts. By state law, the SCSC does not provide any technical assistance for meeting state performance measures, except in the area of federal funding where its required. So, charter public schools have a steeper road to climb to secure additional resources in this area.

- Objective 1-1. Expand “Work with stakeholders, including charter public schools, to secure and maximize state resources for public education (i.e. state funding, capital improvements and repair and maintenance of facilities, facilities funding for start-up and conversion charter public schools, partnerships with state agencies.)”

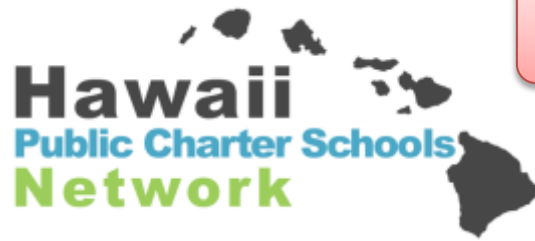
- Objective 1-3. We also recommend changes to “Maximize allocation of resources toward strategic uses to advance equity and excellence (e.g. through review of base funding, weighted student formula and per pupil rates for charter public school students.)
- Objective 2-1. We recommend the following change to read “Enhance support for development, implementation, and reporting of school academic and financial plans and expenditures.”
- Objective 2-3. We recommend substituting “department” for “state” to read “Implement state-wide priority projects for heat abatement, student information and reporting systems and environmental and resource sustainability. Again charter public schools have very similar needs with none of the additional resources available to help their schools.
- Objective 2-5. We recommend the inclusion of the State Charter School Commission (SCSC) to “Improve communication within the DOE, the SCSC and with the community to promote understanding and engagement of stakeholders.”

VII. Strategic Plan Scorecard – No comment

HPCSN works to support its member public charter schools and to be a voice for children and families that seek choice in an independent public school setting. We appreciate the opportunity to provide testimony on their behalf.

Sincerely,

Jeannine Souki
Executive Director
Hawai'i Public Charter Schools Network



November 15, 2016

Mr. Lance Mizumoto, Chair
Hawai'i State Board of Education
1390 Miller Street
Honolulu, Hawaii 96813

Sent Via Electronic Mail: boe_hawaii@notes.k12.hi.us

Re: Testimony on Item VII-A: Chapter 8-515, Hawaii Administrative Rules, entitled "Establishment and Oversight of Charter School Authorizers"

Aloha Chair Mizumoto and members:

On behalf of the Hawai'i Public Charter School Network (HPCSN), we appreciate the opportunity to testify in support of the Hawai'i Board of Education (BOE) proposal to promulgate administrative rules to recognize multiple authorizers in the state.

There has been a significant effort to advance the establishment of administrative rules since the state's charter school law was overhauled and adopted in 2012. Since this time, the Charter School Administrative Office, which provided oversight and support, ceased to exist and the Hawai'i Public Charter School Commission ("Commission") replaced it as the statewide "authorizer." This is the sole authorizer, which went from regulating 31 to 34 charter schools. What is unique to our state is that nearly half of the schools focused on Native Hawaiian culture-based education and the majority of charter schools are on neighbor islands with only 13 based on Oahu. Fifteen of the 34 exist on Hawaii Island, which, as a county district, has demonstrated a strong interest in applying for a separate authorizer status because of the need to have better access to a regulating body that oversees their operations. Three more charter schools are slated to open in SY 2017-18, these include two more on Oahu and one more on Kauai. In other states, charter authorizers oversee schools in their district areas and are within driving distance of the schools they regulate giving them a local perspective. As families' interests in public charter schools continues to grow, planning for the future of chartering is something we must take on now.

HPCSN appreciates the work of the Commission to set up the framework for authorizing charter schools in the state. We support state's policies that promote high academic, financial and organizational standards for Hawai'i public charter

schools and are working well with the new leadership of the Commission to consider refining the authorizing framework for charter schools. However, as the number of schools grows and as additional applicants come forward, HPCSN supports building in capacity and permitting for the recognition of other qualified authorizers in the state.

The proposed rules establish procedures for the BOE to solicit applications for and approve charter school authorizers pursuant to HRS §302D-4 and for the BOE to approve the transfer of charter contracts from one authorizer to another pursuant to HRS §302D-20, respectively.

While there is no hard and fast standard about the right number of schools an authorizer should have in its portfolio, there is wide agreement that having more than one authorizer is a national best practice. The establishment of additional authorizers should reflect high standards for comprehensive academic, operational and financial performance. Further, charter applications and charter contract requirements should have these performance frameworks at focus and also look at incorporating how diversity and innovation that charter schools represent in their school specific measures inform and impact public education in Hawai'i.

The adoption of the BOE's proposed administrative rules are critical to the success of charter schools in the state. There are beneficial reasons for having multiple authorizers in the state, including the ability to access a federal grant programs that gives priority to states, which have multiple authorizers.

HPCSN works to support its member public charter schools and to be a voice for children and families that seek choice in an independent public school setting. We appreciate the opportunity to provide testimony on behalf of HPCSN.

Sincerely,

Jeannine Souki
Executive Director
Hawaii Public Charter Schools Network



STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF THE COMPLEX AREA SUPERINTENDENT
KAUAI SCHOOLS
3060 EIWA STREET, ROOM 305
LIHUE, HAWAII 96766

November 15, 2016

TO: The Honorable Lance A Mizumoto
Chairperson, Board of Education

The Honorable Brian DeLima
Vice Chairperson, Board of Education

FROM: William N. Arakaki *William N. Arakaki*
Complex Area Superintendent

Nathan Aiwahi *Nathan Aiwahi*
Kapaa Middle School Principal

Mahina Anguay *Mahina Anguay*
Waimea High School Principal

Debra Badua *Debra Badua*
Chiefess Kamakaelei Middle School Principal

Erik Burkman *Erik Burkman*
Kalaheo Elementary School Principal

Sherry Gonsalves *Sherry Gonsalves*
Kilauea Elementary School Principal

Daniel Hamada *Daniel Hamada*
Kapaa High School Principal

Anne Kane *Anne Kane*
Kauai High School Principal

Jason Kuloloia *Jason Kuloloia*
Kapaa Elementary School Principal

Corey Nakamura *Corey Nakamura*
Wilcox Elementary School Principal

Melissa Speetjeff *Melissa Speetjeff*
Waimea Canyon Middle School Principal

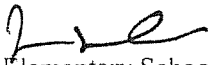
Taharaa Stein *Taharaa Stein*
Hanalei Elementary School TA Principal

Linda Uyehara *Linda Uyehara*
Koloa Elementary School Principal

SUBJECT: Update on the Review and Extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan

November 15, 2016

Page | 2

Jason Yoshida 
King Kamualii Elementary School Principal

Paul Zina 
Eleele Elementary School Principal

Dominic Beralas 
District Educational Specialist

Nely Caberto 
District Educational Officer

Chesne Cabral Kitamura 
District Educational Specialist

Cynthia Dillard 
Complex Area Academic Officer

Kelly Knudsen 
District Educational Specialist

Lisa McDonald 
District Educational Specialist

Lisa Mireles 
School Renewal Specialist – Secondary

Brent Mizutani 
School Renewal Specialist – Elementary

SUBJECT: Update on the Review and Extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan

Kauai Complex Area Principals and District Educational Officers support for the process and content of the Department's updated Strategic Plan.

PROCESS PERSPECTIVE

- Seek input from a variety of stakeholder groups in multiple formats
- Provide ideas to shape the initial draft
- Feedback on a multitude of document drafts
- Input solicited from monthly principal meetings, CAST members and Kauai Community meetings

CONTENT PERSPECTIVE

Integration of the Na Hopena Ao strengthens implementation and attainment of General Learner Outcomes as well as the expanded view of Student Success. Students:

- Give back to the community, environment, and world
- Discover and pursue their passions so they can reach their full potential
- Demonstrate strong academic and life skills (General Learner Outcomes); showing an ability to think critically, solve problems, and apply knowledge to new situations or contexts

SUBJECT: Update on the Review and Extension of the 2011-2018 Joint Department of Education and Board of Education Strategic Plan

November 15, 2016

Page | 3

- Prepared for life after high school, including setting clear goals and developing a short-term/long-term engagement in learning
- Exhibit strength, confidence, and resilience in everyday life; generally healthy and happy
- Gain a strong sense of cultural understanding and an appreciation for Hawaii.

SUPPORT THE GOALS, OBJECTIVES AND STRATEGIES THAT COMPRISE THE UPDATED STRATEGIC PLAN

- Community created view of Student Success provides the framework that comprises a clear guide of the updated Strategic Plan
- Clear success indicators have been developed
- Aligned with the Ten Aspirations for the Hawaii Education Blueprint developed by the Governor's ESSA Team
 - School Empowerment
 - Innovation
 - Elevating Teachers
 - Leadership Development
 - Student Centered Testing and Assessments
 - Equity for All Students
 - Hawaiian Focused School System
- A quality strategic plan in a transparent manner that responds to the needs from the field.



Via E-Mail and Hand-Delivery

November 15, 2016

Grant Chun, Chairperson
Kenneth Uemura, Vice Chairperson,
and Members of the Finance and Infrastructure Committee
State of Hawaii Board of Education
P.O. Box 2360
Honolulu, Hawaii 96813

**Testimony in Opposition to Proposed Designation of Impact Fee
District from Kalihi to Ala Moana**

**Tuesday, November 15, 2016, at 11:00 a.m., at Queen Liliuokalani
Building, 1390 Miller Street, Room 404, Honolulu, Hawaii 96813**

The Land Use Research Foundation of Hawaii (LURF) is a private, non-profit research and trade association whose members include major Hawaii landowners, developers and a utility company. LURF's mission is to advocate for reasonable, rational and equitable land use planning, legislation and regulations that encourage well-planned economic growth and development, while safeguarding Hawaii's significant natural and cultural resources, and public health and safety.

For consideration before this Committee, is the proposal by the State Department of Education (DOE) to designate a School Impact Fee District from Kalihi to Ala Moana, pursuant to authority afforded the DOE by Hawaii Revised Statutes (HRS), Chapter 302A, Sections 1601–1612, to collect school impact fees within defined impact fee districts approved by the Board of Education (BOE).

The DOE has acknowledged that the school impact fee law, Act 245 (2007) was largely the initiative of LURF. Thus, LURF fully supports reasonable and equitable school impact fees and understands the need of the DOE to fund justified development, expansion, or remodeling of State schools to meet projected growth in enrollment, however, it also believes that due to the

significant negative consequences and economic implications which may potentially arise from the proposed designation, any resulting districting and impact fees must be reasonably based on accurate and credible facts and analysis, and must involve participation of, and collaboration with, all stakeholders affected by such designation.

In order that any consideration be given, or any action be taken whatsoever by this Committee relating to the proposed designation, the following concerns must necessarily be taken into consideration and included in the Committee's review and discussion of this significant matter.

LURF's Position. This matter should be deferred for 6 months to allow DOE to engage in further meetings with the LURF, the housing developers, State housing agencies, the City and County of Honolulu, and other parties most affected by DOE's school impact fee proposal. We hope that the deferral and meetings with DOE will address the reasonableness and accuracy of the DOE's assumptions and methodology relating to the DOE's proposed Ala Moana to Kalihi school impact fees designation and impact fees and possible further revisions.

LURF believes that this matter should be deferred for the following reasons:

1. **Lack of DOE outreach to stakeholders and parties most affected by the proposed designation.** Act 245 was largely the initiative of LURF, and in the past, DOE has requested face-to-face meetings with LURF and its members for feedback and comments on DOE's proposed changes to the impact fee law. LURF members, other private and non-profit housing developers, state housing agencies, as well as the City and County of Honolulu will be detrimentally affected by the proposed amount of DOE's school impact fees, however, DOE has not sought specific input or had any discussions with LURF and its members, or the private and government stakeholders.
2. **What's the plan? Lack of definition or explanation of an urban in-fill school.** The first problem appears to be that there is no definition of what an urban in-fill school will be, enrollment wise or anything else. This definition is necessary, because it will affect the proposed acreage and costs of construction of any new urban classrooms or schools.,
 - a. What is the typical elementary, middle and high school for urban in-fill?
 - b. Will it be vertical or multi-story? If so, how high?
 - c. Will there be other uses on the property? If so, what other uses?
 - d. What facilities will each school have at a minimum (i.e. cafeteria, playground, football/baseball fields, gym, parking lots, etc.)?

3. **Unrealistic assumptions and flawed formula and justification for “new BOE policy” regarding acreages required for new urban in-fill schools.**

The major flaw is that schools from Kalihi to Ala Moana (including Kakaako) areas should not be lumped together. These are two distinct areas, with different demographics, school site challenges and opportunities, so the proposed designation areas should be separated.

Another major flaw is that the impact fee designation area should be broadened to include consideration of the available school sites, classrooms, and impacts to the entire Honolulu district, particularly the Moanalua, Roosevelt and Kaimuki High School complexes.

The reality is that DOE will not be purchasing acres of land for new schools, it will probably be building vertical on existing school sites, adopting new standards for *21st Century Schools*, using available DOE or state lands, or at the most purchasing some lands or buildings in areas surrounding existing schools. However, it appears that instead of focusing on the reality - the DOE has used the 13 existing schools in urban Honolulu (including under-enrolled schools) to come up with what appears to be average acreages for public schools in the proposed impact fee district in urban Honolulu (*Table B-2 Average Acres per Student for Schools in the Proposed District, p.24 and Table B-9 BOE Policy on Number of Schools Required: Minimum, Maximum and Average Size Schools, p. 29*), and appears to have based their average acres per student for future needed schools or facilities, on the following averages:

- Elementary schools = 5.12 acres
- Middle Schools = 8.64 acres
- High Schools = 36.05 acres

Most of the schools in the Honolulu district are under-enrolled, or below capacity. DOE’s calculations would have been more accurate if its formula used the “*total enrollment capacity*” of the school sites and the “*Maximum Enrollment*” for the various schools, (p. 29), rather than the “*Total 15-16 enrollment of All Area Schools.*”

The following are our calculations based on the DOE’s Draft Analysis:

- **Elementary – 750 students** (current average for the nine Elementary schools in proposed district is **429 students**)
- **Middle – 1,000 students** (current average for the 2 Middle Schools in the proposed district is **693**)

- **High School – 1600 students** (current average for the two high schools McKinley and Farrington is **1,990**, however, the proposed district does not include Moanalua, Roosevelt and Kaimuki High Schools)

Also, by basing its formula on “*existing schools*,” it appears that DOE assumes that there will be no “vertical school” construction at existing or new school sites.

More importantly, it is highly unlikely that the DOE will be purchasing such acreages for school sites in urban Honolulu. More realistic planning, updated information and analysis should be done.

Finally, there is a danger that by adopting the present version of DOE’s impact fee formulas and proposal, that the BOE will also be adopting a “new policy” requiring 36 acres for new high schools in the urban district.

4. **Different values per acre depending on the type of school.** DOE’s proposal also appears to use different values per acre depending on the type of school (*Table B-4 Fee-in-Lieu of Land*, p. 25). There is no explanation regarding how DOE came up with the difference in land values based on the type of school. The values of the school sites should be based on location, not type of school.
5. **Questionable estimates of construction costs.** The other area of concern is that there should be a better explanation of how DOE determined its construction cost assumptions (*Construction Fee Formula for Each Unit*, p. 27). There is a concern that the DOE’s assumptions may be from Act 247 (2007), greenfield projects that do not usually include and emphasize on *vertical construction* and are not similar to the urban in-fill schools (*Footnote 3*, p. 27). It is generally known that vertical construction costs are higher. Careful analysis may result in higher construction costs, but little or no land acquisition costs (see above).
6. **DOE’s written analysis does not comply with the legal requirements of the impact fee law, because it fails to include sufficient information and analysis of surrounding school districts around the proposed school impact district.** The DOE School Impact Fee law requires that prior to the designation of a school impact fee district, DOE must prepare a written analysis (“Analysis”) containing maps and legends describing *surrounding districts* and school enrollments at existing school facilities in and *around* the school impact district. Hawaii Revised Statutes (HRS) 302A-1604 (b) (1). The Analysis must also include the advantages and disadvantages of making more

efficient use of existing or *underused assets* in the school impact district through school *redistricting*. HRS 302A-1604 (b) (1).

However, the current DOE analysis does not consider any information relating to the surrounding districts (Moanalua, Roosevelt and Kaimuki High Schools). Since Analysis must consider surrounding school districts, underused assets and redistricting, LURF respectfully requests that DOE identify and provide information relating to all DOE facilities and assets owned or operated by DOE over the past ten (10) years, including, without limitation, the name and location of such facilities; the historical data of student enrollments and/or use of such facilities and/or assets over the past ten (10) years; redistricting information; and requests that the DOE's Analysis be revised to include such information and analysis.

7. **DOE's Analysis is flawed, because its "Student generation rates" are not based on historical information relating to the number of units built and the change in school enrollments for the proposed impact fee area and surrounding areas over the past ten (10) years.** Our recollection is that for the Kona DOE impact fees, Ho'okuleana (Peter Young) did the research, and they and LURF successfully challenged the use of a DOE demand formula based on demand created by housing built in the suburban communities of Kapolei and Mililani. Instead, Ho'okuleana presented evidence of the number of residential building permits issues for the past 10 years, and compared it with DOE school enrollment in the Kona area. Since Kona is a vacation community, and many of the school-aged children living in Kona attend private or charter schools; the findings were that over the immediately preceding 10 years, the building permits INCREASED, yet the DOE enrollment DECREASED! Thus, we were able to successfully argue the DOE's Analysis and proposed fee calculations were excessive and not based on accurate and objective evidence. We are not sure if DOE did such an analysis for this proposal, but if not, a similar analysis should be done in this case.
8. **The DOE's Analysis should address the 21st Century Schools program.** LURF would argue that DOE must reconsider its land and classroom requirements for new schools, which would include, among other things, a smaller footprint and multi-story classrooms.
9. **The DOE's Analysis lacks comprehensive and serious consideration of alternatives.** Such alternatives include:
 - a. **"re-drawing district boundaries"** to increase enrollment at underutilized schools;

- b. **"Expanding existing schools"** instead of building brand new schools; and
- c. **"Re-opening closed schools."** Over the years, DOE has "closed" at least three elementary schools in the Honolulu District (Pohukaina School in Kakaako, Liliuokalani School in Kaimuki and Wailupe School in Aina Haina), so the DOE study must consider reopening those existing school properties, before building new ones.

10. **Opportunity and legal obligation for DOE to efficiently and economically utilize its properties.** A recent law allows pilot projects for DOE to utilize school sites for income for new schools and construction of new schools. LURF would argue, among other things, that there are a number of vacant or underutilized DOE school sites (Beretania St./Young St. Near art Museum, and old Kapiolani Community College adjacent to McKinley high School). DOE should already be implementing this law - thereby making income for DOE in the Honolulu District and reducing the amount of impact fees in the Honolulu area.

LURF hopes that the old Pohukaina School site, in the middle of Kakaako, is one of the projects being considered under this law – which will have a major impact on this current DOE analysis. Thus, it is critical for the DOE to identify and analyze the Pohukaina site, as well as others in the Ala Moana to Kalihi areas, and surrounding areas.

Based on the above, LURF respectfully urges this Committee to carefully consider all the facts and circumstances relating to the designation proposed to be made, and at the very least, defer taking any action until all issues and concerns relating to this very significant decision have been thoroughly reviewed and vetted.

Thank you for the opportunity to provide comments regarding this matter.

STANFORD CARR DEVELOPMENT, LLC

1100 Alakea Street, 27th Floor
Honolulu, HI 96813

November 14, 2016

State of Hawaii, Board of Education
Finance and Infrastructure Committee

RE: Proposed Kalihi to Ala Moana School Impact District

This letter shall serve as written testimony on behalf of Stanford Carr Development, LLC **in opposition** to the proposed Kalihi to Ala Moana School Impact District to address the anticipated growth in Department of Education (“DOE”) schools resulting from expected residential growth in the four-mile area along the eastern most path of the Honolulu Area Rapid Transit in urban Honolulu.

The proposal of this impact fee is ill-timed as Honolulu is nearing the peak of the development cycle for higher density residential development. Construction costs have increased dramatically in recent years. To further compound matters, land prices remain high as landowners continue to demand top dollar for land along the rail. Such market factors place upward pressure on sales prices resulting in the higher cost of ownership.

Per the Draft Analysis of the Kalihi to Ala Moana School Impact District, the DOE anticipates the new housing to be located almost exclusively in high density, high-rise buildings. The analysis has determined that the Kalihi to Ala Moana school impact fee would equate to approximately \$9,374 per new unit. However, the proposed impact fee fails to account for the cost of constructing the housing unit. On a square foot basis, the cost to build high density residential housing is nearly double the cost to construct a single family home. As such, this impact fee would render high density transit-oriented development infeasible. For example, in a new condominium project with a 20% reserved housing requirement similar to that imposed by the Hawaii Community Development Authority, the sales price of market units must absorb their respective unit fees as well as that of the subsidized units. As such, a developer would need to either pass the additional costs on to the buyer or negotiate a lower land price in order to maintain a profit margin sufficient to finance the project. In the current marketplace, a developer will likely opt not to proceed with development.

In addition, the proposed impact fee is uniformly applied to all residential development and fails to provide exemptions to developers of small projects, individual home builders, government housing, or other affordable housing projects. As such, the school impact fee stands to impede the development of affordable housing. For example, we are currently developing Hale Kewalo, an affordable rental housing project on the corner of Kona and Piikoi Streets along the rail guideway and next to the Ala Moana transit station. The project will provide 128 affordable rental apartments consisting of one, two and three bedroom units to families earning between 30 and 60 percent of the Area Mean Income (AMI). In addition to free land, Hale Kewalo utilizes both federal and state low-income housing tax credits, tax-exempt bonds, and monies from the state’s highly competitive Rental Housing Revolving Fund. The proposed impact fee would require an additional \$1.28M in capital that the project does not have. As such, the proposed impact fee will greatly jeopardize the development of affordable rental housing by increasing the cost of projects already fully leveraged with federal and state subsidies.

In closing, the proposed impact fee will result in increased prices for consumers, lower revenue for developers, depressed prices for undeveloped land and decrease the supply of new construction.

In closing, I hope that you take my comments into consideration and carefully weigh the proposed Kalihi to Ala Moana School Impact District against the need for more affordable housing in Honolulu.

Respectfully submitted,
STANFORD CARR DEVELOPMENT, LLC

A handwritten signature in black ink, appearing to read 'Stanford S. Carr', with a long horizontal line extending to the right.

Stanford S. Carr