

Testimony To General Business Meeting of The Board of Education

December 15 2022

By Jim Shon

RE: Action Item VI. B

1. [Board Action on Department of Education's second operating budget submission for the 2023-2025 fiscal biennium focused on school and system improvements](#)

A Budget That supports Innovation

1. *Using the GEER Grant as A Budgetary and Programmatic Model to Promote Innovation*

<https://www.hawaiigeersummit2022.com/about>

The GEER Grant allocated \$8.1 million for innovations, with awards for both public and private initiatives. Could the BOE also allocate a similar amount to ensure that concrete, financial support for innovation is not just a dream but a reality? The following proposal does not leave unanswered the How Much, Who, What, When decisions that often characterize aspirational goals that may never be realized. The proposed amount is only a fraction of the Board's Annual Budget. The proposal is framed as a policy that could be part of a Strategic Plan, but could be incorporated into your Budget.

2. *A Proposed Strategy for an \$8 million Innovation HUB.*

The Public School Policy & Strategic Support HUB: \$8 Million

Public Policy Institute Goal #1.

No later than January 2023, the Superintendent shall present to the Board a plan for the creation of a Public School Policy HUB that shall be administratively attached to the Superintendent's office but free from internal administrative red tape, control, or budgetary cuts. This plan shall include creation of an independently maintained web site; sufficient professional staff to assist schools in collecting digital data; analyze school, complex and statewide policies and data; and serve as a general policy center for public education. Reports from the HUB shall be presented to the Board on its agenda a minimum of four times a year, or more frequently as needed. The HUB shall have the autonomy to testify independently to the Legislature, and the Board, and to issue its own research, analysis and policy recommendation reports.

Public Policy HUB Goal #2. The Policy HUB shall have an additional budget of a minimum of \$8 million to administer an Innovation/School Design grant program to encourage and assist schools to adopt innovations for a minimum of three years. The HUB shall have control over the criteria of such an innovation grant program. At a minimum, the HUB shall engage with no fewer than 15 new schools per year with innovation grants. The HUB shall also have authority to provide respectful professional development that emphasizes teacher to teacher collaborations, mentorship, and less reliance on compliance lectures.

Public Policy HUB Goal #3. The Superintendent shall strive to secure Policy HUB staff no later than April, 2023, in time to provide information to the 2023 Legislature. The \$8 million annual appropriation shall be repurposed appropriations from within the HIDOE regular budget, and or outside funds as may be made available.

U.S. Department of Education Definition of Innovation:

“Innovation is the spark of insight that leads a scientist or inventor to investigate an issue or phenomenon. That insight is usually shaped by an observation of what appears to be true or the creative jolt of a new idea. Innovation is driven by a commitment to excellence and continuous improvement. Innovation is based on curiosity, the willingness to take risks, and experimenting to test assumptions. Innovation is based on questioning and challenging the status quo. It is also based on recognizing opportunity and taking advantage of it.”

The Hawai'i Educational Policy Center previously identified at least twenty-five (25) key elements of education and realms of innovation that have been or are being implemented in district, charter and private K-12 education. These were not theoretical, but actual innovations that were documented and described. For the most part, each of these existed within the current basic structure of schools and school systems.

1. Experiments with the size of the enrollments, in a system, a school, the classrooms, schools within schools and other smaller learning communities.
2. Adjustments to the roles of the layers of bureaucracy and red tape above schools: complexes, districts, regions, state agencies, including redistribution or reassignment of employees, respect for teacher time in compliance meetings, and other demands that take away time and energy from quality instruction.
3. The locus of power and decision making within that system. Empowerment.
4. Experiments in the ways in which we group students: by age, by achievement, by self-identified interests such as academies, by projects, by buildings, by geography.
5. Experiments in the ways in which teaching and learning times are arranged: a day or week or month in the life of a student, whether each day has the same schedule, the amount of time in each “period,” the length of the teaching day, the length of the learning day, after school, weekend or vacation learning, etc.
6. Changes in the resources available for professional development, when and how this is provided, and how teachers are selected for it.

7. Expansion of opportunities for teachers and other staff to attend conferences, workshops, switch with staff from other schools, and take advantage of sabbaticals.
8. Experiments in the ways in which we use learning spaces, flexibility of design & purpose, (a science lab, a computer lab, a music room, a garden, etc.)
9. Experiments in the methods used within a traditional subject, class or project: such as inquiry-based learning, flipped classes, etc.
10. Engagement of students beyond book learning: using hands on design and learning: the Makery movement, etc.
11. Expansion of the definition of “education for the whole child,” and attention to multiple intelligences, including visual arts, music, drama, science, service learning, leadership opportunities for students, speech, history and math competitions, athletics for all levels of ability, foreign languages, cross cultural sharing, etc. (See HEPC Analysis on the impact of arts education.
12. Engagement of students in directing their learning, such as proposing projects with budgets, presenting this to the school for feedback and approval, and pursuing those projects.
13. Experiments in authentic assessments, such as highlighted in the film *Most Likely to Succeed*, where the entire school is involved in presenting their creative problem solving to their parents and the community.
14. Experiments in group or team or project collective assessments, including ability to work productively as a team.
15. Multi-grade development of a portfolio of adult accomplishments, such as: novels, drama, biographies, histories, essays, screenplays, poetry, musical compositions, artistic portfolios, starting a small business, etc.
16. Innovations and expansion of Academic & Career counseling.
17. Opportunities for students to design and conduct educational research.
18. Opportunities for older students to be engaged in adult level democratic activities, such as testifying at public hearings, designing and conducting surveys and polls, and analyzing political literature.
19. Intentional focus on media literacy. (One of the GLOs)
20. Intentional focus on financial literacy. (Not emphasized in math)
21. Intentional focus on economic literacy.
22. Expansion of the availability of physical and mental health services. (only one semester required during high school for graduation)
23. Exposure to and skill development of new technologies.
24. Integration of ELL and SPED students into regular classes, and efforts to include these students in collective learning with other students consistent with legal requirements.
25. Intentional Focus on Geographical and Global literacy. (Americans are notoriously uninformed about the world.)

To this list we might add alternative flexibility in funding such as expanding the Weighted Student Formula to include the option of a purer per pupil student funding and autonomous control for the entire school, not dissimilar to funding for charters.

Please consider initially adding to your official Budget \$8 million for Innovations, and incorporate the HUB goals into your new Strategic Plan.

Sincerely,

Jim Shon

jshon@hawaii.edu



HAROLD K.L. CASTLE
FOUNDATION

December 12, 2022

To: Chairman Bruce Voss, Hawaii State Board of Education

From: Alex Harris, Vice President for Programs

Re: Action Item VI.D Statement of Support for Dr. Teri Ushijima

I have known Teri Ushijima since 2011 and am honored to provide written testimony in support of her move from acting to permanent Assistant Superintendent overseeing the Office of Curriculum, Instruction and Design. I first met Teri during her successful tenure as a complex area superintendent. Her former principals spoke highly of her leadership, noting her clear direction, ability to develop staff, and belief that all students can learn to high standards. This experience provides her credibility and latitude to lead a change effort from the state office.

Teri and I also worked closely together on a number of key leadership development projects during her time at the helm of the DOE's Leadership Institute, from strengthening the Vice Principal training program to extending coaching supports for new principals and improving the coaching skills of complex area superintendents. She deeply understands how to develop leaders and the role played by the state office, both of which are critical attributes to succeed at OCID.

During her time at the Leadership Institute, I found Teri to be highly energetic, a clear thinker, and an extremely hard worker. She drew heavily on her experience as a principal and complex area superintendent to inform system-level efforts and constantly welcomed new ideas. Most important is that she leads with a big heart for young people.

The Office of Curriculum, Instruction and Design is critically important for setting academic expectations of students, schools and communities. Teri's background, demeanor and belief position her well to permanently lead this critical office.



HAROLD K.L. CASTLE
FOUNDATION

December 12, 2022

To: Chairman Bruce Voss, Hawaii State Board of Education

From: Alex Harris, Vice President for Programs

Re: Action Item VI.F Statement of Support for Sean Bacon

I have known Sean Bacon since 2011 and am honored to provide written testimony in support of his move to permanent Assistant Superintendent overseeing the Office of Talent Management. I first met Sean while we worked together to strengthen the principal pipeline across the state of Hawaii. I watched him grow from a role focused on recruiting educational officers into the chief of staff that supported several assistant superintendents of human resources.

This preparation has given Sean deep credibility within both the state office he leads and across the principal ranks. His tenure as interim assistant superintendent for the past year and a half has been characterized by calm and steady leadership. This is no small feat given the broad range of challenging personnel issues with which this office is tasked.

Most recently, I have admired how Sean is helping to re-invigorate the work of the Leadership Institute. He brings a clear sense of teamwork, places capable people in key roles, and provides them with latitude and cover to make hard decisions. We recently traveled together to a conference with his team and his determination to empower others and do what is best for students is clear.

This is a challenging Office to lead and the Department is fortunate to have Sean Bacon in the role. I fully support his appointment to Assistant Superintendent.



December 15, 2022
General Business Meeting

Dear Chairman Voss and Members of the Board,

We would like to comment on Action Item VI. B., Board Action on Department of Education's second operating budget submission for the 2023-2025 fiscal biennium focused on school and system improvements, Items D, E, and F, Board Action on appointment of Assistant Superintendent (AS) of the Office of Curriculum and Instructional Design, AS of Office Student Support, and AS of Office of Talent Management, and G, Board Action on Department of Education's plan and timeline to design, get approval for, and implement the kindergarten entry assessment ("KEA") for Kaiapuni (Hawaiian language immersion) schools.

Action Item VI. B: DOE's Second Operating Budget

The 425-page Fiscal Biennium 2023-2025 Second Budget Submittal has a copious amount of information about each line item request. However, what we feel is missing is a statement of the **expected return on investment (ROI)** for the items. Without this, stakeholders like the public and the Hawai'i State Legislature cannot know if the funds will be used effectively. DOE needs a way to determine the investment's expected impact to ensure accountability. Otherwise, the requests seem based on conjecture. We do not presume to guess the DOE's fundamental theory of action which might underlie their proposals, but we list below some suggestions on specific targets and metrics that can be set to give tangible measures of progress. Further, if the line item can be linked to the priorities, goals, and outcomes of the new BOE's Strategic Plan, we note this as well. For items in which we cannot suggest metrics or targets, we ask the DOE to articulate how it will assess the investment. We have highlighted these questions in yellow. We hope our suggestions will help the DOE think of ways to link the budget to the BOE Strategic Plan and the essential indicators of success that will be part of the DOE's Implementation Plan.

Top Ten General Fund Requests

Program	Purpose	FY 2023-2024 \$ Amount	FY 2024-2025 \$ Amount	Comments
EXTRACURRICULAR (Others-largely addresses vulnerable populations)	Summer Learning: To address learning loss		\$20,900,000	Suggested Target: Year over Year (YoY) increase in vulnerable students

				<p>participating in summer school by x%.</p> <p>*Linked to *Priority 1, Goal 1, Outcome 4: Academic achievement gaps are eliminated</p>
SCHOOL FACILITY & SUPPORT SERVICES (Others-addresses capacity building)	If DOE acquires St. Francis School property, \$15M will be used for relocation and reconfiguration. \$400k is for design services	\$15,400,000		<p>What happens if DOE does not acquire St. Francis School property? What will the funds be used for? How will DOE quantify benefit of investment?</p>
EXTRACURRICULAR (Middle-Level Education)	Athletics for Middle School-increase participation and improvement student achievement	\$5,000,000	\$10,000,000	<p>Suggested Metric: Number and demographics of middle school students participating to establish a baseline.</p> <p>Survey assessing participating in athletics contributing to more engagement in academics to establish a baseline.</p>

				*Linked to Priority 1, Goal 2, Outcome 1: All students and socially and emotionally supported; and Outcome 2: All students attend school on a regular basis.
STUDENT TRANSPORTATION (Others-largely addresses vulnerable populations)		\$10,000,000		Suggested target: YoY increase in students utilizing bus passes by x% *Linked to Priority 1, Goal 2, Outcome 2: All students attend school on a regular basis
VULNERABLE POPULATIONS	EL Support-Translation of necessary documents and 50 additional Bilingual/Bicultural School-Home Assistants.	\$2,290,400	\$4,380,800	Suggested Metric: Number of families engaged to establish a baseline and a way to assess whether the engagement is beneficial. *Linked to Priority 1, Goal 2, Outcome 2: All students attend school on a regular basis.
EL PROGRAMS-STATE SUPPLEMENTAL	Professional Development	\$3,000,000	\$2,500,000	Suggested Target: Improvement in

SUPPORT (Vulnerable Populations)				<p>English Language Proficiency by x%.</p> <p>*Linked to Priority 1, Goal 1, Outcome 4: Academic Achievement gaps are eliminated</p>
WORKFORCE DEVELOPMENT (Workforce Readiness/Innovation)	<ol style="list-style-type: none"> 1. Increase capacity of teachers 2. Establish work-based learning opportunities 3. Providing students with opportunities to demonstrate their knowledge and skills 	\$2,491,232	\$2,691,232	<p>Suggested Target: Increase industry certification by x%. (<i>valid industry certification as opposed to internal DOE program certifications like CTE Concentrators, which most employers do not recognize</i>)</p> <p>*Linked to Priority 1, Goal 3, Outcome 2: All students graduate from high school are college and career ready</p>
WEIGHT STUDENT FORMULA (Other-largely addresses vulnerable populations)	To maintain WSF Reserve and Small School supplemental funds		\$5,000,000	What is the minimum adequate level of funding needed for a school to operate to address vulnerable

				populations which are more prevalent at small schools? How was the \$5,000,000 determined?
ALTERNATIVE PROGRAMS (Vulnerable Populations)	To support Alternative Learning Programs for vulnerable students	\$1,939,438		Suggested Target: Increase in student impact data by x%. *Linked to Priority 1, Goal 1, Outcome 4: Academic achievement gaps are eliminated
SECONDARY MATH	<ol style="list-style-type: none"> 1. To accerlate students' preparedness to access grade level standards 2. To increaese teachers' and principals' capacity to transform the teaching and learning of mathematics 	\$1,926,622	\$1,894,622	Suggested target: Increase math proficiency for 8th and 11th grade by x%. *Linked to Priority 1, Goal 1, Outcome 3: All students are proficient in mathematics by the end of eighth grade

Action Item VI. D, E, F, Board Action on appointment of AS of the Office of Student Support Services, AS of Office Student Support Services, AS of Office of Talent Management

We were surprised to see that the base salaries of the three Assistant Supertintendents seem to be arbitrarily set at \$170,00, \$5000 less than the last proposal. A comprehensive system for determining Assistant Superintendent and Complex Area Superintendent salaries based on performance, experience and responsibility should have been established first before these proposals came to the BOE.

Action Item IV. G, Board Action on Department of Education’s plan and timeline to design, get approval for, and implement the kindergarten entry assessment (“KEA”) for Kaiapuni (Hawaiian language immersion) schools.

In its recommendation for the Kaiapuni KEA, we would like to understand more specifically what the DOE means by “...develop a Kaiapuni KEA in ‘Ōlelo Hawai‘i that ***aligns with the adopted English language KEA...***” Does alignment mean aligning to English standards? Does it mean aligning to the domains of the English KEA? Because child development will be different in English and Hawaiian language mediums, shouldn’t the assessments have their own unique standards and domains?

Thank you for this opportunity to testify.

Sincerely,
Cheri Nakamura
HE’E Coalition Director

HE'E Coalition Members and Participants

Academy 21	Junior Achievement of Hawaii
Alliance for Place Based Learning	Kamehameha Schools
American Civil Liberties Union	Kanu Hawai'i
Atherton YMCA	Kaua'i Ho'okele Council
Castle Complex Community Council	Keiki to Career Kaua'i
Castle-Kahuku Principal and CAS	Kupu A'e
Education Institute of Hawai'i	*Leaders for the Next Generation
*Faith Action for Community Equity	Learning First
Fresh Leadership LLC	McREL's Pacific Center for Changing the Odds
Girl Scouts Hawai'i	Native Hawaiian Education Council
Harold K.L. Castle Foundation	Our Public School
*HawaiiKidsCAN	*Pacific Resources for Education and Learning
*Hawai'i Afterschool Alliance	*Parents and Children Together
*Hawai'i Appleseed Center for Law and Economic Justice	*Parents for Public Schools Hawai'i
*Hawai'i Association of School Psychologists	Special Education Provider Alliance
Hawai'i Athletic League of Scholars	*Teach for America
*Hawai'i Children's Action Network	The Learning Coalition
Hawai'i Education Association	US PACOM
Hawai'i Nutrition and Physical Activity Coalition	University of Hawai'i College of Education
* Hawai'i State PTSA	* Youth Service Hawai'i
Hawai'i State Student Council	<i>Voting Members (*) Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.</i>
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	

TO: The Honorable Bruce D. Voss
Chairperson, Board of Education

From: Tracy Monroe
Educational Specialist for Assessment for Learning, HIDOE

Subject: Testimony for 12/15/22 GBM, Agenda Item VI.D
Appointment of Dr. Teri Ushijima to Assistant Superintendent of the Office
of Curriculum and Instructional Design

Aloha Chair Voss, Vice Chair Barcarse, and Board Members,

My name is Tracy Monroe, and I am the Educational Specialist for Assessment for Learning at the Office of Curriculum and Instructional Design (OCID).

I want to express my strong support for the appointment of Dr. Teri Ushijima to the position of OCID Assistant Superintendent.

I have worked with Dr. Ushijima on large and urgent projects, including needs arising from COVID-related distance learning, planning, statewide communications about ESSER, and ongoing support for the four state strategies as part of the Effective Academic Practices Team. Dr. Ushijima's experience has been vital in helping us to establish and maintain connections among other offices, and her hard work and dedication are inspiring to the team. Additionally, Dr. Ushijima has been approachable and collaborative at all times in this and other work, a characteristic we know is crucial in eliciting the contributions from all stakeholders and the best results for any task.

I am looking forward to continuing the work of this office with Dr. Ushijima's leadership. Thank you for the opportunity to offer my support for her appointment.

Sincerely,
Tracy Monroe



Testimony BOE <testimony.boe@boe.hawaii.gov>

Testimony for 12/15/2022 GBM, Agenda Item VI.D

1 message

Rosanna Fukuda <rpfukuda@gmail.com>
To: testimony.boe@boe.hawaii.gov

Tue, Dec 13, 2022 at 9:56 AM

Aloha Chair Voss, Vice Chair Barcarse, and Board Members, My name is Rosanna Fukuda and I am the Social Studies Educational Specialist at the Office of Curriculum and Instructional Design (OCID). I am submitting testimony as a private citizen. I am expressing my support for the appointment of Dr. Teri Ushijima as Assistant Superintendent of the Office of Curriculum and Instructional Design.

For the past two years, Dr. Ushijima has worked to solidify OCID priorities, yet encouraged innovation and divergent thinking to strategize ways OCID can best help our nearly 185,000 students. One of the ways Dr. Ushijima has demonstrated this is in the area of Social Studies and, more specifically, through her strong support of civic education. Dr. Ushijima has shown her support through current initiatives such as participation in Kids Voting Hawaii and The High School Legislative Intern Program as well as through partnerships with entities like the Hawaii State Bar Association and The Judiciary History Center. These initiatives and partnerships encourage innovation and collaboration within the field.

The development of new social studies initiatives, including the Hawaii Schools of Democracy Pilot Project and the creation of additional place-based, culturally-relevant online courses and modules, have demonstrated Dr. Ushijima's commitment to innovative practices. The support of appointments to organizations such as The Commission to Promote and Advance Civic Education (PACE Commission) and the national CivXNow coalition have served to open new avenues to strengthen and further OCID and Department priorities.

Because of these and the many other successful initiatives that are taking place under the guidance of Dr. Teri Ushijima, I want to thank you for your consideration of this testimony in support of Dr. Teri Ushijima's appointment as Assistant Superintendent of the Office of Curriculum and Instructional Design.

Sincerely,
Rosanna Fukuda

Winston Y. Sakurai, Ed.D.

NASSP National Digital Principal

November 15, 2022

Chairperson Bruce D. Voss
Hawaii State Board of Education
P.O. Box 2360
Honolulu, HI 96804

Aloha Honorable Chairperson Voss & Members of the Hawaii State Board of Education,

I am writing in strong support of Dr. Teri M. Ushijima's candidacy as Assistant Superintendent of the Office of Curriculum and Instructional Design. She leads by example first and foremost, is a dedicated leader who is the last to turn the lights off in the building, and truly cares about the success and well-being of all the students of Hawaii.

Teri encourages others to think at the highest levels in their learning and leadership. A recognized Milken Educator Award winner, she possesses a growth mindset that has given wings to many programs that ensure the academic and social success of students. As past president of the Hawaii Association for Supervision and Curriculum Development (HASCSD) she tirelessly supported educators statewide in their professional growth and development.

Dr. Ushijima is an academic; constantly reading and researching new strategies to support student learning. She applies this knowledge by engaging all stakeholders, especially community members, to improve education in Hawaii based upon best practice. Like all master teachers, she is savvy in meeting the needs of young and adult learners by harnessing resources in and outside of the department.

Teri is sincerely committed to building relationships. She understands that no significant learning can occur without developing meaningful connections and makes it a priority to invest in people through conversation, attention, and empathy. Dr. Ushijima constantly encourages those around her to grow and expand their learning and leadership.

It is an honor to know, learn from, and work with Dr. Teri M. Ushijima. She is a shining star in the Hawaii Department of Education who goes the extra mile. Thank you for considering her for Assistant Superintendent of the Office of Curriculum and Instructional Design.

Mahalo,



Winston Y. Sakurai, Ed.D.
Past Hawaii State Board of Education
Oahu/Windward Member 1993-2002
Student Representative 1990-1991

Access to high quality education is the great equalizer, access to technology is the second great equalizer.



96 Pu'uhonu Place
Hilo, HI 96720
(808) 935-4304
(808) 969-7512
ahapunanaleo.org

Ka Papa Alaka'i
Board of Directors

Kauano Kamanā
Pelekikena

'Alohilani Rogers
Kākau'Ōlelo

Larry Kimura

William H. Wilson

Ki'ope Raymond

Hulilau Wilson

Keawe Lopes

Ka Luna Ho'okele
Chief Executive Officer

Ka'iulani J.K.N. Laehā

Ka Luna Ho'okō
Chief Operating Officer

K. Sean Kekina

Nā Papahana
Pūnana Leo
Pūnana Leo Programs

Aukukui

Ne'epapa

Kula Kamali'i

Pūnana Leo o Hilo

Pūnana Leo o Kaua'i

Pūnana Leo o Maui

Pūnana Leo o Moloka'i

Pūnana Leo o Wai'anāe

Pūnana Leo o Kona

Pūnana Leo o Waimea

Pūnana Leo o Mānoa

Pūnana Leo o Ko'olau Poko

Pūnana Leo o Lahaina

Pūnana Leo o Hāna

Pūnana Leo o Nu'uanu

Pūnana Leo o Waialua

State of Hawai'i
Board of Education
General Business Meeting
Thursday, December 15, 2022
Queen Lili'uokalani Building

December 15, 2022

'Aha Pūnana Leo Testimony Agenda Item: VI. Action Items

G. Board Action on Department of Education's plan and timeline to design, get approval for, and implement the kindergarten entry assessment (KEA) for Kaiapuni (Hawaiian language immersion) schools

Aloha Chairman Bruce Voss, Vice Chairperson Kaimana Barcarse and members of the Board of Education,

My name is Ka'iulani Laehā, Chief Executive Officer of the 'Aha Pūnana Leo. The 'Aha Pūnana Leo is the only statewide provider of Hawaiian medium early childhood programs and education. We stand on 40 years of experience in language revitalization and early childhood related programs.

The 'Aha Pūnana Leo adamantly objects to the Department Recommendation and urges the board to join us in changing this law created in 2021 during the height of the global pandemic with no input from the constituents of Hawaiian language medium early learning providers and stakeholders. **We recommend that the Board of Education delay the decision and further investigate alternative options to meet compliance requirements that truly are appropriate for Hawaiian language medium early learning.**

Since the board approved the Johns Hopkins KEA in October and directed the department to provide the plan and timeline to address a KEA for Kaiapuni kindergarteners, the 'Aha Pūnana Leo was invited along with other stakeholders by the Office of Hawaiian Education to discuss the KEA.

As we stated at that meeting, there is no purpose for administering KEA to keiki in Hawaiian language medium programs; whether entering into Kaiapuni schools from a Pūnana Leo or otherwise, these assessments will only produce inconsistent data, wrongfully inform instruction, and misinform parents. Ultimately, requiring KEA for Kaiapuni schools, and for teachers of Kaiapuni schools to be trained on administering an assessment that is inappropriate for Hawaiian immersion programs does not in any way benefit our keiki, kumu, 'ohana or kaiaulu.

From my recollection of a past presentation by the DOE early learning specialist in the October Early Learning Board meeting, the selection process for the KEA included heavy consideration for the common and best practices in place in current early learning programs. Since the 'Aha Pūnana Leo is the only statewide early learning Hawaiian language medium program, we are the only entity equipped to inform an assessment for Hawaiian language medium early learners. We have also supported the development of Hawai'i's early learning standards for Hawaiian language medium.

E O I a K a ' Ō l e l o H a w a i ' i

I maintain my stance that the legislature amend the legislation to permanently exempt Hawaiian medium classrooms from KEA, however, I understand that the Department of Education must comply with the law as it stands until further amendment. I was recently made aware that Dr. William Wilson, a volunteer member of our Board of Directors and expert in indigenous language revitalization, has submitted testimony suggesting that the development of a KEA for Hawaiian medium settings be developed by the 'Aha Pūnana Leo in partnership with the state Hawaiian language college at the University of Hawai'i, Hilo. I support his testimony and agree that the development of such an evaluation should be the responsibility of experts in Hawaiian medium early learning; the 'Aha Pūnana Leo is recognized in legislation for expertise in early learning through Hawaiian language medium and is open to developing an appropriate assessment based on current practices in Hawaiian medium early learning settings throughout the state. **In addition, the Department of Education must comply with HRS 302H-7 requiring the following:**

"The department of education shall work collaboratively with the Hawaiian language college of the University of Hawaii at Hilo and any other entities recognized by the legislature for the purpose of addressing Hawaiian language medium education, extending to those entities support for inclusion in the special provisions for children and families enrolled in the Hawaiian language medium education program of the department and maximizing the joint use of existing and new resources to meet the goal of revitalizing, maintaining, and strengthening the Hawaiian language."

I'd also like to state that the evaluations currently utilized by the 'Aha Pūnana Leo meet the requirements of HRS 302A-1165 (5) and have been confirmed as valid and reliable for its intended purpose by the US Department of Education. The evaluations also meet the purpose for which the state legislature in its Standing Committee Report 469 to Act 210 that clarifies "a uniform assessment of kindergarten readiness will be used to support the readiness and learning of all students entering kindergarten in public schools and charter schools across the state".

Mahalo,

A handwritten signature in black ink, appearing to read 'Ka'iulani Laehā', written over a vertical line.

Ka'iulani Laehā
'Aha Pūnana Leo, Inc.



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

Ka Papa Alaka'i

Dr. Kēhaulani
'Aipia-Peters,
Pelekikena

Kēhaulani Shintani,
Hope Pelekikena

Kākau 'Ōlelo

Leilani Ka'apuni,
Pu'ukū

Kamalei Hayes

Dr. Kauanoe
Kamanā

Nāmaka Rawlins

Dr. Pila Wilson

Kyla Manzano

Kayla Ahsing

No 'Ane'i Ko
Kākou Ola!

State of Hawai'i
Board of Education
General Business Meeting

Date of Meeting: December 15, 2022
Time: 1:30pm
Location: Queen Lili'uokalani Building, Room 404

*Testimony of Dr. Kēhaulani 'Aipia-Peters, Governing Board Chair
Ke Kula 'O Nāwahīkalanī 'ōpu'u Iki LPCS*

G. Board Action on Department of Education's plan and timeline to design, get approval for, and implement the kindergarten entry assessment ("KEA") for Kaiapuni (Hawaiian language immersion) schools

E ka Papa Alaka'i o ke Ke'ena Ho'ona'auao o Hawai'i, aloha nui kākou:

I am the Chair of the Charter School Governing Board of Ke Kula 'O Nāwahīkalanī 'ōpu'u Iki, a Hawaiian language medium charter school.

We strongly object to the Department's recommendation and urge the Board of Education to delay the decision and further investigate alternative options to meet compliance requirements that truly are appropriate for Hawaiian language medium early learning.

We take this position based on 28 years of experience in Hawaiian Language Medium Education from pre-school through grade 12 and as a laboratory school of the Hawaiian Language College, Ka Haka 'Ula O Ke'elikōlani. We previously provided opposing testimony to the Board of Education and provided feedback at the November 1, 2022 Kaiapuni stakeholders meeting regarding the KEA and our use of internal, valid and reliable assessment instruments at Nāwahī. We also oppose the process by which the KEA assessment for Kaiapuni schools will be created and cross-walked with the Johns Hopkins KEA English Language Medium test. We strongly believe the results obtained through such assessments will continue to be inaccurate, misleading, and detrimental to the progress made over the past 40-plus years of Hawaiian Language Medium Education efforts.

We stand focused on our mission, No 'Ane'i Ko Kākou Ola, and on the commitment of Nāwahī families to work collaboratively and ardently in realizing a true Hawaiian Language Medium pathway of education. Ola Ka 'Ōlelo Hawai'i.

Mahalo,

Dr. Kēhaulani 'Aipia-Peters
Chair, Governing Board
Ke Kula 'O Nāwahīkalanī 'ōpu'u Iki LPCS

Page 1 of 3

Testimony before the Hawai'i Board of Education December 15, 2022

From Dr. William H. Wilson

Submitted December 12, 2022

Aloha Chair Voss and members of the Board of Education,

My name is Dr. William H. Wilson. I am a linguist working at the state legislature mandated College of Hawaiian Language where I teach doctoral courses in endangered Indigenous language revitalization and indigenous language medium education. I have expertise in researching on how early childhood cognitive development and the features of Hawaiian and English differently affect the development of literacy, numeracy/mathematics and other domains of early education. I also have experience in bridging from Hawaiian medium preschool into early elementary. I am the author of numerous publications on Hawaiian and Indigenous language medium education and have advised the Guam DOE and Cherokee Nation on Indigenous language immersion initiatives.

I have been involved in the development and support of Hawaiian language medium education since its beginnings in the 1980s. Among my services to the DOE have been membership in the Multilingual Committee, membership in the special committee advising the BOE on its Kaiapuni Hawai'i policy, assistance with the Hawaiian provisions of the BOE policy on the Seal of Biliteracy and serving as an advisor to the DOE relative to its establishment of the KĀ'EO Assessments. While my advice has not always been taken by the DOE, I am grateful for the progress made and the unique role of special attention from the BOE in moving Hawaiian language schooling forward.

The Board's October decision on the Hawaiian medium KEA issue and my testimony for that meeting were in alignment and contrary to the HIDOE administration's recommendations. Once again, with all due respect to the administration, I wish to testify against its recommendations. The reason for my doing so is that my analysis of its approach here toward Hawaiian language medium education is that it too closely mirrors English medium education. Such an approach does not properly address the distinctive needs of the children, families and teachers enrolled in state Hawaiian language medium/immersion programs.

The HIDOE memo before you mentions the 'Aha Pūnana Leo ('APL) assessments, but does not report the information provided at the November 1, 2022 meeting that they meet the requirements of HRS 302A-1165 having been determined as a valid and reliable instrument meeting the purpose of a state KEA by the US Department of Education. Longitudinal data from those 'APL assessments and aligned later educational level assessment indicate that scores predict high school and college entry success.

The following are my specific recommendations, in which I urge:

- (1) That in accordance with the implementation date requirement of July 1, 2023 found in HRS 302A-1165, HRS 302D-37, the 'APL Hawaiian medium assessment be chosen by the BOE as the temporary HIDOE Hawaiian medium KEA. No other Hawaiian medium KEA meeting the requirements of HRS 302A-1165 have been identified. Such an adoption would parallel the BOE's adoption of the Johns Hopkins KEA to comply with the same legal deadline.
- (2) That in accordance with HRS 302H-7 and as per responsibilities listed in Acts 46/210 Sections 15, the BOE direct the HIDOE to work collaboratively with the Hawaiian Language College and 'Imiloa Astronomy Center to assure implementation of the above 'APL assessments in state Hawaiian medium/immersion school. The College has already long worked collaboratively with teachers in implementation of those USDOE approved KEA level assessments as well as later follow-up assessments for students who enter the four kindergarten classes of Nāwahīokalani'ōpu'u laboratory school.
- (3) That the BOE work with 'Imiloa, the College and 'APL in the training of teachers and others for the the expansion of the College's current collaborative implementation of the above assessments and data collection during the 2023 Spring semester to meet the July 1, 2023 deadline set by law.
- (4) That the BOE fund a series of kindergarten and first grade teacher in-service training conducted by the Hawaiian Language College, 'Imiloa and 'APL that provide teachers with: (A) information on how teaching literacy, numeracy/ mathematics and the five commonly identified domains of early childhood education differ based on the language medium of education; (B) information on how the above areas can be taught most effectively based on research conducted through the College and others; (C) information on what materials are available to teach academic and other skills aligned with that research; (D) information on how the 'APL assessments build from the above research; (E) continued in-service support relative to (A),(B), (C), and (D) to also include information sessions for families and principals.
- (5) That the procedures outlined in (1)-(4) continue for no less than three years with review and determination by the BOE regarding extension beyond that period or funding the creation of a new Hawaiian medium KEA assessment.
- (6) That the data collected in accordance with state law from schools taught through Hawaiian be held by the receiving government entities and not released to the general public while the receiving government entities and BOE review the results and the BOE determines if and when results might be released.
- (7) That a presentation similar to what is shared with teachers and parents under (4) above be given to the BOE, to HIDOE top administrators, to the Charter School Commission, to the EOEL Board and to DSSH top administrators.
- (8) That the HIDOE recommendation of a separate assessment of "Hawaiian language, culture and community" be put aside at least for the present, as such an assessment would also be appropriate for Hawai'i English medium schools.

I have informed the administrators of the 'Aha Pūnana Leo, the state Hawaiian Language College and 'Imiloa of this testimony. They have indicated to me that they would agree to implement the recommendations in (1)-(7) if adopted by the BOE and properly resourced. 'Imiloa might be able to provide some of the financial support. They also indicated to me that in their opinions implementation of recommendations (1)-(8) would serve the interest of both Hawaiian language revitalization and academic excellence as already demonstrated through their use at Nāwahīokalani'ōpu'u school. However, their testimony may be that the BOE investigate the matter of a Hawaiian medium KEA further, which would allow time for BOE members to learn more about the issue.

The three entities have also indicated that they have advocated for a change to state law to exempt or waive application of HRS 302A-1165 for Hawaiian language medium/immersion schools due to their concerns regarding HIDOE marginalizing Hawaiian language medium/immersion education by forcing it to follow English medium models and practices. Such marginalization is illustrated in HIDOE memos to the Board in October and December this year among other actions. If the BOE implements my recommendations the three entities would still advocate legislative amendments to extend equal access to the possibility of a waiver under 302A-1165 to DOE Hawaiian medium/immersion schools as currently afforded Hawaiian medium/immersion charter schools under 302D-37. At the same time, they would advocate to all Hawaiian language medium/immersion schools to participate in the activities in the recommendation (1)-(8) if the BOE decides to implement them. Participation will help inform the Kaiapuni community regarding Hawaiian and Indigenous medium education research.

Regarding the cost of implementing the above recommendations, the BOE might choose to approve recommendations (1)-(8) to cover a period of three years for a sum not to exceed that proposed by the HIDOE for developing a new Hawaiian medium KEA. In suggesting that the BOE consider capping any costs associated with the implementation of (1)-(8), I note again that 'Imiloa may be able to help and that over several decades the 'Aha Pūnana Leo and Hawaiian Language College have provided Hawaiian language medium/immersion schools a variety of support, often doing so without charge.

Again, I recommend that first the BOE reject the current HIDOE proposal on developing a Hawaiian medium KEA. Secondly, I recommend compliance with HRS 302A-1165 and HRS 302D-37 as outlined in (1)-(8) above.

Mahalo,

A handwritten signature in black ink, appearing to read "Dr. William H. Wilson". The signature is fluid and cursive, with the first name "Dr." and last name "Wilson" clearly legible, and "H. Wilson" in the middle.

Dr. William H. Wilson