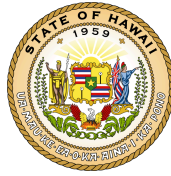


JOSH GREEN, M.D.
GOVERNOR



ROY M. TAKUMI
CHAIRPERSON

**STATE OF HAWAII
BOARD OF EDUCATION
PAPA HO'ONA'AUAO**
P.O. BOX 2360
HONOLULU, HAWAII 96804

October 8, 2026

TO: Board of Education

FROM: Mary Hattori
Chairperson, 2026 Commission Midterm Nominations Investigative Committee

AGENDA ITEM: Investigative Committee (a permitted interaction group pursuant to paragraph 92-2.5(b)(1), Hawaii Revised Statutes) investigation relating to nomination of individuals to serve as members of the State Public Charter School Commission; findings and recommendations on nominations

I. BACKGROUND

On June 30, 2026, the terms of three commissioners on the State Public Charter School Commission (Commission) expired. Of these three commissioner vacancies, one was filled and two remain vacant.

Pursuant to subsection 302D-3(c), Hawaii Revised Statutes (HRS), the Board is responsible for appointing the members of the Commission. The nominees selected for the vacant seats will serve a term beginning upon approval at the Board's November general business meeting through June 30, 2029.

The Board followed its process for the nomination and appointment of individuals to serve as members of the Commission. This process included establishment of the investigative committee (Committee) – charged with reviewing the applications

received, and recommending nominees from the pool of applicants – at the Board’s August 13, 2026, special meeting, to which Board Members Bill Arakaki, Elynne Chung, Kahele Dukelow, and Mary Hattori were appointed, with Board Member Hattori serving as chairperson.

The Board published on its website a call for applications and an application form, as well as notified charter school stakeholders, including governing boards, charter school directors, and the Commission, on July 1, 2026.

II. FINDINGS

The Committee received four applications which met the submission deadline of August 27, 2026. The Committee found that two applicants were best qualified and suited to serve on the Commission for a term beginning upon approval at the Board’s November general business meeting through June 30, 2029. The cover letters and resumes for Erika Cravalho-Meyers and Kaleokalani Kuroda are attached as **Exhibit A** and **Exhibit B**, respectively.

III. RECOMMENDATION

The Committee recommends the Board appoint the aforementioned individuals to the Commission, to serve a term beginning upon approval at the Board’s November general business meeting, through June 30, 2029.

Proposed Motion:

“Moved to appoint Erika Cravalho-Meyers and Kaleokalani Kuroda to the Commission, to serve a term beginning upon approval at the Board’s November general business meeting through June 30, 2029.”

This report concludes the work of the Committee as tasked by the Board.

Exhibit A
Erika Cravalho-Meyers' Cover Letter and Resume

Erika K. Cravalho-Meyers, Ed.D.

August 26, 2026

Board of Education Nominating Committee

State of Hawai'i Board of Education
465 South King Street, Room 121
Honolulu, Hawai'i 96813

RE: Letter of Interest for Appointment to the State Public Charter School Commission

Dear Members of the Board of Education and Nominating Committee:

I respectfully submit my application for appointment to the Hawai'i State Public Charter School Commission. As an educator, educational leader, organizational strategist, and community advocate with more than twenty-three years of experience serving Hawai'i's students, families, educators, and communities, I am deeply committed to ensuring that all young people have access to high-quality educational opportunities that support their academic achievement, character development, cultural identity, and long-term success.

My career has focused on advancing educational excellence and strengthening systems that serve learners across Hawai'i. I hold a Doctor of Education in Professional Educational Practice from the University of Hawai'i at Mānoa and have served in various educational leadership roles, including classroom teacher, curriculum and instructional administrator, university faculty member, educational consultant, and leader and strategist within Kamehameha Schools. Throughout these roles, I have worked to improve teaching and learning, support educator development, cultivate family and community partnerships, and design systems that create meaningful opportunities for students to thrive. I believe my professional experience aligns closely with the statutory and contractual qualifications required of members of the State Public Charter School Commission.

My record reflects a deep and enduring commitment to education. For more than two decades, I have worked directly within educational institutions and community-based learning environments serving students from elementary school through higher education. My leadership has focused on strengthening curriculum, instruction, assessment, student support systems, family engagement, and organizational effectiveness. Whether supporting Native Hawaiian educational programs, mentoring doctoral students, teaching future educational leaders, or guiding school improvement initiatives, my work has consistently been grounded in a belief that all students deserve access to high-quality learning experiences.

I bring a demonstrated record of integrity, civic engagement, and ethical leadership. Throughout my career, I have held positions requiring stewardship of public trust, organizational resources, educational outcomes, and personnel. My work has emphasized transparency, accountability, relationship-building, and equity-centered decision-making. I have remained actively involved in civic and community organizations, including longtime membership in the Pearl Harbor Hawaiian Civic Club, and I understand the responsibility of public service and the importance of maintaining high ethical standards while holding myself and others accountable to those standards.

I am prepared to engage fully and conscientiously in the Commission's work. My current and prior leadership responsibilities have required careful preparation, thoughtful analysis of complex issues, collaborative decision-making, and sustained engagement with diverse stakeholders. In my current role, I regularly convene leaders from diverse sectors and professional backgrounds, creating opportunities for shared learning, relationship-building, and collective knowledge-building. These experiences have strengthened my ability to listen deeply, navigate differing perspectives, and work toward shared understanding and collective action. I understand the Commission's authorizing and oversight responsibilities and am committed to dedicating the time, attention, and energy needed to contribute meaningfully to its work.

I possess extensive knowledge of educational best practices and governance systems and remain committed to continuous learning. Throughout my career, I have led curriculum development, instructional improvement initiatives, accreditation processes, strategic planning, organizational transformation, and leadership development. My work has required the thoughtful use of data, reflective inquiry, performance evaluation, and continuous improvement practices to support both individual and organizational growth. These experiences have strengthened my understanding of accountable governance, learning systems, and the conditions that enable organizations to achieve meaningful outcomes. I would welcome any additional training specific to charter school governance and authorizing.

In addition to meeting the statutory minimum qualifications, I believe my experience reflects the recommended qualifications for Commission members. Throughout my career, I have led complex educational and community-serving organizations, strengthening organizational effectiveness, improving outcomes, and advancing strategic priorities. Most recently, I have supported leadership development, organizational learning, and enterprise-wide transformation initiatives. My experience includes leading organizational change efforts, facilitating strategic planning and workforce transitions, and creating opportunities for established 'ōiwi leaders to learn from one another through reflection, relationship-building, and shared practice. These responsibilities have required me to navigate diverse stakeholder perspectives, balance competing priorities, steward organizational resources, and advance long-term goals while

remaining grounded in community needs and values. These responsibilities have required the effective management of multiple stakeholders, competing priorities, accountability structures, and long-term strategic goals.

I also bring substantial experience in collaborative leadership. Across my career, I have built consensus among educators, administrators, community partners, families, and organizational leaders. My work has focused on creating environments where diverse perspectives are valued and collective solutions can emerge. I have facilitated strategic planning processes, organizational redesign efforts, professional learning communities, and community engagement initiatives that required strong communication, relationship-building, and collaborative problem-solving skills. These experiences would enable me to contribute productively as a member of the Commission while supporting thoughtful policy development, effective governance, and school autonomy.

Hawai'i's public charter schools play an important role in expanding educational opportunity, fostering innovation, and responding to the diverse strengths and needs of students, families, and communities across the pae'āina. I would be honored to bring my experience in education, leadership, strategic planning, and teamwork to support the Commission's efforts to foster high-quality, diverse, and student-focused charter schools throughout Hawai'i. I see our shared goal as creating educational choices that prepare students for their future academic and professional paths as contributing members of our community.

Mahalo for your consideration. I appreciate the opportunity to be considered for this important public service role and look forward to the possibility of contributing to the Commission's work on behalf of Hawai'i's students, families, and communities.

Sincerely,

Erika K. Cravalho-Meyers, Ed.D.

ERIKA K. CRAVALHO-MEYERS, Ed.D.
Kapolei, Hawai'i

PROFILE

Educational leader, strategist, and organizational development practitioner with more than 20 years of experience advancing educational excellence, organizational learning, leadership development, and community engagement across Hawai'i. Skilled in strategic planning, accreditation, systems improvement, organizational transformation, facilitation, and collaborative leadership within complex educational and community-serving organizations. Recognized for cultivating trusted relationships, guiding collective learning, and supporting meaningful change that strengthens outcomes for students, educators, families, and communities.

EDUCATION

University of Hawai'i at Mānoa	Honolulu, HI
<i>Doctor of Education in Professional Educational Practice</i>	

Chaminade University of Honolulu	Honolulu, HI
<i>Masters in Secondary Education</i>	

- Hawaii Teacher Standards Board Professional License

Chaminade University of Honolulu	Honolulu, HI
<i>Bachelors of Arts in Social Studies</i>	

- Graduated Cum Laude

PROFESSIONAL EXPERIENCE

2022 - present	Kamehameha Schools Hi'ialo	Honolulu, HI
<i>'Ōiwi Leadership Institute Community Strategist</i>		

- Supports 'ōiwi leaders through community-centered learning experiences that foster reflection, relationship-building, and shared learning, strengthening their ability to create meaningful impact within their organizations, communities, and areas of influence.
- Cultivates trusted relationships with 'ōiwi leaders, educators, and practitioners across Hawai'i, creating opportunities for connection, shared learning, and collaboration across diverse contexts and sectors.
- Creates and facilitates one-on-one and collective learning experiences that support 'ōiwi leaders in reflecting on their work, exchanging 'ike, deepening relationships, and learning from one another's experiences and practices.
- Guides 'ōiwi leaders through reflective frameworks and processes that create opportunities to make meaning of their experiences, deepen self-awareness, and articulate the influence of their leadership within their unique contexts and communities.
- Documents, analyzes, and synthesizes qualitative data and community intelligence to identify patterns, inform strategic decision-making, and strengthen organizational understanding of leadership journeys, community priorities, and emerging opportunities.

- Collaborates with internal and external partners to align leadership development, community engagement, educational initiatives, and organizational strategy.
- Contributes to enterprise-wide strategic initiatives through facilitation, planning, partnership development, systems thinking, and organizational design grounded in Hawaiian culture-based approaches.
- Elevates leader and community perspectives to strengthen organizational learning, inform strategic priorities, and support community-centered approaches to positive change.

2023 - present Chaminade University of Honolulu Honolulu, HI
Adjunct Professor

- Teaches EDUC861 Indigenous Leadership and Organizational Management. This included the creation of the course curriculum focused on the following: Examine organizational development as an ongoing process that invests in learning and growth, creating a culture where everyone can reach their full potential. Interpret the role of leadership in using culture as a tool to sustain a high-performance organization. Interrogate the beliefs and behaviors that organizations function to produce disproportionate outcomes and integrate practices that can address these inequalities. Apply qualities of regenerative and liberatory culture into how we lead and engage within organizations.
- Instructs course in an asynchronous environment using Canvas as a learning management system.
- Serves as an advisor for doctoral candidates through the dissertation process.

2022 - 2024 Kamehameha Schools Strategy & Experience Honolulu, HI
Shared Support Strategic Consultant III

- Led the Shared Support team, providing enterprise-wide strategic support through facilitation, project management, data analysis, organizational learning, and communication services that advanced Kamehameha Schools priorities.
- Developed and implemented systems and processes for assignment intake, staffing, onboarding, and project placement, improving organizational responsiveness and alignment of talent, resources, and strategic priorities.
- Designed and facilitated strategic planning, organizational redesign, and change management initiatives across multiple divisions, including Communications, Performance Management, Career Services, Admissions, and workforce transition efforts.
- Cultivated a culture of engagement, trust, and continuous improvement by facilitating collaborative processes that established shared goals, success measures, and impact-focused action plans.
- Led the development of professional learning systems that built organizational capacity in facilitation, project management, communication, problem-solving, and equity-centered design practices.
- Guided complex organizational transitions, including the strategic sunseting of the KScholars program, supporting staff, operational planning, stakeholder communication, and continuity of services.
- Supervised and coached 12 staff and team leaders as direct reports, who also oversaw approximately 15 additional staff, emphasizing leadership development, coaching, facilitation, and project implementation.
- Fostered a learning culture that encouraged innovation, reflection, feedback, and adaptive leadership, strengthening organizational effectiveness during periods of significant change and transformation.

2021 - 2022	Kamehameha Schools Strategy & Transformation	Honolulu, HI
<i>Kealakūlia Community Education Interim Director</i>		
• Led complex organizational transition and workforce redesign initiatives in support of Kamehameha Schools' strategic priorities, partnering with Human Resources, Legal, Finance, and executive leadership to ensure effective implementation. • Directed the phased transition and closure planning of major educational programs and divisions, including staffing analysis, organizational restructuring, workforce planning, and continuity of services. • Facilitated strategic decision-making processes that balanced organizational goals, financial stewardship, operational needs, and employee well-being during periods of significant change. • Designed and implemented staff transition, retention, and Individual Development Plan processes that supported employee growth, career planning, and organizational capacity building. • Built strong cross-functional partnerships and coordinated communication strategies that provided clarity, transparency, and consistency for employees and stakeholders navigating organizational change. • Developed systems and conditions that fostered professional learning, reflection, continuous improvement, and leadership development across teams and divisions • Facilitated collaborative planning and problem-solving sessions that strengthened trust, accountability, and alignment among leaders, managers, and staff. • Contributed to the development of the Shared Support enterprise capability, providing strategic consulting, facilitation, coaching, and organizational development services across Kamehameha Schools. • Supervised 10 staff who lead and manage 46 division staff in administering essential learning opportunities through community education.		
2020 - present	University of Hawai'i at Mānoa	Honolulu, HI
<i>Community Mentor/Advisor</i>		
• Serves as a community mentor who provides feedback and guidance to a consultancy group of doctoral candidates focused on an educational problem of practice. • Serves as an advisor for doctoral candidates through the dissertation process.		
2020 - 2023	Scholastic	New York, NY
<i>Family and Community Engagement Specialist</i>		
• Facilitated professional learning workshops focusing on exploring the link between family and community engagement and student achievement and social-emotional health. This included schools elevating families as true partners and experts, benefiting students and their overall learning experience. • Supported schools and districts in designing strategies that raise the power of family engagement and build their capacity to implement effective home-school partnerships. This two-way process creates and sustains ongoing partnerships, built on mutual trust and respect. • Provided coaching and consultative services to empower educators and families to develop trusting relationships and strengthen their ability to effectively support their children's learning.		
2019 - present	Independent Consultant	Honolulu, HI
<i>Founder/Consultant</i>		
• Specializes in a methodology for leading transformative change to help those committed to shifting mindsets and behaviors of systemic institutionalized standards of professionalism toward equity and inclusion.		

- Facilitates and cultivates a collective culture of engagement through an awareness of group dynamics, fostering relational trust and a sense of place to develop a shared understanding of desired results, determine evidence of success, and create impact-focused action plans.
- Utilizes processes that leverage relationships to empower people to reimagine how they are represented in various spaces.
- Supports clients with building a vision-driven organization focused on identifying and shifting necessary changes in a systematic way. Conducts process redesign, facilitates leadership development, and assists clients with implementing organizational change to existing practices and procedures.

2018 - 2021 Kamehameha Schools Kealakūlia Community Edu. Honolulu, HI
Instructional Development and Support Director

- Facilitated and supported the development of curriculum, instruction, and assessment for the varied units within Kealakūlia Community Education division. These programs serve Native Hawaiian students from middle school through post-secondary. Planned and implemented professional learning focused on creating high-quality teaching and learning experiences aligned with program outcomes and the division's strategic direction.
- Facilitated and participated in Instructional Rounds, an inquiry process grounded in understanding what's happening in classrooms, how these effects are produced, and identifying the next level of work to move closer to aspirations of teaching and learning.
- Facilitated and supported units and community partners in their intentional family engagement planning as a strategy to support student academic success. Used the Dual Capacity Building Framework for Family-School Partnerships to connect family and community engagement to the learning and development of all students.
- Collaborated and implemented educational support and development with community partners including the Hawai'i State Department of Education, the University of Hawai'i system, and other community partners.
- Supervised eight staff in the areas of program development, curriculum, instruction, and development, family and community engagement, and Hawaiian ways of knowing and being.

2009 - 2018 Kamehameha Schools Kapālama Middle School Honolulu, HI
Curriculum and Teaming Coordinator, Administrator

- Designed collaborative environments to support teachers' development of curriculum, instruction, and assessment in alignment with our educational tactical plan and organizational learning outcomes. Focused on student-centered learning, empowering educators, elevating standards, and redefining system to promote our teachers' development of world class, Hawaiian culture-based education. Facilitated vertical and horizontal curriculum at a school, campus, and tri-campus level. Guided the use of curriculum mapping as a tool for teachers to dialogue and document their curriculum, instruction, and assessments using both consensus and individual maps.
- Facilitated and led a group of interdisciplinary teacher leaders who engage in meaningful conversations and activities focused on structures that best support teacher growth through the development and refinement of essential curriculum that is enhanced by research-based instructional strategies and varied forms of assessments. These teacher leaders facilitated their peers in moving forward our teaching and learning goals at the school level.
- Designed and implemented a campus-wide collaborative and iterative process for teaching and learning. This curriculum renewal process includes K-12 components that are valued by the campus and school-level components that build on the knowledge base of teachers. This process guided our

K-12 articulation and alignment of essential curriculum with student work (both formative and summative) as evidence of student learning.

- Collaborated with principal and other campus-level leadership in developing and implementing professional development aligned to organizational goals. Implementation of this professional development included evaluation and personal and group reflection on effectiveness and impact to teaching and learning.
- Observed, coached, and evaluated teachers using Charlotte Danielson's Framework for Teaching. Dialogue foci used the framework as a means of communicating expectations of excellence in the areas of planning and preparation, classroom environment, instruction, and professional responsibilities. Facilitated and participated in Instructional Rounds, an inquiry process grounded in understanding what's happening in classrooms, how these effects are produced, and identifying next level of work to move closer to aspirations of teaching and learning.
- Coordinated our 1-to-1 Laptop Program and collaborate with various in-school stakeholders to communicate and support the integration of technology into daily classroom used to enhance and personalize the student learning experience. Maintained an online professional learning network for all faculty and staff, which is used as a learning commons and repository for the Middle School.
- Managed operating budget for all curriculum-based expenses at the Middle School with an overall focus on the alignment of these items to our organizational goals supporting student growth. Supervised 17 faculty and staff whose roles are to further support student learning as educational assistance and resource teachers.

2006 - 2009

Kamehameha Schools Kapālama Middle School

Honolulu, HI

Middle School Teacher- English; Social Studies

Middle School (Team Lead); English Content Lead; Socials Studies Content Lead

- Served as a team lead of an interdisciplinary group of teachers and educational assistance. Responsibilities included building a teacher learning community through the creation of a team vision, agreements, roles, and responsibilities, facilitating meetings, and coordinating field trips and events.
- Led both English and social studies department (at different times) toward the development of a coherent and scaffold curriculum in the Middle School. Responsibilities included meeting facilitation, budget coordination, and intercampus communication with the elementary and high school.
- Served as a teacher leader in the planning and implementing of school-level innovations including the one-to-one laptop program and the design of the open learning spaces in the Middle School.
- Participated in the tri-campus initiatives, Making Standards Work and Working Exit Outcomes.
- Attended CMI 2007, NMSA 2007, and NECC 2008 conferences and applied learning in the classroom and with my team.
- Integrated curriculum with core team teachers to create relevant, challenging, and exploratory units, where students were required to work collaboratively and rigorously.
- Developed a thematic social studies curriculum to build on the power of the narrative in history, allowing students to use this narrative to develop their understanding of overarching themes.

2005 - 2010

Chaminade University of Honolulu

Honolulu, HI

Adjunct Professor

- Taught ED652 Multicultural Education and Diversity, ED670 Peace, Social Justice, and Education Reform, ED675 Learning Styles and Theories, and ED685 Assessing Teaching and Learning all of which are part of the core curriculum at Chaminade University. I have also taught ED515

Introduction to Foundations and Psychology of Education to both undergraduate and graduate students in the education program.

- Created course curriculum for two Chaminade courses. The first was ED684 Culminating Experience, which was a capstone course that draws upon principles, methods, and content students acquired during the M.Ed. experience. Students demonstrated their ability to analyze and synthesize major ideas and principles gained in their core courses. The second was ED643 Hawaiian Culture and Language, which looked at major phases in Hawaiian history, diversity of cultures in Hawaii, and the cultural/political significance of indigenous languages in the Pacific. Students were taught about indigenous educational models to enhance learning of students they serve. Assist students in becoming more aware of different educational paradigms and educational curriculum models.
- Instructed courses face-to-face, online, and as a hybrid of both. Online classes used online WebCT, eCollege, and Elluminate as classroom management programs.

2005 - 2006 Kawaiaha'o Church School Honolulu, HI
Head Teacher- Elementary 1-3, General Education

- Created and applied multi-age curriculum for Grades 1-3 with an emphasis in Montessori philosophy, Christian, and Hawaiian values.
- Maintained a student-centered environment, driven to meet student's individual developmental needs, no matter their grade.
- Supervised two assistants who supported the development of student's individualized needs and work plans under my guidance.

2003 - 2005 Hongwanji Mission School Honolulu, HI
Middle School Teacher- Language Arts and Social Studies
Middle School Team Lead

- Worked as the Middle School lead and served as a liaison between the Middle School teachers and administration.
- Facilitated the planning and organization of Middle School, including the introduction of team teaching, interdisciplinary units, block scheduling, and advisory.
- Taught 6th grade Geography and Language Arts, 7th grade Hawaiian History and Language Arts, and 8th grade Advisory and Life Skills.
- Developed students to become critical thinking individuals, allowing each student to assist in the planning, implementing, and evaluating of class.
- Used hands-on learning to promote an active learning environment.

SELECTED PUBLICATIONS AND PRESENTATIONS

"Getting it Right: Building Diverse In-Home and Classroom Libraries," California Association of Asian and Pasifika Leaders in Education, San Diego, CA, 2026.

"I Ulu No Ka Lālā i ke Kumu: The branch grows because of the trunk," CAAPLE Women Elevating Leadership and Liberation, San Diego, CA, 2026.

"Get it Right for Hawai'i's Students: Build a Culture of Literacy with Classrooms and Home Libraries," Schools of the Future Conference, Honolulu, HI, 2025.

“Getting it Right: Building Diverse In-home & Classroom Libraries and Accelerating Hawaiian Students,” Schools of the Future Conference, Honolulu, HI, 2024.

Atabay, Kyle, et al. “The Ed.D. Cohort Experience: Students’ Reflection on the Program.” *Educational Perspectives*, vol. 49, no. 1, Feb. 2018, pp. 12–18.

Designing a Learning Space to Bridge Indigenous and Western Cultures: Weaving Community, Team, and Student Voice in a 21st Century Indigenous Learning Space.” World Indigenous Peoples Conference on Education, Toronto, Canada, 2017.

Cloud Institute. (2017 June 21). How to Sustain Sustainability Education. [Blog post].

“Designing a Learning Space to Bridge Indigenous and Western Cultures: Weaving Community, Team, and Student Voice in a 21st Century Indigenous Learning Space,” Hawai’i Education Research Association, Honolulu, HI, 2017.

“Bridging the “WE” of Indigenous to the “I” of Western Culture Through Innovative Learning Spaces,” International Indigenous Research Conference, Auckland, New Zealand, 2016.

Cloud Institute. (2016 March 21). EFS in Schools: Kapālama Middle School. [Blog post].

“Designing a Learning Space to Bridge Indigenous and Western Cultures,” Indigenous Research Preconference of the American Educational Research Association, Washington D.C., 2016.

Atlas Rubicon. (2016, June 10). Cultivating a Culture of “Deep Thought” with Collaborative Planning.

“Conceptualizing Middle School Learning in a 21st Century Wall-less Design,” Association of Middle Level Education, Energize Your Middle Level Leadership Conference, Honolulu, Hawai’i, 2015.

Cravalho, E. (2014). The Synergy of Teacher Leaders: Identifying the Characteristics of a Teacher Leader Community (Doctoral dissertation).

Cravalho, E., Kaneshiro, A., Nakasato, S. (2013). Hawaii Department of Education Formative Assessment Through the Data Team Process.

CERTIFICATIONS and AFFILIATIONS

- Scholastic Rising Voices: Amplifying AANHPI Narratives Mentor, 2023
- PROSCI Change Management Certification, 2022
- Billions Institute Fellow, 2021
- Danielson Framework Specialist, 2021
- Project Management Certification, 2021
- Family and Community Engagement Specialist, 2020
- Hawaii Teachers Standards Board License, 2004

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

- Papakū Makawalu, 2026
- Billions Institute: Rooted and Rising, 2025
- Strong Mind, Steady Spine, 2025
- EquityxDesign: Capacity Building in Equity and Design, 2023
- Facilitation x Equity, 2022
- Billions Institute: Unapologetic Genius, 2021
- Billions Institute: Exponential Impact, 2021
- Equity Meets Design, 2021
- Billions Institute: Solutions Worth Scaling, 2021
- Billions Institute: Impact with Integrity, 2021
- Billions Institute: Skid Row School, 2020
- Harvard Graduate School of Education: Family and Community Engagement Institute, 2019
- Adaptive Schools, 2018
- Excellence in Instruction, 2017
- Transfer Goal and Rubric Development, 2016
- Atlas Rubicon: Leading the Curriculum Process, 2015
- Atlas Rubicon: Quality Curriculum Practices, 2015
- Atlas Rubicon: Elevate Your Curriculum Process, 2015
- Atlas Rubicon: Coaching for Quality and Utilizing Reports for Goals, 2015
- Atlas Rubicon: Curriculum Design, 2015
- Harvard Graduate School of Education: Instructional Rounds, 2014, 2018
- Harvard Graduate School of Education: Learning Environments for Tomorrow: Next Practices for Architects and Educators, 2013
- Keeping Learning on Track, 2013
- Understanding by Design, 2012; 2013
- Cognitive Coaching, 2012
- Kim Marshall Walkthroughs, 2011
- Apple Training: Challenge-Based Learning, 2011
- Cloud Institute: Educating for Sustainability, 2010
- Charlotte Danielson's Framework for Teaching, 2009
- Leadership and Learning Center: Making Standard Work, 2009
- Total Quality Learning, 2005

GOVERNANCE, LEADERSHIP, AND SERVICE

- WASC/H AIS Accreditation Steering Committee Member, Visiting Team Member, and Chair (2010-Present)
- Community Mentor and Dissertation Advisor, University of Hawai'i at Mānoa (2020-Present)
- Adjunct Faculty and Dissertation Advisor, Chaminade University of Honolulu (2005-2010; 2023-Present)
- Pearl Harbor Hawaiian Civic Club, Member (1995-Present)

Kaleokalani Kuroda's Cover Letter and Resume (contact information redacted)

Kaleokalani Kuroda [REDACTED]
[REDACTED]
[REDACTED]

Hawai'i State Board of Education
P.O. Box 2360
Honolulu, Hawai'i 96804

Dear Members of the Hawai'i State Board of Education:

I am writing to express my sincere interest in serving as a Commissioner on the Hawai'i State Public Charter School Commission. As a former Governing Board Chair of Voyager Public Charter School and a lifelong advocate for educational excellence, organizational quality, and community development, I am committed to helping strengthen Hawai'i's public charter school system so that it can better support the social, academic, and character development of our keiki.

My service as Governing Board Chair of Voyager Public Charter School increased my awareness of both the opportunities and challenges within the charter school system. During my tenure, I led the school through a successful re-certification process, renegotiated its facility lease, and oversaw the hiring of a new principal, all within a single year. These experiences gave me firsthand insight into the fiscal pressures, governance challenges, and capacity limitations faced by school leaders, governing boards, families, and students. They also strengthened my understanding of the broader charter school ecosystem and the importance of balancing accountability, autonomy, and sustainable growth.

Professionally, I serve as Chief Operating Officer of HawaiiUSA Federal Credit Union, where I oversee complex operational, financial, and governance systems. My work includes enterprise transformation, leadership development, performance excellence, and risk management, all of which align closely with the Commission's responsibilities for performance contracting, accountability, oversight, and long-term system success. My background as a CPA, board member, and Baldrige National Quality Award Examiner further reflects my commitment to integrity, high ethical standards, and evidence-based decision-making.

I also bring extensive civic experience, including service on the Community-Based Economic Development (CBED) Advisory Council under DBEDT and on several nonprofit boards. I am fully prepared to dedicate the time required for constructive and consistent engagement as a Commissioner.

Aligned with the statutory qualifications, I bring:

- Demonstrated commitment to education and lifelong learning, including advancing leadership development and continuous improvement within my organization.
- A proven record of ethical leadership, accountability, and transparency in both regulated and nonprofit environments.
- A collaborative leadership approach focused on relationship-building, consensus development, and organizational effectiveness.
- A commitment to ongoing learning and the application of best practices in public charter school governance and oversight.

Included with my application is a letter of recommendation from Ed Noh, Executive Director of the Hawai'i State Public Charter School Commission, who can speak to my qualifications and commitment to public charter education.

It would be a privilege to serve Hawai'i's students, families, and communities as a Commissioner. I would welcome the opportunity to contribute my governance, financial, operational, and leadership experience in support of a strong and accountable public charter school system. Thank you for your consideration.

Mahalo nui.
[REDACTED]

Kaleokalani Kuroda

KALEOKALANI KURODA

Organizational Transformation | Strategic Planning | Financial Management

- Authentic, values-driven C-Suite executive with expertise in organizational transformation.
- Build and lead high-performing, cross-functional teams to deliver strategic outcomes by enhancing leadership capability, driving customer-centric innovation, and embedding continuous learning and improvement
- On the Board of Examiners for the Malcolm Baldrige National Quality Award, the highest level of national recognition for performance excellence that a U.S. organization can receive.
- Strong financial management experience as a CPA (non-practicing), former public accountant and financial controller

Leadership & Strategy

- Strategic Planning
- Change Management
- Leader as Coach
- High-Performance Teaming
- Corporate Governance

Financial Management

- Portfolio/Project Management
- Budgeting & Forecasting
- Asset/Liability Management
- Regulatory Compliance
- Data and Information Mgmt.

Operational Excellence

- Systems Thinking / Perspective
- Performance Excellence
- Process Improvement
- Mergers and Acquisitions
- Risk Mitigation

PROFESSIONAL EXPERIENCE

HawaiiUSA Federal Credit Union, Honolulu, HI

2006 – Present

Chief Operating Officer (2023 -Present)

- **Enterprise Transformation | Leadership & Governance | Operations Oversight**
 - Executive Leadership Team member reporting directly to the CEO. Responsible for the mentoring and coaching of the mid-level leaders overseeing Information Technology, Deposit Operations, Loan Servicing, Payment Processing, Fraud, Performance Excellence, and Project Management.
 - Built and launched enterprise Leadership Development Framework and implemented a Mid-Level Leadership Development Program to clarify and re-define leadership expectations, improve leadership consistency, and strengthen leadership bench strength. Launched and sponsored three cohorts to date.
 - Pioneered the company's Project Management Office which supports the selection, prioritization, planning, and implementation of all strategic and high-value enterprise projects for the company.
- **Organizational Transformation | Innovation**
 - Designed and continue to lead the credit union's organizational transformation initiative to address disruption within the financial services industry and increased operational complexity resulting from rapid internal growth.
 - Shifted legacy mindsets and built a culture of excellence through change frameworks and process redesign.
- **Operational Excellence | Risk Management**
 - Applied facilitative leadership to break down silos and reduce errors resulting in the centralization of processes and improved work standardization. Key accomplishments include the conversion of core debit card processing system and movement of significant work from front member-facing touchpoints to back-office operations.
 - Strengthened Operational Risk posture by augmenting horizontal and vertical cross-functional information flow resulting in robust cross-functional collaboration and actions that achieve balance between customer experience and risk exposure in alignment with risk tolerance levels.

Chief Strategy Officer (2017-2023)

- **Leadership & Governance**
 - Responsible for the mentoring and coaching of the mid-level leaders (direct reports) managing Finance, IT, Performance Excellence, Data Analytics, Project Management, and Facilities.

KALEOKALANI KURODA, CPA

- Developed and led the organization's response plan to COVID-19. Orchestrated activities to enable remote work, enhance safety protocols at all locations, and recalibrate service to customers.
- **Strategy Development | Enterprise Execution**
 - Redesigned the Strategic Planning Process, to be more agile, inclusive, collaborative, and responsive. Introduced best practices including the adoption of the balanced scorecard framework into the organization's performance management system.
 - Executive Sponsor of numerous successful technology (ahead of time, within budget, minimal post-project issues) enterprise-level projects including an end-of-life Enterprise Content Management System replacement and migration to an offsite data center.
- **Finance, Information Technology, and Facilities**
 - Responsible for the oversight of financial risk management activities to ensure adherence to the organization's risk appetite statement, strategic plan, NCUA regulations, and operational demands, including Asset/Liability Management (ALM), liquidity programs, pricing, and the credit union's \$900M investment portfolio. Member of the Asset-Liability Committee (ALCO).
 - Accountable for the development and implementation of the IT strategic plan. Accomplishments include infrastructure optimizations, improvement in IT ticket SLAs, increased process automation, and enhancement of the cybersecurity posture resulting in substantive improvements in regulatory risk assessments.

Vice President – Strategic Planning and Analytics (2012-2017)

- Led end-to-end execution of three successful strategic mergers, one of which enabled the credit union to expand its Hawaii Island market presence.

Vice President – Controller (2006-2012)

- Responsible for all aspects of internal and external financial reporting, including presentation of financial statements to the BOD and ALCO Committee, submission of quarterly regulatory reporting, steward of the budget process, and primary liaison for the annual financial statement audit.

Voyager Public Charter School, Honolulu, HI

2021 - 2023

Governing Board Member

- Led the board during a critical year involving school re-certification, lease renegotiation, and principal hiring.
- Gained firsthand insight into charter school challenges including resource limitations, volunteer board capacity, and operational demand
- Collaborated closely with educators, families, and administrators to support a stable and student-focused environment.

EDUCATION, CREDENTIALS & COMMUNITY ACTIVITIES

Bachelor of Business Administration in Accounting and Finance, University of Hawaii at Manoa, Honolulu, HI

Certified Public Accountant (CPA), State of Hawaii (2002)

Malcolm Baldrige National Quality Award, Examiner (2017 – Present)

Certified Change Management Professional (CCMP), PROSCI (2019)

Palama Settlement, Board Treasurer (2022 – Present)

Family Promise of Hawaii, Board Member (2025 – Present)

Iolani Palace, Board Member (2025 – Present)

Community-Based Economic Advisory Council (DBEDT), Gubernatorial Nominee (2016 – 2024)

JOSH GREEN, M.D.
GOVERNOR



ALEX HARRIS
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
(‘AHA KULA HO‘ĀMANA)

1164 Bishop Street, Suite 1100, Honolulu, Hawai‘i 96813
Tel: (808) 586-3775 Fax: (808) 586-3776

LETTER OF RECOMMENDATION: KALEOKALANI KURODA

I am writing to express my strong recommendation for Mr. Kaleokalani Kuroda to serve on the State Public Charter School Commission. Based on Mr. Kuroda’s professional background, I believe he is more than qualified to fulfill the commissioner position and meets and exceeds all qualifications pursuant to HRS §302D-3(d).

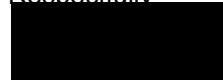
In fulfilling the statutory purpose to oversee high-quality public charter schools, the Commission requires leaders who can combine high-level administrative expertise, fiscal experience, and a deep commitment to workforce and leadership development. Mr. Kuroda’s career experiences and leadership positions make him uniquely suited for the role as a commissioner.

Currently, Mr. Kuroda is the chief operating officer at HawaiiUSA Federal Credit Union where he manages and oversees all operations of the organization both at the micro and macro levels. In other words, he understands systems, processes, monitoring, and compliance. In this position, he also oversees HawaiiUSA’s Leadership Accelerator Program, a cohort-based intensive leadership development program. In addition, Mr. Kuroda is a senior examiner for the Malcolm Baldrige National Quality Award, where he uses his evaluation expertise to promote performance excellence, strategic alignment, and systems of continuous improvement through an analytical and rigorous framework. All these experiences and skill sets will provide subject matter expertise in evaluation of all the charter contract performance frameworks: financial, organizational, and academic.

Mr. Kuroda is also very familiar with the charter school movement here in Hawai‘i, where he served as the governing board chair of Voyager Public Charter School. Under his leadership, he led the Voyager community through several critical transitions. He negotiated and executed a long-term lease of the current school location, a successful nation-wide leadership search, and the contract renewal process, as well as all the duties required to support the daily operations of a charter school.

Clearly, Mr. Kuroda brings a very unique perspective as a former charter school governing board chair, and I believe he will build on those experiences as a charter commissioner.

Respectfully



Ed H. Noh, Ed.D.
Executive Director, Hawai‘i State Public Charter School Commission

