

# Plan for Office of Hawaiian Education Priorities

*December 9, 2015*

## 1. INTRODUCTION AND RATIONALE

This Delivery Plan for the Office of Hawaiian Education (OHE) will guide the Hawai'i Department of Education (HIDOE) implementation of three Board of Education (BOE) policy revisions: [Ends Policy E-3](#) "Nā Hopena A'o" (HĀ); [Policy 2104](#) "Hawaiian Education"; [Policy 2105](#) "Papahana Kaiapuni Hawai'i."

The OHE was officially established in February 2015 (per the revisions to policies 2104 and 2105), and its initial Director hired in June 2015. With planning and implementation of the new Ends Policy (E-3) assigned to OHE (June 2015), the office and its new director became solely responsible for leading a brand new course within HIDOE for all three policy revisions.

An implementation approach of policies E-3, 2104 and 2105 is presented via the three priorities in this Delivery Plan.

A three-year term (2015-18) for implementation of all three policies was rationalized as a reasonable timeframe in which to explore, examine and determine the best means of managing and measuring these policies, such that by 2018 when HIDOE develops a new Strategic Plan OHE will be positioned with the working relationships, tested models and indicators of success necessary to project and measure the preferred future for students benefitting from these policies.

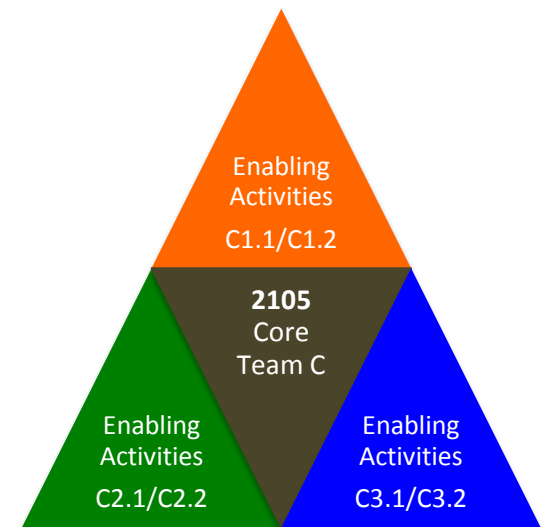
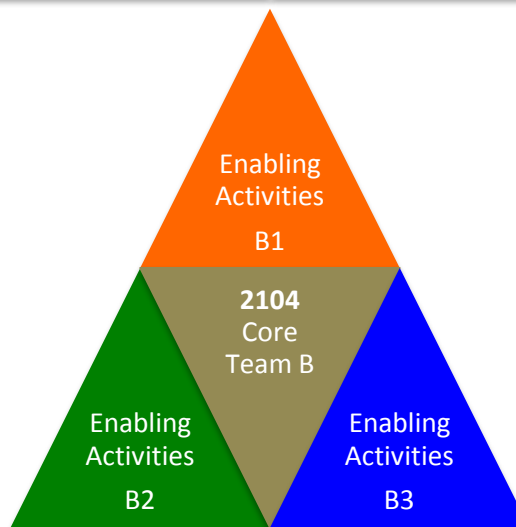
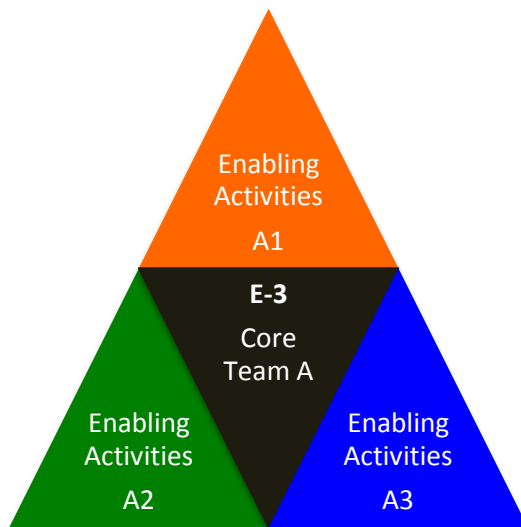
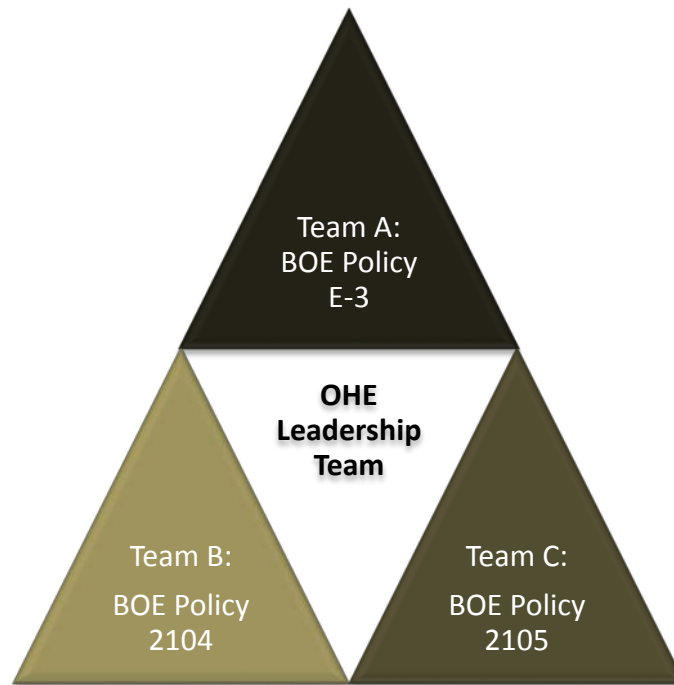
Therefore, OHE has not selected any "Long-term measures of success," as called for in the Delivery Plan template, because there are no metrics from the current HIDOE Strategic Plan's Scorecard that OHE could actually influence in these years 2015-18.

OHE will leverage the similarities between the three policies where it is appropriate, to maximize resources and impact. For example, instances of training and professional development around E-3 may also include topics relevant to implementation of 2104 so that each priority benefits.

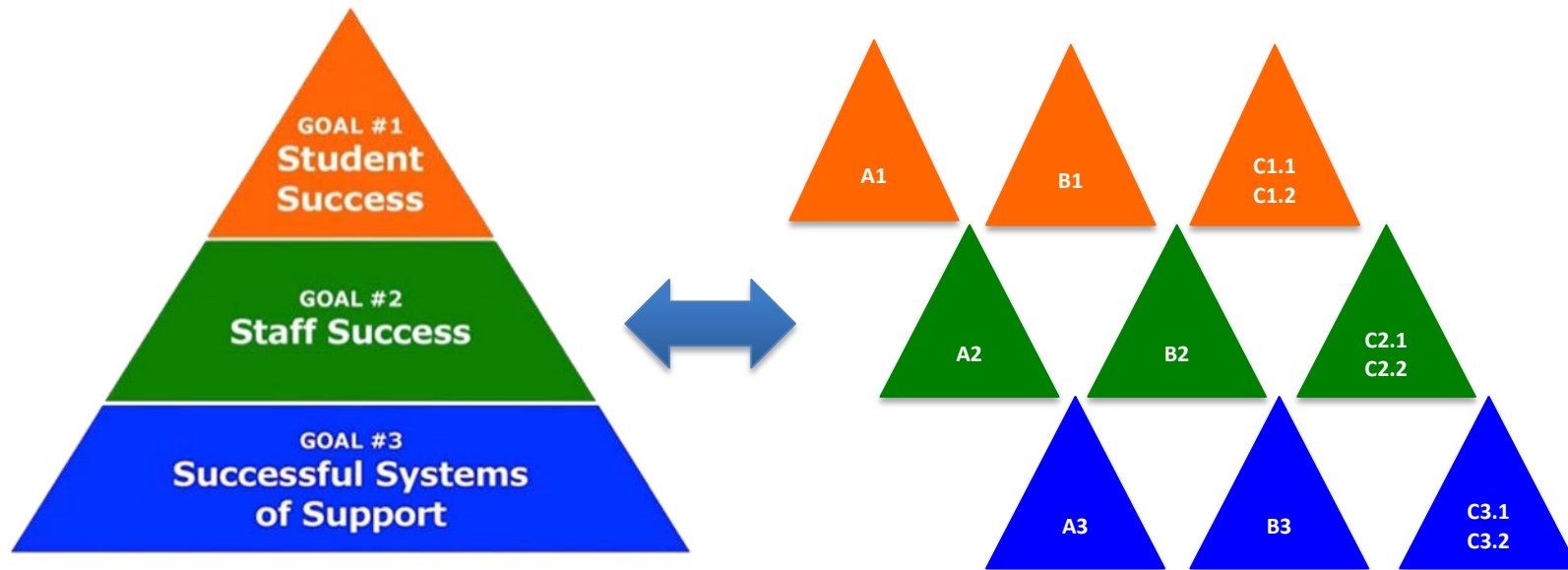
Furthermore, OHE anticipates that through implementation of 2104 and 2105 it will be advancing HIDOE incorporation of E-3 outcomes. In other words, 2104 and 2105 can be viewed as the "means" towards Ends Policy E-3.

Each completed priority plan contained herein is the product of three planning phases: (1) Scope of Work; (2) Delivery Assessment; and (3) Implementation Planning. The total of nine planning sessions were participatory and inclusive of OHE staff, other HIDOE staff, and community stakeholders.

**Organization of the 3 Priorities within OHE**



**Connections of the 3 OHE Priorities to the HODOE Strategic Plan**



## 2. TEAM

|                        |   |
|------------------------|---|
| Executive Sponsor      | Superintendent Kathryn Matayoshi              |
| Project lead(s)        | Director Kau'í Sang                           |
| OSIP Portfolio manager | Assistant Superintendent Tammi Oyadomari-Chun |

## 3. PRIORITY DEFINITIONS

### a. Priority 1: Establish a HĀ Core Mindset

#### Priority Description:

On February 18, 2014, the Board of Education (BOE) unanimously approved referring BOE Policy 4000, Focus on Students, to the Student Achievement Committee for further consideration. The Working Group that was established to make recommendations on Policy 4000 had the purpose of identifying a set of learning outcomes that are grounded in Hawaiian values, culture, language, and history and that best prepare all students for 21<sup>st</sup> century success in college, career, and communities, locally and globally.

The Work Group recommended a new Ends Policy (E-3) instead of revising Policy 4000. The recommended E-3, named Nā Hopena A'ō, contain six outcomes that apply foundationally to the whole HIDOE system. These six outcomes are the strengthened sense of **belonging, responsibility, excellence, aloha, total-well-being and Hawai'i (BREATH)** in our selves, students and others.

Per Policy E-3, the following guiding principles should lead all efforts to use HĀ as a comprehensive outcomes framework:

- All six outcomes are interdependent and should not be used separately
- Support systems and appropriate resources should be in place for successful and thoughtful implementation
- Planning and preparation should be inclusive, collective and in a timeframe that is sensitive to the needs of schools and their communities
- Current examples of HĀ in practice can be drawn on as sources for expertise
- All members of the school community share in the leadership of HĀ

The Work Group further recommended that planning and implementation of E-3 be managed by OHE. Implementation of Policy E-3 will be approached via this Delivery Plan.

The Scope of Work Planning Team on September 14, 2015, envisioned the long-term success of an implemented Policy E-3 to include:

- Happy, smart, and driven students
- Valued and supported teachers and kūpuna
- A Robust, nationally and internationally recognized Hawaiian-culture based Educational System

**Scope of Work (Enabling Activities):**

| Activity   |                     | HĀ Core Mindset: Key Milestones, Dates & Person Responsible (Kau'i Sang)   |  |   |
|--|---------------------|--|--|---|
| Through June 2018  |                     | 2016   | 2017   | 2018  |
| <b>A1: Complete HĀ-based Community Engagement Framework for Schools &amp; Complex Areas</b>            |                     | <ul style="list-style-type: none"> <li>Designated pilot experiences for Community Engagement framework (DEC)</li> </ul>  | <ul style="list-style-type: none"> <li>Completed toolkit</li> <li>Initiated PSA campaign</li> <li>Convened HĀ Conference/Summit for interested schools, teams and groups</li> </ul>  | <ul style="list-style-type: none"> <li>Completed (and maintained) web-based HĀ resource bank (including PSAs, testimonials, interviews, restorative justice)</li> <li>Completed training on toolkit</li> </ul>  |
| <b>A2: Complete HĀ-based Leadership (Teacher &amp; Administrator) Training &amp; Evaluation System</b> | (A) Administrator   | <ol style="list-style-type: none"> <li>Completed initial discussion of HĀ incorporation into CESSA with relevant stakeholders (DEC)</li> <li>Completed conversations &amp; tentative plan for incorporation of HĀ into CISL (DEC)</li> </ol> | <ul style="list-style-type: none"> <li>Guidelines and toolkit with HĀ practices and examples for all HĀ personnel including 'Ike Hawai'i</li> </ul>  | <ul style="list-style-type: none"> <li>Developed, piloted &amp; scaled-out evaluation tools to measure effectiveness of 'Ike Hawai'i (HĀ underpinnings) toolkit</li> <li>'Ike Hawai'i with HĀ underpinnings guidelines &amp; toolkit</li> <li>Training system (administrators, teachers, staff at all levels) that integrates HĀ into all training for all HĀ personnel</li> <li>Evaluation system plan, with agreements, for all HĀ personnel</li> </ul> |
|  | (B) In-/Pre-Service | <ul style="list-style-type: none"> <li>HĀ PD training framework completed (DEC)</li> </ul>   |  |   |
| <b>A3: Complete HI DOE Systems Alignment to Nā Hopena A'ō (HĀ)</b>                                     |                     | <ul style="list-style-type: none"> <li>Completed HĀ process for strategic planning for 2018 and beyond (SEP)</li> </ul>  | <ul style="list-style-type: none"> <li>Completed re-evaluation of E-3 Policy, including BOE presentations</li> <li>Completed draft of HĀ process manual (system-wide process manual, possibly including new student PTP with HĀ outcomes)</li> </ul> | <ul style="list-style-type: none"> <li>HĀ Outcomes integrated in HĀDOE 2018 Strategic Plan</li> </ul>   |

| E-3 Implementation<br>Enabling Activities   | 2016 Quarterly Milestones   |  |   |  |  |
|---|---|--|---|--|--|
|   | JAN – MAR   | APR – JUN  | JUL – SEP   | OCT – DEC  |  |
| <b>A1: Complete HĀ-based Community Engagement Framework for Schools &amp; Complex Areas</b><br><Manuwai Peters>             | <ol style="list-style-type: none"> <li>1) Identified models of HĀ in the external community plus resources that are HĀ-ready (i.e., focus groups)</li> <li>2) Introduced HĀ to community partners (as applicable, i.e., PTA, Legislature, etc.)</li> </ol>  | <ol style="list-style-type: none"> <li>1) Generated Needs Assessment, and next steps for HĪDOE resources</li> <li>2) Collected &amp; initiated inventory of resources <b>with Teams A2 &amp; A3</b></li> </ol>   | <ul style="list-style-type: none"> <li>• Collected &amp; developed engagement strategies &amp; general guidelines</li> </ul>  | <ul style="list-style-type: none"> <li>• Designated pilot experiences for Community Engagement framework</li> </ul>  |  |
| <b>A2: Complete HĀ-based Leadership (Teacher &amp; Administrator) Training &amp; Evaluation System</b><br><Jessica Worchel> | (A) Administrator   | <ul style="list-style-type: none"> <li>• Completed pilot design for SOLA</li> </ul>  | <ol style="list-style-type: none"> <li>1) Developed HĀ-based evaluation questions for HĀ-based data bank (inventory)</li> <li>2) Completed plan for HĀ-based PD with CAS pilot groups</li> <li>3) Completed administrator environmental scan</li> </ol> | <ol style="list-style-type: none"> <li>1) Completed 2-5 pre-ELI HĀ-based events</li> <li>2) Launched SOLA</li> </ol> | <ol style="list-style-type: none"> <li>1) Completed initial discussion of HĀ incorporation into CESSA with relevant stakeholders</li> <li>2) Completed conversations &amp; tentative plan for incorporation of HĀ into CISL</li> </ol> |
|   | (B) In-/Pre-Service   | <ul style="list-style-type: none"> <li>• Developed data collection tool/ process of pilot groups &amp; focus groups; Assembled Program Development Team; Completed data collection report (<i>data on best practices, lessons, successes/challenges, personal testimony/growth</i>)</li> </ul> | <ul style="list-style-type: none"> <li>• Completed program outline &amp; training module drafts</li> </ul>  | <ul style="list-style-type: none"> <li>• Completed draft program design, review &amp; revise</li> </ul>              | <ul style="list-style-type: none"> <li>• HĀ PD training framework completed</li> </ul>   |
| <b>A3: Complete HĪ DOE Systems Alignment to Nā Hopena A’o (HĀ)</b><br><Kau’i Sang>  | <ol style="list-style-type: none"> <li>1) HĀ core leadership is in place &amp; ready to weave HĀ throughout the system</li> <li>2) Draft set of guides (guiding principles, mo’olelo, set of questions) that create conditions for HĀ core mindset for internal &amp; external audiences</li> </ol> | <ul style="list-style-type: none"> <li>• Completed first inventory of <b>self-identified</b> HĀ experiences in HĪDOE where strengthening can occur, <b>and share with Team A1</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Completed HĀ process for strategic planning for 2018 and beyond</li> </ul>   |  |  |

| <b>A1 Complete HĀ-based Community Engagement Framework for Schools &amp; Complex Areas &lt;Manuwai Peters&gt;</b>  |                 |          |            |          |          |          |                   |
|--|-----------------|----------|------------|----------|----------|----------|-------------------|
| <i>January – March 2016</i>  | <i>Due Date</i> | <b>R</b> | <b>A</b>   | <b>S</b> | <b>C</b> | <b>I</b> | <b>Cost Items</b> |
| <b>(1) Identified models of HĀ in the external community plus resources that are HĀ-ready (i.e., focus groups)</b>   |                 |          |            |          |          |          |                   |
| 1. Convene a Hawaiian community/organization meeting to identify HĀ models   | Jan 2016        | MP       | KS, HĀ EO  | OHES     | S        |          |                   |
| 2. Meet with CPR to identify HĀ models in respective communities   | Feb 2016        | KI       | KS         | DK       |          |          |                   |
| <b>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</b><br><b>MP: Manuwai Peters    KI: Keoni Inciong    HĀ EO: Policy E-3 Education Officer    DK: Danile Kop    OHES: Office of Hawaiian Education Staff    S: Superintendent Office</b> |                 |          |            |          |          |          |                   |
| <b>(2) Introduced HĀ to community partners (as applicable, i.e., PTA, Legislature, etc.)</b>   |                 |          |            |          |          |          |                   |
| <i>January – March 2016</i>  | <i>Due Date</i> | <b>R</b> | <b>A</b>   | <b>S</b> | <b>C</b> | <b>I</b> | <b>Cost Items</b> |
| 1. Send memo and PSA   | Dec 2015        | KS       | KS, HĀ EO  |          |          |          |                   |
| 2. Introduce HĀ (presentation)   | Jan 2016        | KS       | DDC, HĀ EO | OHES     |          |          |                   |
| <b>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</b><br><b>KS: Kau’i Sang    DDC: Donalyn Dela Cruz    HĀ EO: Policy E-3 Education Officer    OHES: Office of Hawaiian Education Staff</b>  |                 |          |            |          |          |          |                   |

| <b>A2: Complete HĀ-based Leadership (Teacher &amp; Administrator) Training &amp; Evaluation System &lt;Jessica Worchel&gt;</b>   |                 |          |          |          |          |          |                   |
|--|-----------------|----------|----------|----------|----------|----------|-------------------|
| <i>January – March 2016</i>  | <i>Due Date</i> | <b>R</b> | <b>A</b> | <b>S</b> | <b>C</b> | <b>I</b> | <b>Cost Items</b> |
| <b>(A) ADMINISTRATOR: Completed pilot design for SOLA (State Office Leadership Academy)</b>  |                 |          |          |          |          |          |                   |
| 1. Completed debrief of 1 <sup>st</sup> HĀ-based Leadership training   | Jan 2016        | JW       | KS       |          | DT       |          |                   |
| 2. Develop Modules   | Mar 2016        | JW       | TU       | EDI      | OHES, KS |          |                   |
| 3. Completed best practice review and analysis   | Mar 2016        | JW       | KS       |          |          |          |                   |
| <b>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</b><br><b>JW: Jessica Worchel    TU: Teri Ushijima    EDI: Education Delivery Institute    OHES: Office of Hawaiian Education Staff    DT: Design Team</b> |                 |          |          |          |          |          |                   |
| <b>(B) PRE/INSERVICE: Developed data collection tool/ process of pilot groups &amp; focus groups; Assembled Program Development Team; Completed data collection report (data on best practices, lessons, successes/challenges, personal testimony/growth)</b>  |                 |          |          |          |          |          |                   |
| <i>January – March 2016</i>  | <i>Due Date</i> | <b>R</b> | <b>A</b> | <b>S</b> | <b>C</b> | <b>I</b> | <b>Cost Items</b> |
| 1. Set up Program Development Team of 6-9 members: Jessica Worchel (Lead); Pre-service (OHR); Pre-service programs; TECC; CPR; HSTA Rep; HGEA Rep; K/S; Teachers   | Jan 2016        | JW       | KS       | OHES     | K/S      |          |                   |

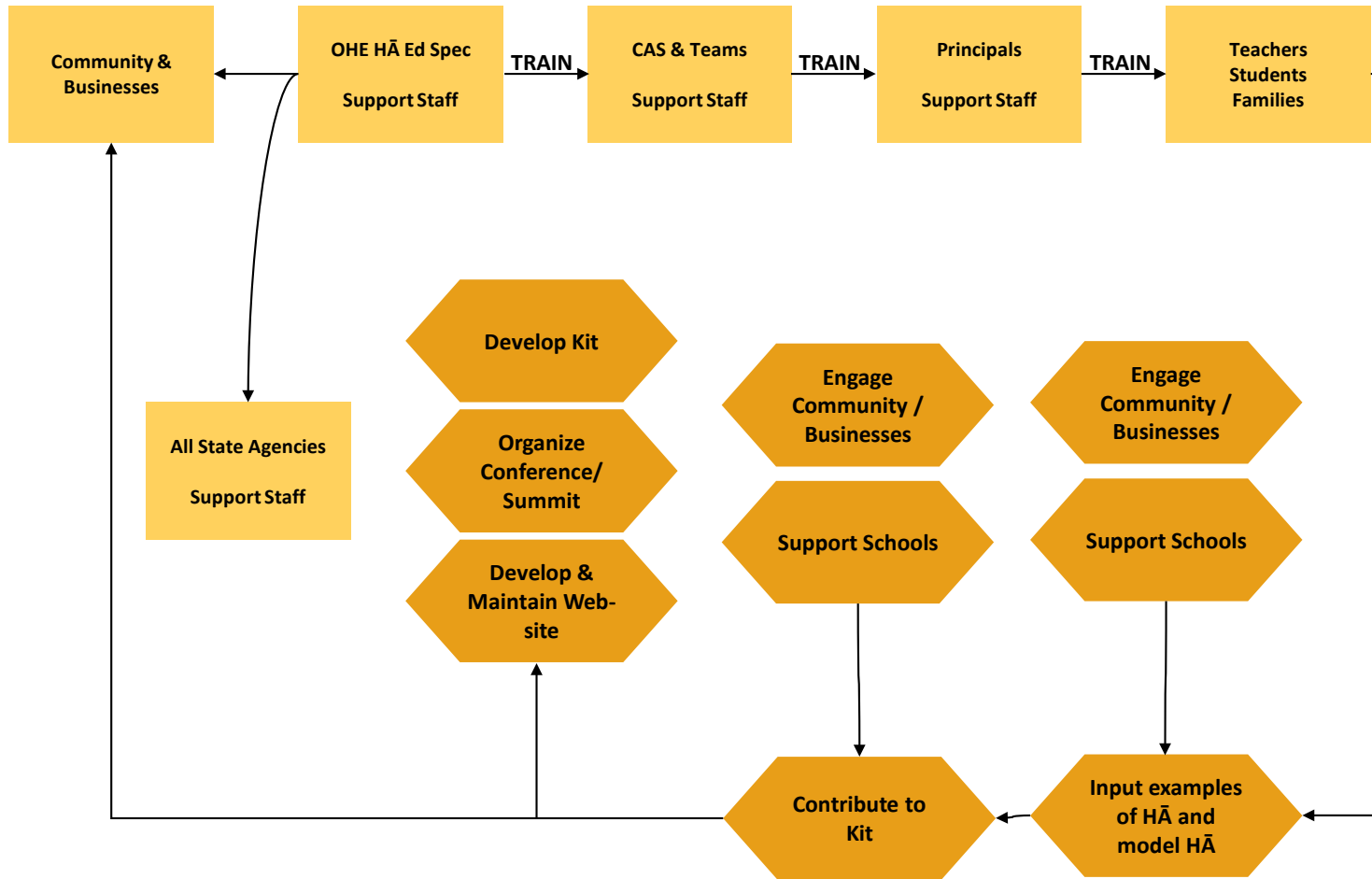
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|--|---|---------------------------------------|--|---|--|--|--|
| (Early Ed, Elementary, Secondary, College);<br>Community/Cultural Practitioner |   |                                       |  |   |  |  |  |
| <b>R: Responsible</b> – the “doer”   | <b>A: Accountable</b> – “buck stops here”       | <b>S: Support</b> – “helpers” for “R” | <b>C: Consulted</b> – “in the loop” 2-way comm’s | <b>I: Informed</b> – “tell me after” 1-way comm’s |  |  |  |
| <b>JW:</b> Jessica Worchel   | <b>OHES:</b> Office of Hawaiian Education Staff | <b>KS:</b> Kau’i Sang                 | <b>K/S:</b> Kamehameha Schools                   |   |  |  |  |

| <b>A3: Complete HI DOE Systems Alignment to Nā Hopena A’o (HĀ) &lt;Kau’i Sang&gt;</b>  |   |                                       |  |   |                                 |                              |                   |
|--|---|---------------------------------------|--|---|---------------------------------|------------------------------|-------------------|
| <i>January – March 2016</i>  | <i>Due Date</i>                           | <b>R</b>                              | <b>A</b>   | <b>S</b>  | <b>C</b>                        | <b>I</b>                     | <b>Cost Items</b> |
| <b>(1) HĀ core leadership is in place &amp; ready to weave HĀ throughout the system</b>  |   |                                       |  |   |                                 |                              |                   |
| 1. Identify and invite 5-7 persons early-adopters of HĀ to become HĀ Core Team   | Mar 2016                                  | JW                                    | KS   | OHES  | S, DS                           | AS, CAS                      |                   |
| 2. Orient HĀ Core Leadership Team to begin increasing capacity through shared experience   | Mar 2016                                  | KS                                    | CT   | OHES  | OHES, KS                        |                              |                   |
| <b>R: Responsible</b> – the “doer”   | <b>A: Accountable</b> – “buck stops here” | <b>S: Support</b> – “helpers” for “R” | <b>C: Consulted</b> – “in the loop” 2-way comm’s | <b>I: Informed</b> – “tell me after” 1-way comm’s |                                 |                              |                   |
| <b>JW:</b> Jessica Worchel   | <b>KS:</b> Kau’i Sang                     | <b>S:</b> Superintendent              | <b>DS:</b> Deputy Superintendent                 | <b>OHES:</b> Office of Hawaiian Education Staff   | <b>CT:</b> Core Leadership Team |                              |                   |
|  |   | <b>AS:</b> Assistant Supt             | <b>CAS:</b> Complex Area Supt                    |   |                                 |                              |                   |
| <b>(2) Draft set of guides (guiding principles, mo’olelo, set of questions) that create conditions for HĀ core mindset for internal &amp; external audiences</b> |   |                                       |  |   |                                 |                              |                   |
| <i>January – March 2016</i>  | <i>Due Date</i>                           | <b>R</b>                              | <b>A</b>   | <b>S</b>  | <b>C</b>                        | <b>I</b>                     | <b>Cost Items</b> |
| 1. Review existing HĀ-related work   | Mar 2016                                  | A3                                    | KS   | OHES  | C                               |                              |                   |
| 2. Identify common themes  | Mar 2016                                  | CT                                    | KS   | OHES  |                                 | S, DS, C                     |                   |
| 3. Draft set of guiding principles for review  | Mar 2016                                  | A3, CT                                | KS   | OHES  | S, DS, C                        |                              |                   |
| <b>R: Responsible</b> – the “doer”   | <b>A: Accountable</b> – “buck stops here” | <b>S: Support</b> – “helpers” for “R” | <b>C: Consulted</b> – “in the loop” 2-way comm’s | <b>I: Informed</b> – “tell me after” 1-way comm’s |                                 |                              |                   |
| <b>A3:</b> A3 Team   | <b>KS:</b> Kau’i Sang                     | <b>S:</b> Superintendent              | <b>DS:</b> Deputy Superintendent                 | <b>OHES:</b> Office of Hawaiian Education Staff   | <b>CT:</b> Core Leadership Team | <b>C:</b> Community & Kūpuna |                   |

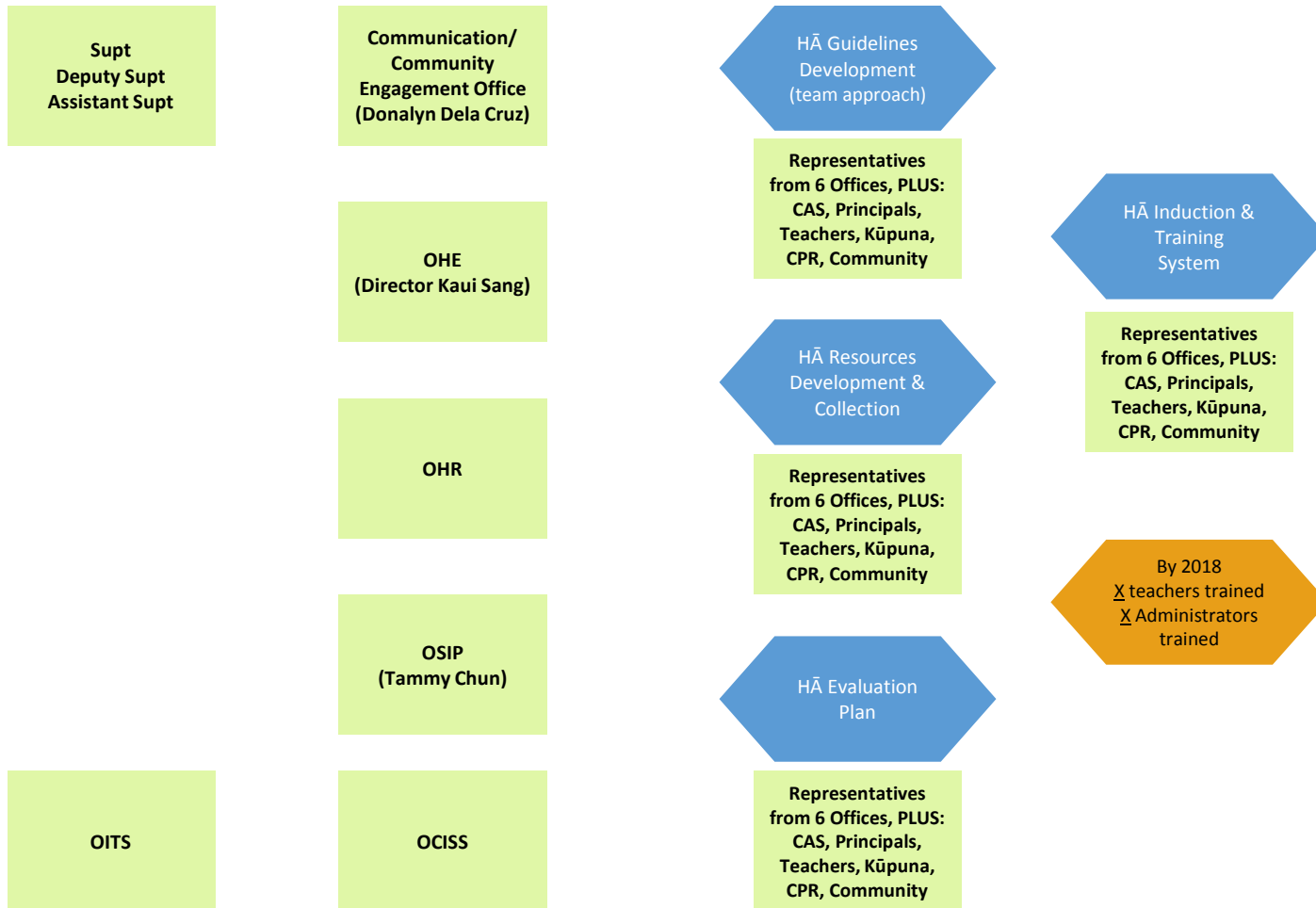


**Delivery Chains:**

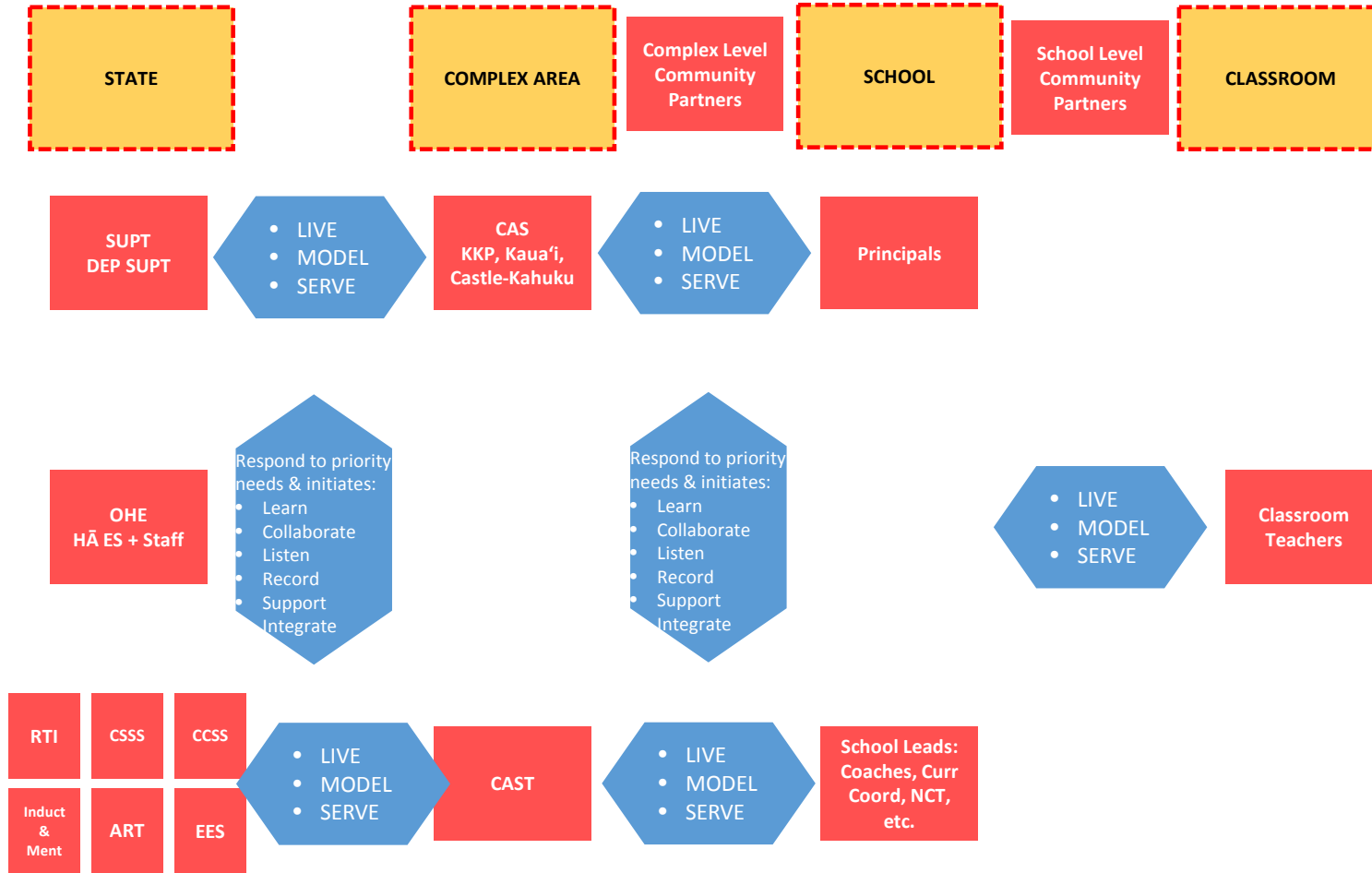
**A1: Complete HĀ-based Community Engagement Toolkit for Schools & Complex Areas**



## A2: Complete HĀ-based Leadership (Teacher & Administrator) Training & Evaluation System



### A3: Complete HI DOE Systems Alignment to Nā Hopena A’o (HĀ)



**Risk Assessment, by Enabling Activity:**

| Potential Risks   | Solutions  |
|---|--|
| <b>A1: Complete HĀ-based Leadership (Teacher &amp; Administrator) Training &amp; Evaluation System</b>  |  |
| <ul style="list-style-type: none"> <li>Poor participation will inhibit system integration</li> <li>Limited resources to develop and implement HĀ training system, guidelines and evaluation plan</li> <li>Challenge shifting of mindsets will decrease change of and in practice</li> </ul> | <ul style="list-style-type: none"> <li>Establish personalization process in order to increase participation</li> <li>Increase partnerships in order to successfully develop and implement resources for HĀ training system, guidelines and evaluation plan</li> <li>Ongoing mentorship and assessment in order to increase change in practice</li> </ul> |
| <b>A2: Complete HĀ-based Community Engagement Toolkit for Schools &amp; Complex Areas</b>   |  |
| <ul style="list-style-type: none"> <li>Expectations of a complete packet (package) does not match deliverable</li> <li>School staff see HĀ as an add-on and push-back from staff “making us a Hawaiian school”</li> <li>Resistance to change and adoption of new outcomes</li> </ul>        | <ul style="list-style-type: none"> <li>Well-defined guidelines shared early in the process and inclusion of stakeholders will ensure understanding</li> </ul>  |
| <b>A3: Complete HI DOE Systems Alignment to Nā Hopena A’o (HĀ)</b>  |  |
| <ul style="list-style-type: none"> <li>Reluctant system acceptance of HĀ value and potential for positive change</li> <li>Inadequate communication can hinder data collection , HĀ outreach and education</li> </ul>  | <ul style="list-style-type: none"> <li>Effectively educate the system in order to increase acceptance of HĀ</li> <li>Establish a communication plan in order to promote HĀ outreach and education</li> </ul>   |

**Resources and support required:**

|                           | Resources required   | How will they be used?  |
|---------------------------|--|---|
| <b>Staff or personnel</b> | <ul style="list-style-type: none"> <li>OHE: HĀ Educational Specialist</li> <li>Staff facilitators</li> </ul>   | <i>To lead OHE efforts in implementing new BOE Ends Policy E-3</i>  |
| <b>Funding</b>            |  |   |
| <b>Other resources</b>    | <ul style="list-style-type: none"> <li>Meeting support (working groups and focus groups)</li> <li>Consultants and Individuals with relevant skill sets</li> <li>Writing Team</li> <li>Models and best practices</li> </ul> | <i>To develop a collaborative and insightful approach to integrated Nā Hopena A’o across the HIDOE system</i> |

|                              |   |  |
|------------------------------|---|--|
| <b>External Partnerships</b> | <ul style="list-style-type: none"> <li>• HSTA</li> <li>• Kamehameha Schools</li> <li>• Office of Hawaiian Affairs</li> <li>• UH System</li> <li>• ‘Aha Kauleo</li> <li>• Hawai‘i P-20</li> <li>• NETC</li> <li>• Practitioners and Kūpuna</li> <li>• Community and business partners</li> </ul> | <p><i>To gain both insight and support for implementation of BOE Policy E-3 and create common visions or shared outcomes among multiple partners</i></p> |
|------------------------------|---|--|

## **b. Priority 2: Implementation of BOE Policy 2104 “Hawaiian Education”**

### **Priority Description:**

The revision to Policy 2104 in February 2014 expanded Hawaiian Education with the expectation that “Hawaiian language, culture, and history should be an integral part of Hawai‘i’s education standards for all students in grades K-12.”

The initial Enabling Activities in this Priority will focus on integrating Hawaiian language, culture, history, knowledge, practices and perspectives into K-12 Standards.

Implementation of Policy 2104 will serve as one of the “means” to realizing Ends Policy E-3, as new Hawaiian Education content and practices are integrated into K-12 instruction.

This priority will have a strong reliance upon external relationships, including stakeholder involvement on development of standards and assessment, collaboration on instructional resource development, and partnerships for professional development.

OHE is mindful that systems change – in many institutional contexts – is not always a welcome proposition. Therefore, the Office will seek, incorporate and highlight exemplary instances within the HIDOE system where Hawaiian language, culture and history are already integrated into standards, curriculum, instruction and assessment as a means to spark imagination and innovation in others.

**Scope of Work (Enabling Activities):**

| Activity  | Policy 2104: Key Milestones, Dates & Person Responsible (TBD)  |  |   |
|---|--|--|---|
|   | Through June 2018  | 2016   | 2017  |
| <b>B1: Create 2104-specific Standards with Curricular, Instructional and Assessment Resources</b> | <ul style="list-style-type: none"> <li>Presented 2104 Standards to larger audience &amp; refined based on feedback (DEC)</li> </ul>  | <ul style="list-style-type: none"> <li>Standards &amp; benchmarks</li> <li>Rigor, depth, level</li> <li>Identified already existing curricula that has HĀ embedded</li> </ul>  | <ul style="list-style-type: none"> <li>Conducted teacher meetings to train &amp; build curricular framework</li> <li>Piloted curriculum &amp; instructional resources to support 'Ike Hawai'i with HĀ underpinnings</li> <li>Completed framework</li> <li>Curriculum &amp; resources</li> <li>Assessment</li> </ul>                         |
| <b>B2: Implement an Educators, Staff and Administrators Professional Development Pathway</b>      | <ul style="list-style-type: none"> <li>Completed scope-and-sequence, Standards draft review, &amp; creation of preliminary database of resources ("wiki") (DEC)</li> </ul> | <ul style="list-style-type: none"> <li>Formulated a scope-and-sequence for all educators to implement 'Ike Hawai'i framework</li> </ul>  | <ul style="list-style-type: none"> <li>'Ike Hawai'i Professional Development Pathway established (in-service for educators)</li> <li>'Ike Hawai'i component for all pre-service programs established</li> <li>Completed introduction to newly created 2104 standards &amp; evaluation through PD (school-level, workshops, PDE3)</li> </ul> |
| <b>B3: Complete Plan for System to Evaluate 2104 Success</b>                                      | <ul style="list-style-type: none"> <li>Completed report on early successes &amp; areas for refinement (Gaps) (DEC)</li> </ul>  | <ul style="list-style-type: none"> <li>Completed system to evaluate 2104 implementation                             <ul style="list-style-type: none"> <li>Piloted evaluation system report</li> <li>Implement plan with : steps in process, inventory of resource needs, specific data uses (student achievement, policy evaluation)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Report on 2104 implementation evaluation</li> </ul>  |

| 2104 Implementation<br>Enabling Activities   | 2016 Quarterly Milestones  |  |   |  |
|--|--|--|---|--|
|  | JAN – MAR  | APR – JUN  | JUL – SEP   | OCT – DEC  |
| <b>B1: Create 2104-specific Standards with Curricular, Instructional and Assessment Resources</b> <Manuwai Peters> | <ul style="list-style-type: none"> <li>Workgroup formed to determine Standards as it relates to Curriculum, Instruction &amp; Assessment</li> <li>Consult &amp; confer with Teams B2 &amp; B3 to find commonalities, reduce duplications &amp; revise</li> </ul> | <ul style="list-style-type: none"> <li>Inventory of indigenous education “Standards” &amp; review of present HODOE Standards done</li> </ul> | <ul style="list-style-type: none"> <li>Wrote &amp; refined 2104 Standards</li> </ul>  | <ul style="list-style-type: none"> <li>Presented 2104 Standards to larger audience &amp; refined based on feedback</li> </ul>  |
| <b>B2: Implement an Educators Professional Development Pathway</b> <Kawehi Napeahi>                                | <ul style="list-style-type: none"> <li>Scan &amp; data collect of ‘Ike Hawai‘i resources &amp; completed conversations with TECC, HTSB, KS, Induction &amp; Mentoring, to assist with development of ‘Ike Hawai‘i Standards</li> </ul>                           | <ul style="list-style-type: none"> <li>Report on ‘Ike Hawai‘i Resources</li> </ul>   | <ul style="list-style-type: none"> <li>ELI Presentation to inform about Kahua Program, with Focus Work Groups formed for each pathway (pre-service, induction, in-service)</li> </ul>                       | <ul style="list-style-type: none"> <li>Completed scope-and-sequence, Standards draft review, &amp; creation of preliminary database of resources (“wiki”)</li> </ul> |
| <b>B3: Complete Plan for System to Evaluate 2104 Success</b> <Melisa Abregano, Kalae Akioka>                       | <ul style="list-style-type: none"> <li>Identified themes, patterns, fractals in order to locate &amp; determine definitions &amp; indicators of success (starting from Hawai‘i perspectives &amp; world-view)</li> </ul>   | <ul style="list-style-type: none"> <li>Completed literature review &amp; data analysis</li> </ul>  | <ul style="list-style-type: none"> <li>Completed crosswalk of indicators of success to existing internal evaluation instruments (e.g., WAS, SQS, SAWS, PTP, Strive HI, Strategic Plan Scorecard)</li> </ul> | <ul style="list-style-type: none"> <li>Completed report on early successes &amp; areas for refinement (Gaps)</li> </ul>  |

| <b>B1 Create 2104-specific Standards with Curricular, Instructional and Assessment Resources &lt;Manuwai Peters&gt;</b>  |                 |            |          |          |           |          |  |
|--|-----------------|------------|----------|----------|-----------|----------|--|
| <i>January – March 2016</i>  | <i>Due Date</i> | <b>R</b>   | <b>A</b> | <b>S</b> | <b>C</b>  | <b>I</b> | <b>Cost Items</b>                      |
| <b>(1) Workgroup formed to determine Standards as it relates to Curriculum, Instruction &amp; Assessment</b>   |                 |            |          |          |           |          |  |
| 1. Identify, invite and select participants for a Working Group  | Jan 2016        | MP, DK, KI | KI       |          | CPR, OHES | B1 Group | Travel (air, ground)                   |
| 2. Establish protocols and desired outcomes with Working Group, including discussion of (a) teaching “OF” and teaching “THROUGH” and (b) connections with Nā Honua Maoli Ola   | Feb 2016        | MP, DK, KI | KI       |          | CPR, OHES |          | Substitute Pay, Per Diem               |
| 3. Completed draft framework for development of standards,   | Mar 2016        | MP, DK, KI | KI       |          | CPR, OHES |          | Writer Contract                        |
| <b>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</b><br><b>MP: Manuwai Peters    KI: Keoni Inciong    DK: Danile Kop    OHES: Office of Hawaiian Education Staff    CPR: Cultural Personnel Resource</b><br><b>B1 Group: Joan Lewis, Dee Bajo-Daniels, Lokalia Kaopuiki</b> |                 |            |          |          |           |          |  |
| <b>(2) Consult &amp; confer with Teams B2 &amp; B3 to find commonalities, reduce duplications &amp; revise</b>   |                 |            |          |          |           |          |  |
| <i>January – March 2016</i>  | <i>Due Date</i> | <b>R</b>   | <b>A</b> | <b>S</b> | <b>C</b>  | <b>I</b> | <b>Cost Items</b>                      |
| 1. Meet with “Responsible” Person to B2 & B3 and notate/compile the common grounds with B1   | Mar 2016        | MP, DK     | KI       |          | KS        | KS       | Facilities<br>Travel<br>Substitute Pay |
| <b>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</b><br><b>MP: Manuwai Peters    KS: Kau’i Sang    DK: Danile Kop</b>   |                 |            |          |          |           |          |  |

| <b>B2 Implement an Educators Professional Development Pathway &lt;Kawehi Napeahi&gt;</b>   |                 |          |          |          |                                    |          |                   |
|--|-----------------|----------|----------|----------|------------------------------------|----------|-------------------|
| <i>January – March 2016</i>  | <i>Due Date</i> | <b>R</b> | <b>A</b> | <b>S</b> | <b>C</b>                           | <b>I</b> | <b>Cost Items</b> |
| <b>• Scan &amp; collect data of ‘Ike Hawai’i resources &amp; completed conversations with TECC, HTSB, K/S, Induction &amp; Mentoring, to assist with development of ‘Ike Hawai’i Standards</b> |                 |          |          |          |                                    |          |                   |
| 1. Scan & collect  | Mar 2016        | KN, MM   | KS       | OHES     | OHA, PAF, TNC, DLNR, PVS, ALI, K/S | S, DS    |                   |
| 2. Initiate conversations regarding pre-service teachers   | Mar 2016        | KI       | KS       | OHES     | TECC, Pre                          | S, DS    |                   |
| 3. Initiate conversations regarding Induction & Mentoring of teachers  | Mar 2016        | KI       | KS       | OHES     | K/S                                | S, DS    |                   |
| 4. Initiate conversations regarding in-service of teachers   | Mar 2016        | KI       | KS       | OHES     | OHA, PAF, TNC, DLNR, PVS, ALI, K/S | S, DS    |                   |

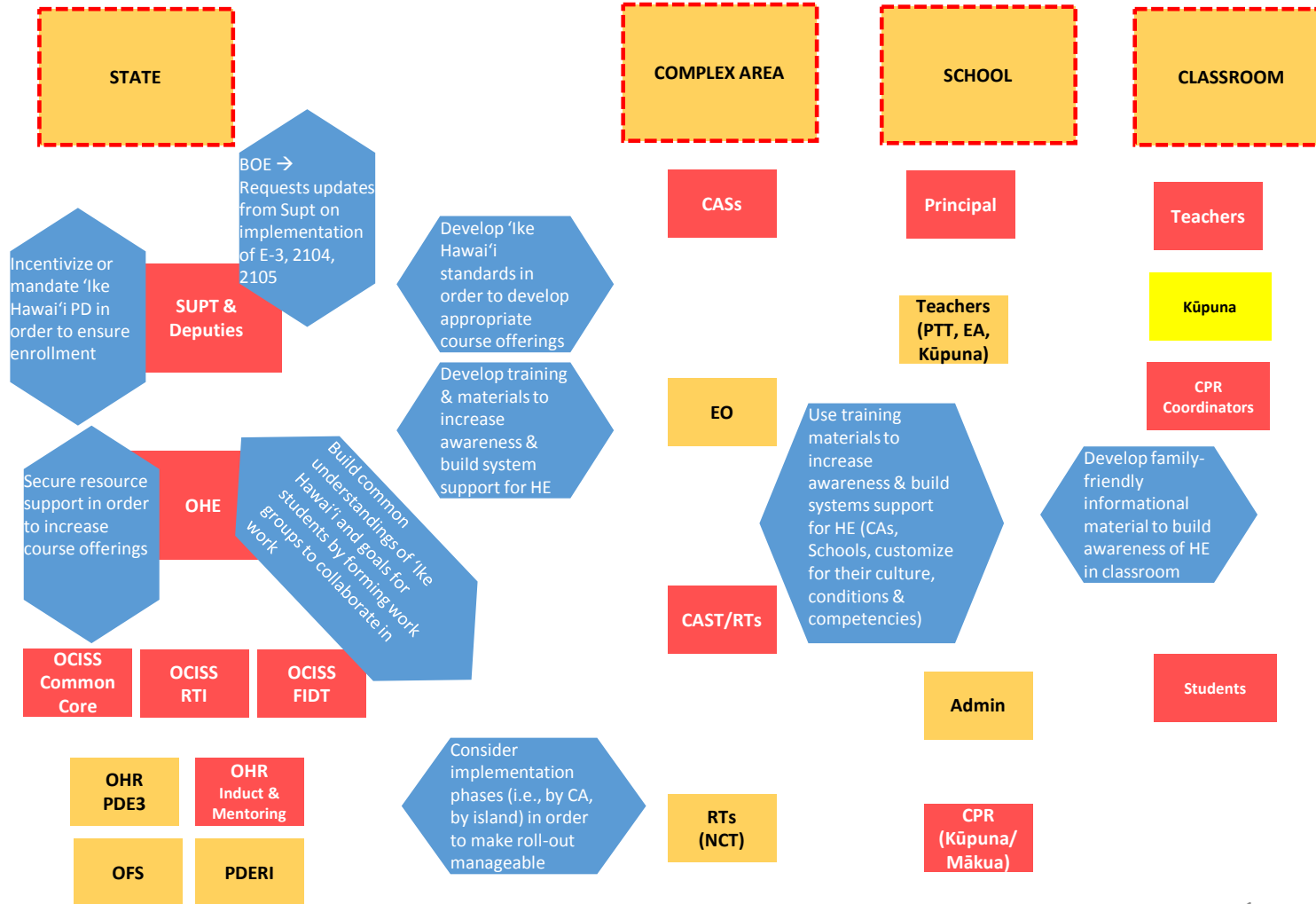


|   |          |        |    |      |                                    |       |  |
|---|----------|--------|----|------|------------------------------------|-------|--|
| 5. Identify Key Players to create pathways program teams  | Mar 2016 | KN, MM | KS | OHES | OHA, PAF, TNC, DLNR, PVS, ALI, K/S | S, DS |  |
| <b>R: Responsible</b> – the “doer” <b>A: Accountable</b> – “buck stops here” <b>S: Support</b> – “helpers” for “R” <b>C: Consulted</b> – “in the loop” 2-way comm’s <b>I: Informed</b> – “tell me after” 1-way comm’s<br><b>KN:</b> Kawehi Napeahi <b>MM:</b> Malia Melemai <b>KI:</b> Keoni Inciong <b>KS:</b> Kau’i Sang <b>OHES:</b> Office of Hawaiian Education Staff <b>K/S:</b> Kamehameha Schools <b>TNC:</b> Nature Conservancy <b>ALI:</b> Alu Like |          |        |    |      |                                    |       |  |

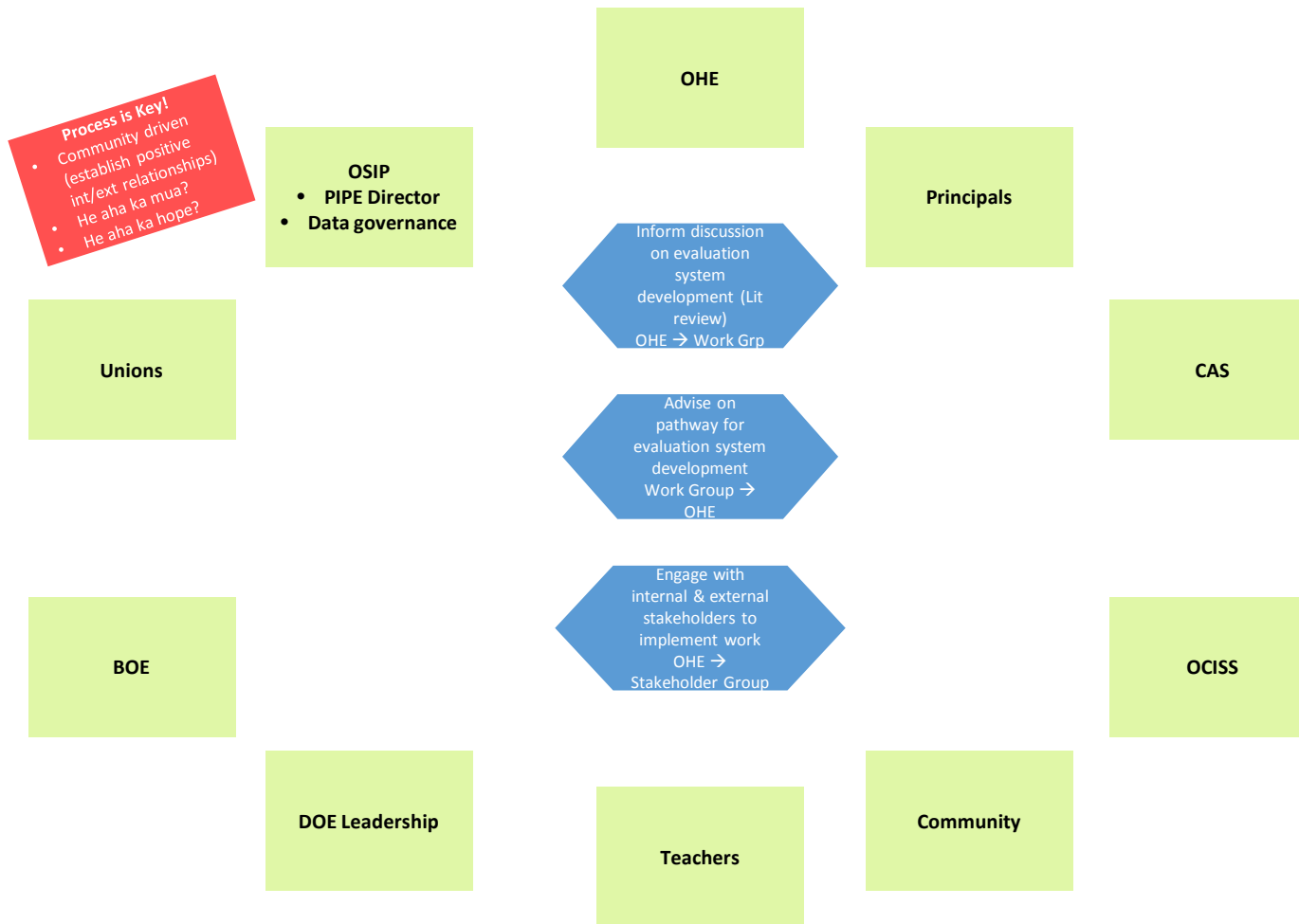
| <b>B3 Complete Plan for System to Evaluate 2104 Success &lt;Melisa Abregano, Kalae Akioka&gt;</b>   |          |        |    |               |                   |   |            |
|---|----------|--------|----|---------------|-------------------|---|------------|
| January – March 2016  | Due Date | R      | A  | S             | C                 | I | Cost Items |
| <ul style="list-style-type: none"> <li><b>Identified themes, patterns, fractals in order to locate &amp; determine definitions &amp; indicators of success (starting from Hawai’i perspectives &amp; world-view)</b></li> </ul>   |          |        |    |               |                   |   |            |
| 1. Memo from Superintendent to all departments and leaders, including process in the memo   | Jan 2016 | MA, KA | KS | B3 Team       | DS                |   |            |
| 2. Follow up with OHE presentations to leadership   | Jan 2016 | KI     | KS | OHES          |                   |   |            |
| 3. Plan meeting design  | Jan 2016 | MA, KA | KI | B3 Team       |                   |   |            |
| 4. Secure funding for meeting   | Jan 2016 | MA, KA | KI |               |                   |   |            |
| 5. Follow up with presentation to CASs by OHE   | Feb 2016 | KI     | KS | OHES          |                   |   |            |
| 6. Coordinate meetings to describe ‘Ike Hawai’i   | Mar 2016 | MA, KA | KI | OHES          | KS, B1 & B2 Teams |   |            |
| 7. Initial draft of indicators of success   | Mar 2016 | MA, KA | KI | OHES, B3 Team |                   |   |            |
| <b>R: Responsible</b> – the “doer” <b>A: Accountable</b> – “buck stops here” <b>S: Support</b> – “helpers” for “R” <b>C: Consulted</b> – “in the loop” 2-way comm’s <b>I: Informed</b> – “tell me after” 1-way comm’s<br><b>MA:</b> Melisa Abregano <b>KA:</b> Kalae Akioka <b>KI:</b> Keoni Inciong <b>OHES:</b> Office of Hawaiian Education Staff <b>KS:</b> Kau’i Sang <b>DS:</b> Deputy Supt |          |        |    |               |                   |   |            |

**Delivery Chains:**

**B1: Create 2104-specific Standards with Curricular, Instructional and Assessment Resources**  
**B2: Implement an Educators, Staff and Administrators Professional Development Pathway**



### B3: Complete Plan for System to Evaluate 2104 Success



**Risk Assessment, by Enabling Activity:**

| Potential Risks   | Solutions  |
|---|--|
| <b>B1: Create 2104-specific Standards with Curricular, Instructional and Assessment Resources</b>   |  |
| <ul style="list-style-type: none"> <li>Dissatisfied stakeholders rejecting integration and implementation of 2104</li> <li>Different views of 'Ike Hawai'i hinders timely consensus</li> </ul>  | <ul style="list-style-type: none"> <li>Develop training and materials in order to increase awareness and build system support for Hawaiian Education</li> <li>Establish broad working groups in order to reach consensus (facilitated by neutral parties)</li> </ul>   |
| <b>B2: Implement an Educators, Staff and Administrators Professional Development Pathway</b>  |  |
| <ul style="list-style-type: none"> <li>Poor understanding of 'Ike Hawai'i professional development confuses potential offerings</li> <li>Optional professional development impacts participant enrollment</li> <li>Insufficient resources (teachers, funding) creates limited course offerings</li> <li>Time constraints effect roll-out process</li> </ul> | <ul style="list-style-type: none"> <li>Develop 'Ike Hawai'i standards in order to develop appropriate course offerings</li> <li>Incentivize or mandate 'Ike Hawai'i professional development in order to ensure enrollment</li> <li>Secure resource support in order to increase course offerings</li> <li>Consider implementation in phases (i.e., by CA, by island, etc.)</li> </ul> |
| <b>B3: Complete Plan for System to Evaluate 2104 Success</b>  |  |
| <ul style="list-style-type: none"> <li>Insufficient capacity to develop and implement appropriate evaluation system</li> </ul>  | <ul style="list-style-type: none"> <li>Engage stakeholders in order to improve implementation</li> </ul>   |

**Resources and support required:**

|                           | Resources required  | How will they be used?   |
|---------------------------|---|--|
| <b>Staff or personnel</b> | <ul style="list-style-type: none"> <li>Data Analyst</li> <li>Evaluation Specialist</li> <li>Facilitators</li> <li>Trainers</li> <li>Standards Developers &amp; Writers</li> </ul>               | <i>To compliment OHE Staff with specialized expertise necessary in creation of sound Hawaiian Education standards, resources, and professional development</i> |
| <b>Funding</b>            | <ul style="list-style-type: none"> <li>Substitute Teacher wages</li> <li>PDE3 Course creation &amp; instruction</li> <li>Travel</li> <li>Evaluation Working Group logistical support</li> </ul> | <i>To include multiple voices and perspectives in creating and implementing Hawaiian Education standards, professional development and evaluation</i>          |
| <b>Other resources</b>    | <ul style="list-style-type: none"> <li>Public Service Announcements</li> <li>Summit</li> <li>Website</li> <li>Informational Materials</li> </ul>  | <i>Increase awareness and preparedness of internal and external stakeholders to beginning implementation of BOE Policy 2104</i>                                |

|                              |   |   |
|------------------------------|---|---|
| <b>External Partnerships</b> | <ul style="list-style-type: none"> <li>• Roster of Community Practitioners</li> <li>• Celebrity Endorsements</li> <li>• Develop and Deliver professional development offerings</li> </ul> | <i>Working Group members to be Consulted in development of Standards, Professional Development and Evaluation</i> |
|------------------------------|---|---|

**c. Priority 3: Implementation of BOE Policy 2105 “Papahana Kaiapuni Hawai’i”**

**Priority Description:**

The revision to Policy 2105 in February 2014 improved upon the original policy by recognizing that the Papahana Kaiapuni Hawai’i is no longer the pilot program started in 1987. Policy 2105 recognizes Kaiapuni Hawai’i as a comprehensive program that combines the use of Hawaiian teaching methodologies, language, history, culture and values to prepare students for college, career and to be community contributors within a multicultural society.

The Enabling Activities in this Priority addresses long-standing gaps in the Kaiapuni Hawai’i program (e.g., development of unique K-12 Hawaiian Language Arts standards and curricular framework) while acting on new possibilities incorporated in Policy 2105 (e.g., Kaiapuni Hawai’i Dual Qualification process).

The Enabling Activities also address a stakeholder concern from the earliest days of the program but now able to act upon through establishment of OHE: A plan to address Kaiapuni Hawai’i expansion, growth and organization.

The Scope of Work Planning Team on September 16, 2015, envisioned the long-term success of an implemented Policy 2105 (revised) to include:

- A unique set of K-12 Kaiapuni Hawai’i Core Standards appropriate to the medium of instruction and across all content areas
- A comprehensive and coordinated system of support for the K-12 Kaiapuni Hawai’i, including a unique Complex Area to administer all Kaiapuni Hawai’i programs
- A fully articulated Hawaiian Medium-Immersion P-20 Pathway
- Increased normalization of Hawaiian language in all societal domains (community, business, government, families and schools)

This Planning Team also envisioned that, by 2018, the HDOE will have evidenced an institutional shift towards its role as a Hawaiian language educational institution through inclusion of Kaiapuni Hawai’i priorities throughout its 2018 Strategic Plan.

**Scope of Work (Enabling Activities):**

| Activity  |          | Policy 2105: Key Milestones, Dates & Person& Responsible (Kalehua Krug)  |   |  |  |
|---|----------|--|---|--|--|
| Through June 2018   |          | 2016   | 2017  | 2018   |  |
| C1.1: Complete Kaiapuni Hawai'i curriculum framework with Hawaiian Language Arts K-12 Standards | (A) M-2  | <ul style="list-style-type: none"> <li>Revised draft of M-2 HLA Standards (DEC)</li> </ul>   | <ul style="list-style-type: none"> <li>Developed grade-level HLA SLOs, especially oral proficiency in terms of language acquisition</li> </ul>  | <ul style="list-style-type: none"> <li>Developed grade-level HLA SLO for Reading, Writing, Listening, Speaking</li> <li>Completed standards &amp; framework guide which is vertically-aligned by strands for student HLA learning</li> </ul> |  |
|   | (B) 9-12 | <ul style="list-style-type: none"> <li>Revised/refined draft of 9-12 HLA Standards (DEC)</li> </ul>  |   |  |  |
| C1.2: Complete Hawaiian Language Proficiency Scale  |          | <ul style="list-style-type: none"> <li>Proficiency scale and descriptors mapped out (TBD by March)</li> </ul>  | <ul style="list-style-type: none"> <li>Tools of assessment investigated &amp; selected (i.e., electronic)</li> <li>Hawaiian Language Proficiency Scale drafted</li> <li>Hawaiian Language Proficiency Scale piloted</li> </ul>  | <ul style="list-style-type: none"> <li>Hawaiian Language Proficiency Scale analyzed with adjustments</li> </ul>  |  |
| C2.1: Complete Kaiapuni Hawai'i Dual Qualification Criteria and Process                         |          | <ul style="list-style-type: none"> <li>Completed implementation plan for KH Dual Certification for <b>existing teachers</b> (DEC)</li> </ul>   | <ul style="list-style-type: none"> <li>Completed implementation plan for KH Dual Certification for <b>existing principals</b> and <b>new hires</b></li> </ul>   | <ul style="list-style-type: none"> <li>Implemented dual-certification system for Kaiapuni Hawai'i</li> </ul>   |  |
| C2.2: Complete Professional Development Program Design for Kaiapuni Hawai'i                     |          | <ul style="list-style-type: none"> <li>Identified, developed &amp; cataloged PD opportunities based on the framework (DEC)</li> </ul>  | <ul style="list-style-type: none"> <li>Communicated to target groups inquiring about PD offering to choose desired/needed PD</li> <li>Completed list of chosen types of PD a confirmed through a stakeholder review process</li> </ul>  | <ul style="list-style-type: none"> <li>Completed timeline &amp; roll-out plan for PD (i.e., scheduling courses with providers)</li> </ul>  |  |
| C3.1: Complete Plan to Address Kaiapuni Hawai'i Expansion and Organization                      |          | <ul style="list-style-type: none"> <li>Completed final 2017-19 Biennial Budget for KH expansion &amp; organization (including an underlying plan) (SEP)</li> <li>Established KH Working Group to develop guidelines for establishing KH sites (SEP)</li> </ul> | <ul style="list-style-type: none"> <li>Completed plan for expansion and organization for KH (including all areas necessary for KH growth)                             <ul style="list-style-type: none"> <li>Convened appropriate multiple stakeholder sessions to:                                     <ul style="list-style-type: none"> <li>Develop process for growing, expanding &amp; organizing for KH via facilitated discussions to address issues</li> </ul> </li> <li>Determined formal structure to propose forward to BOE, DOE, etc.</li> <li>Adjusted KH expansion budget based on completed plan</li> </ul> </li> <li>Partners gathered to discuss plan to increase KH teacher supply (OHA, KS, UH)</li> </ul> | <ul style="list-style-type: none"> <li>Phase I of expansion and organization plan implemented                             <ul style="list-style-type: none"> <li>Celebrate new schools opening</li> </ul> </li> </ul>                        |  |
| C3.2: Implement Communications and Advocacy Strategies to Grow Kaiapuni Hawai'i Demand          |          |  | <ul style="list-style-type: none"> <li>Completed first PR campaign for KH</li> <li>Completed legislative agenda for KH growth</li> <li>Completed action plan with assigned roles, responsibilities, timeline, budget, metrics, contingencies</li> </ul>   | <ul style="list-style-type: none"> <li>Revised communication and advocacy strategies</li> </ul>  |  |

| 2105 Implementation<br>Enabling Activities  |          | 2016 Quarterly Milestones   |   |  |  |
|---|----------|---|---|--|--|
|   |          | JAN – MAR   | APR – JUN   | JUL – SEP  | OCT – DEC  |
| C1.1: Complete Kaiapuni Hawai'i curriculum framework with Hawaiian Language Arts K-12 Standards <Malia Melemai> | (A) M-2  | <ul style="list-style-type: none"> <li>M-2 HLA Standards outline &amp; support skills</li> </ul>  | <ul style="list-style-type: none"> <li>M-2 1<sup>st</sup> draft of speaking/listening standards</li> </ul>  | <ul style="list-style-type: none"> <li>Revised draft of M-2 speaking/listening standards &amp; 1<sup>st</sup> draft of M-2 reading/writing standards</li> </ul>  | <ul style="list-style-type: none"> <li>Revised draft of M-2 HLA Standards</li> </ul>   |
|   | (B) 9-12 | <ul style="list-style-type: none"> <li>9-12 HLA Standards outline &amp; teacher expectations</li> </ul>   | <ul style="list-style-type: none"> <li>9-12 1<sup>st</sup> draft of HLA Standards</li> </ul>  | <ul style="list-style-type: none"> <li>Revised draft of 9-12 HLA Standards</li> </ul>  | <ul style="list-style-type: none"> <li>Revised/refined draft of 9-12 HLA Standards</li> </ul>  |
| C1.2: Complete Hawaiian Language Proficiency Scale <Malia Melemai>  |          | <ul style="list-style-type: none"> <li>Work group formed with Roster of names &amp; contacts (UHM, UHH, Maui, WCC language proficiency gurus <i>and KH Teachers</i>)</li> </ul> | <ul style="list-style-type: none"> <li>Current research on language proficiency collected (TBD by <b>March</b>)</li> </ul>  | <ul style="list-style-type: none"> <li>Work group analyzed research and report on it (TBD by March)</li> </ul>   | <ul style="list-style-type: none"> <li>Proficiency scale and descriptors mapped out (TBD by March)</li> </ul>                          |
| C2.1: Complete Kaiapuni Hawai'i Dual Qualification Criteria and Process <Kalae Akioka>                          |          | <ul style="list-style-type: none"> <li>Established criteria &amp; qualifications for new hires' KH Dual Certification</li> </ul>  | <ol style="list-style-type: none"> <li>BOE has included KH Dual Certification in negotiations package</li> <li>HSTA has included KH Dual Certification in negotiations package</li> </ol>   | <ol style="list-style-type: none"> <li>Established criteria &amp; qualifications for existing teachers &amp; principals</li> <li>Completed implementation plan for KH Dual Certification for <b>new hires</b></li> </ol> | <ul style="list-style-type: none"> <li>Completed implementation plan for KH Dual Certification for <b>existing teachers</b></li> </ul> |
| C2.2: Complete Professional Development Program Design for Kaiapuni Hawai'i <Kalae Akioka>                      |          | <ul style="list-style-type: none"> <li>Completed 1<sup>st</sup> draft of PD framework for advancing KH education (with feedback)</li> </ul>                                     | <ul style="list-style-type: none"> <li>Data collected on 1<sup>st</sup> draft of KH PD framework</li> </ul>   | <ul style="list-style-type: none"> <li>Established PD framework for advancing KH education</li> </ul>  | <ul style="list-style-type: none"> <li>Identified, developed &amp; cataloged PD opportunities based on the framework</li> </ul>        |
| C3.1: Complete Plan to Address Kaiapuni Hawai'i Expansion and Organization <Kalehua Krug>                       |          | <ul style="list-style-type: none"> <li>Working Group in place to develop &amp; implement a KH Needs Assessment</li> </ul>   | <ul style="list-style-type: none"> <li>Completed comprehensive Needs Assessment for Expansion (increased supply of KH resources) &amp; Growth (increased student demand), to include recommended structure &amp; strategy for: communications, advocacy, facilities, teachers, staff, students</li> </ul> | <ol style="list-style-type: none"> <li>Completed final 2017-19 Biennial Budget for KH expansion &amp; organization (including an underlying plan)</li> </ol>   |  |
| C3.2: Implement Communications and Advocacy Strategies to Grow Kaiapuni Hawai'i Demand <Kalehua Krug>           |          |   |   | <ol style="list-style-type: none"> <li>Established KH Working Group to develop guidelines for establishing KH sites</li> </ol>   |  |

| <b>C1.1 Complete Kaiapuni Hawai'i curriculum framework with Hawaiian Language Arts K-12 Standards &lt; Malia Melemai &gt;</b>   |                 |          |          |          |             |                    |                          |
|---|-----------------|----------|----------|----------|-------------|--------------------|--------------------------|
| <i>January – March 2016</i>   | <i>Due Date</i> | <b>R</b> | <b>A</b> | <b>S</b> | <b>C</b>    | <b>I</b>           | <b>Cost Items</b>        |
| <b>(a) M-2 HLA Standards outline &amp; support skills</b>   |                 |          |          |          |             |                    |                          |
| 1. M-2 Kumu Meet  | Feb 2016        | MM       | KK       | OHES     | M-2 KH Kumu | Principals<br>CASs | Substitutes<br>(22 Kumu) |
| 2. Outline M-2 Standards  | Mar 2016        | MM       | KK       | OHES     | M-2 KH Kumu | Principals<br>CASs | Substitutes<br>(22 Kumu) |
| <b>(b) 9-12 HLA Standards outline &amp; teacher expectations</b>  |                 |          |          |          |             |                    |                          |
| 1. Begin process for meeting  | Nov 2015        | MM       | KK       |          |             |                    |                          |
| 2. 9-12 Kumu Meet   | Mar 2016        | MM       | KK       |          |             |                    |                          |
| 3. Draft of 9-12 HLA outline  | Mar 2016        | MM       | KK       |          |             |                    |                          |
| <b>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</b><br><b>MM: Malia Melemai, RT    KK: Kalehua Krug, ES    OHES: Office of Hawaiian Education Staff</b> |                 |          |          |          |             |                    |                          |

| <b>C1.2 Complete Hawaiian Language Proficiency Scale &lt;Malia Melemai&gt;</b>   |                 |          |          |          |          |          |                            |
|--|-----------------|----------|----------|----------|----------|----------|----------------------------|
| <i>January – March 2016</i>  | <i>Due Date</i> | <b>R</b> | <b>A</b> | <b>S</b> | <b>C</b> | <b>I</b> | <b>Cost Items</b>          |
| <b>• Work group formed with Roster of names &amp; contacts (UHM, UHH, Maui, WCC language proficiency gurus and KH Teachers)</b>  |                 |          |          |          |          |          |                            |
| 1. Investigate development of UH-KS partnership and determine (a) timeline of Proficiency Scale development, (b) extent of KH Kumu inclusion in development of a Scale best for KH, and (c) who facilitates and funds the process  | Mar 2016        | KK       | KS       |          |          |          | TBD<br>(OHE role in group) |
| 2. Convene funding sources, once the facilitating entity is determine  | Mar 2016        | KK       | KS       |          |          |          |                            |
| 3. Make determination whether OHE facilitates development of a Scale for KH or joins UH-KS partnership to develop a Scale for KH   | Mar 2016        | KK       | KS       |          |          |          |                            |
| <b>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</b><br><b>KK: Kalehua Krug, ES    KS: Kau’i Sang, Director, Office of Hawaiian Education</b> |                 |          |          |          |          |          |                            |



| <b>C2.1 Complete Kaiapuni Hawai'i Dual Qualification Criteria and Process &lt;Kalae Akioka&gt;</b>   |                 |          |          |                  |  |          |                                  |
|--|-----------------|----------|----------|------------------|--|----------|----------------------------------|
| <i>January – March 2016</i>  | <i>Due Date</i> | <b>R</b> | <b>A</b> | <b>S</b>         | <b>C</b>                                 | <b>I</b> | <b>Cost Items</b>                |
| <b>• Established criteria &amp; qualifications for new hires' KH Dual Certification</b>  |                 |          |          |                  |  |          |                                  |
| 1. Select & convene workgroup for “Criteria & Qualification”   | Jan 2016        | KA       | KK       | OHES<br>WK<br>KT | HTSB<br>KHWO, UHM<br>MET KH<br>JL<br>OHR | KS       | Travel<br>Facilities<br>Per Diem |
| 2. Review input & feedback as needed on “Criteria & Qualification”   | Feb 2016        | KA       | KK       | OHES             | “  | KS       | “                                |
| 3. Organized delegates for HSTA Convention for “Compensation Package”  | Dec 2015        | KA       | KK       | OHES             | JL                                       | KS       | “                                |
| 4. Write New Business Item (NBI) for presentation at HSTA Convention for “Compensation Package”  | Dec 2015        | KA       | KK       | OHES             | JL                                       | KS       | “                                |
| 5. Strategy Meeting for “Compensation Package”   | Dec 2015        | KA       | KK       | OHES             | JL                                       | KS       |                                  |
| <b>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</b><br><b>KA: Kalae Akioka, RT    KK: Kalehua Krug, ES    OHES: Office of Hawaiian Education Staff    KS: Kau’i Sang, Director, Office of Hawaiian Education</b><br><b>WK: Walter Kahumoku    KT: Kerry Tom, HIDOE Office of Human Resources (OHR)    HTSB: Hawai’i Teachers Standards Board    KHWO: Kahuawaiola, UHH    JL: Joan Lewis, HSTA</b> |                 |          |          |                  |  |          |                                  |

| <b>C2.2 Complete Professional Development Program Design for Kaiapuni Hawai'i &lt;Kalae Akioka&gt;</b>   |                 |          |          |          |                            |          |                                  |
|--|-----------------|----------|----------|----------|----------------------------|----------|----------------------------------|
| <i>January – March 2016</i>  | <i>Due Date</i> | <b>R</b> | <b>A</b> | <b>S</b> | <b>C</b>                   | <b>I</b> | <b>Cost Items</b>                |
| <b>• Completed 1st draft of PD framework for advancing KH education (with feedback)</b>  |                 |          |          |          |                            |          |                                  |
| 1. Select & convene workgroup  | Jan 2016        | KA       | KK       | OHES     | KHWO, UHM<br>MET KH<br>K/S | KS       | Travel<br>Facilities<br>Per Diem |
| 2. Review input & feedback as needed on PD Framework   | Mar 2016        | KA       | KK       | OHES     | “                          | KS       | “                                |
| <b>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</b><br><b>KA: Kalae Akioka, RT    KK: Kalehua Krug, ES    OHES: Office of Hawaiian Education Staff    KS: Kau’i Sang, Director, Office of Hawaiian Education</b><br><b>KHWO: Kahuawaiola, UHH    UHM: UH Mānoa    M.E.T. KH: ??    K/S: Kamehameha Schools</b> |                 |          |          |          |                            |          |                                  |

| <b>C3.1 Complete Plan to Address Kaiapuni Hawai'i Expansion and Organization &lt;Kalehua Krug&gt;</b>  |                 |          |          |                    |                |                |                   |
|--|-----------------|----------|----------|--------------------|----------------|----------------|-------------------|
| <i>January – March 2016</i>  | <i>Due Date</i> | <b>R</b> | <b>A</b> | <b>S</b>           | <b>C</b>       | <b>I</b>       | <b>Cost Items</b> |
| <b>• Working Group in place to develop &amp; implement a KH Needs Assessment</b>   |                 |          |          |                    |                |                |                   |
| 1. Invite members to the Needs Assessment work group (self-selecting)  | Jan 2016        | KK       | KS       | KA                 | 'AKL, PK<br>LT |                |                   |
| 2. Research & analyze past practices for establishing & organizing a KH site   | Jan 2016        | WG       | KK       | 'AKL<br>OHES<br>KW | 'AKL, PK<br>LT |                |                   |
| 3. Identify benefits for Kaiapuni Hawai'i  | Feb 2016        | WG       | KK       | 'AKL<br>OHES<br>KW | 'AKL, PK<br>LT |                |                   |
| 4. Engage key stakeholders & advocates   | Feb 2016        | KK       | KS       | MP                 | 'AKL, PK<br>LT | BOE<br>LEG, GO |                   |
| 5. Set targets & goals for KH expansion & organization   | Mar 2016        | WG       | KK       | 'AKL<br>OHES<br>KW | 'AKL, PK<br>LT |                |                   |
| <b>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</b><br><b>KW: Kamoā’e Walk    KK: Kalehua Krug, ES    OHES: Office of Hawaiian Education Staff    KS: Kau’i Sang, Director, Office of Hawaiian Education</b><br><b>LT: HIOE Superintendent’s Leadership Team    'AKL: 'Aha Kauleo    PK: Nā Po'okumu    WG: Working Group    GO: Governor’s Office</b> |                 |          |          |                    |                |                |                   |

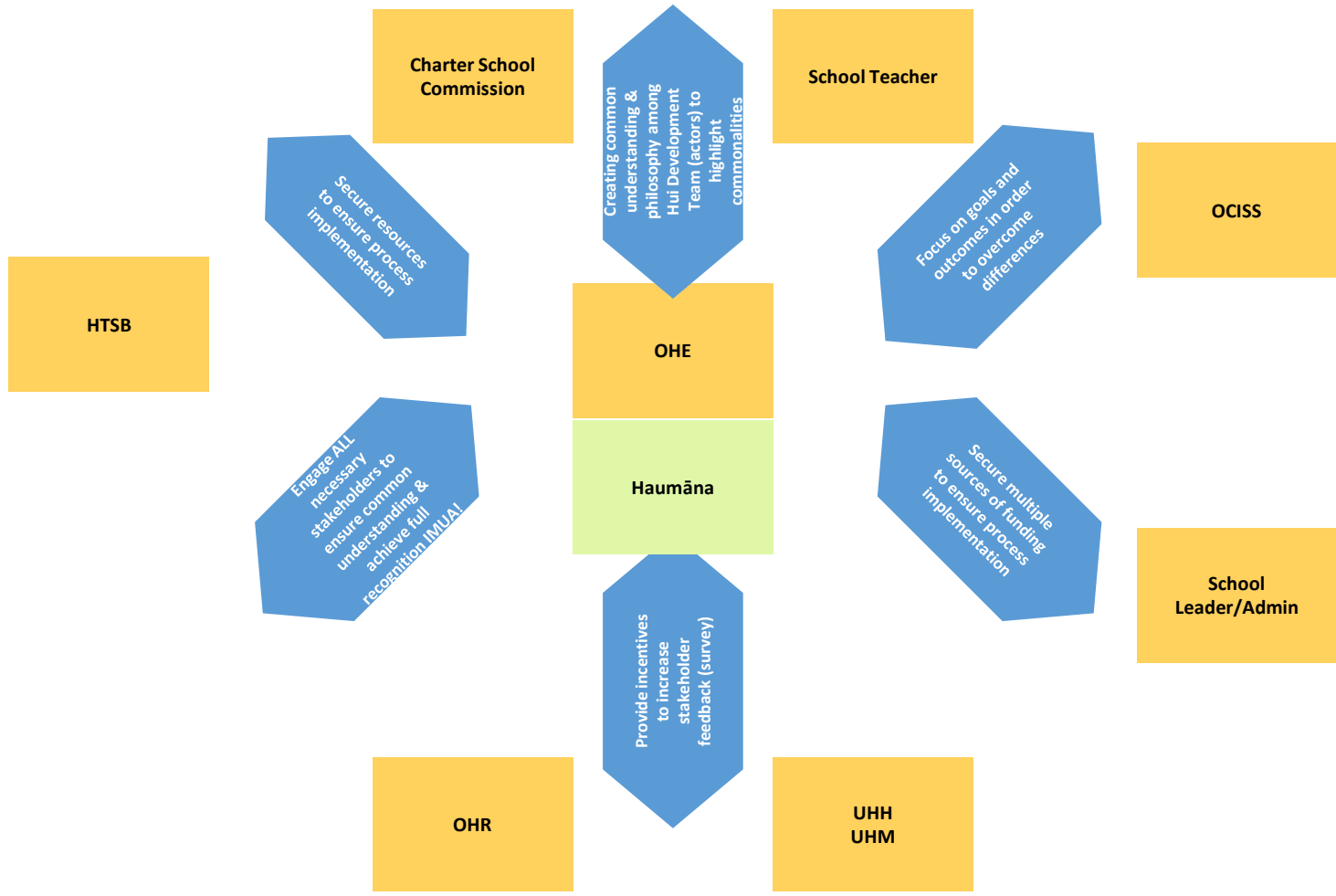
| <b>C3.2 Implement Communications and Advocacy Strategies to Grow Kaiapuni Hawai'i Demand &lt;Kalehua Krug&gt;</b>   |                 |          |          |                    |                |                  |                   |
|---|-----------------|----------|----------|--------------------|----------------|------------------|-------------------|
| <i>January – March 2016</i>   | <i>Due Date</i> | <b>R</b> | <b>A</b> | <b>S</b>           | <b>C</b>       | <b>I</b>         | <b>Cost Items</b> |
| <b>• Working Group in place to develop &amp; implement a KH Needs Assessment</b>  |                 |          |          |                    |                |                  |                   |
| 1. Invite members to the Needs Assessment work group (self-selecting)   | Jan 2016        | KK       | KS       | KA                 | 'AKL, PK<br>LT |                  |                   |
| 2. Research & analyze past & existing practices, products, practitioners, plans for growing KH demand   | Jan 2016        | WG       | KK       | 'AKL<br>OHES<br>KW | 'AKL, PK<br>LT |                  |                   |
| 3. Identify benefits for Kaiapuni Hawai'i   | Feb 2016        | WG       | KK       | 'AKL<br>OHES<br>KW | 'AKL, PK<br>LT |                  |                   |
| 4. Engage key stakeholders & advocates  | Feb 2016        | KK       | KS       | MP                 | 'AKL, PK<br>LT | BOE<br>LEG<br>GO |                   |
| 5. Set targets & goals for KH expansion & organization  | Mar 2016        | WG       | KK       | 'AKL<br>OHES<br>KW | 'AKL, PK<br>LT |                  |                   |
| <b>R: Responsible – the “doer”    A: Accountable – “buck stops here”    S: Support – “helpers” for “R”    C: Consulted – “in the loop” 2-way comm’s    I: Informed – “tell me after” 1-way comm’s</b><br><b>KA: Kalae Akioka, RT    KK: Kalehua Krug, ES    OHES: Office of Hawaiian Education Staff    KS: Kau’i Sang, Director, Office of Hawaiian Education</b><br><b>LT: HIOE Superintendent’s Leadership Team    'AKL: 'Aha Kauleo    PK: Nā Po'okumu    WG: Working Group    M.E.T. KH: ??    K/S: Kamehameha Schools</b> |                 |          |          |                    |                |                  |                   |

**Delivery Chains:**

- C1: Complete Kaiapuni Hawai'i curriculum framework with Hawaiian Language Arts K-12 Standards**
- C2: Complete Hawaiian Language Proficiency Scale**



**C3: Complete Kaiapuni Hawai'i Dual Qualification Criteria and Process**  
**C4: Complete Professional Development Program Design for Kaiapuni Hawai'i**



**C5: Complete Plan to Address Kaiapuni Hawai'i Expansion, Growth and Organization**  
**C6: Implement Communications and Advocacy Strategies to Grow Kaiapuni Hawai'i Demand**



**Risk Assessment, by Enabling Activity:**

| Potential Risks  | Solutions  |
|--|--|
| <b>C1: Complete Kaiapuni Hawai'i curriculum framework with Hawaiian Language Arts K-12 Standards</b><br><b>C2: Complete Hawaiian Language Proficiency Scale</b>  |  |
| <ul style="list-style-type: none"> <li>• Inadequate teacher participation from target areas limits quality input (M-2, 5-8, 9-12)</li> <li>• Inadequate resourcing (time and funding) to complete will hinder progress</li> <li>• Insufficient inclusion of Hawaiian Culture and Language expertise will hinder the quality and authenticity of knowledge and skills in the standards and assessments</li> <li>• Low buy-in by all stakeholder groups will lower the potential utilization and completion of products</li> <li>• Geographic biases and inadequate representation by all levels of language learning will lower the quality of assessments</li> </ul> | <ul style="list-style-type: none"> <li>• Incentivize and mandate teacher participation in order to increase participation</li> <li>• Secure partnerships, grants and external resources to make progress</li> <li>• Include research and cultural experts in all process, with a process and deliverables that are reviewed by an expert working group</li> <li>• Include all stakeholders and appropriately resource the stakeholder groups</li> <li>• Acquire and include representation from all language environments</li> </ul> |
| <b>C3: Complete Kaiapuni Hawai'i Dual Qualification Criteria and Process</b><br><b>C4: Complete Professional Development Program Design for Kaiapuni Hawai'i</b>   |  |
| <ul style="list-style-type: none"> <li>• Differing philosophies of actors may slow creation and implementation of actions</li> <li>• Unsecured funding may inhibit process implementation</li> <li>• External and internal factors may hinder full recognition, compensation, certification</li> <li>• Unsecured resources may impede process implementation</li> <li>• Low stakeholder feedback delays process implementation</li> </ul>  | <ul style="list-style-type: none"> <li>• Create common understanding and philosophy among actors to highlight commonalities; Focus on goals and outcomes in order to overcome differences</li> <li>• Secure multiple sources of funding to ensure process implementation</li> <li>• Engage all necessary stakeholders to ensure common understanding and achieve full recognition</li> <li>• Secure resources to ensure process implementation</li> <li>• Provided incentives to increase stakeholder feedback</li> </ul>            |
| <b>C5: Complete Plan to Address Kaiapuni Hawai'i Expansion, Growth and Organization</b><br><b>C6: Implement Communications and Advocacy Strategies to Grow Kaiapuni Hawai'i Demand</b>   |  |
| <ul style="list-style-type: none"> <li>• Opposition to or reluctance in participation hinders well-rounded Hui</li> <li>• Insufficient support from decision makers to implement findings from Comprehensive Needs Assessment</li> <li>• Insufficient resources for Kaiapuni Hawai'i growth</li> </ul>   | <ul style="list-style-type: none"> <li>• Build understanding and positive relationships in order to secure participation</li> <li>• Build awareness of and demonstrate benefits of acting on findings in order to garner support</li> <li>• Rally partners and decision makers to utilize available resources for Kaiapuni Hawai'i growth, and identify untapped resources</li> </ul>  |

**Resources and support required:**

|                              | <b>Resources required</b>   | <b>How will they be used?</b>   |
|------------------------------|---|---|
| <b>Staff or personnel</b>    | <ul style="list-style-type: none"> <li>• Substitute Teachers for Kaiapuni Hawai'i</li> </ul>  | <i>To include fulltime teachers in development of HLA Standards and a Hawaiian Language Proficiency Scale</i>   |
| <b>Funding</b>               | <ul style="list-style-type: none"> <li>• Travel</li> <li>• Meeting Support</li> </ul>   | <i>To support inclusion of the "final users" in development of Standards and the Proficiency Scale to be used in Kaiapuni Hawai'i classrooms</i>  |
| <b>Other resources</b>       |   |   |
| <b>External Partnerships</b> | <ul style="list-style-type: none"> <li>• 'Aha Kauleo</li> <li>• Kaiapuni Hawai'i students, graduates, 'ohana</li> <li>• 'Aha Pūnana Leo</li> <li>• Kamehameha Schools</li> <li>• Office of Hawaiian Affairs</li> <li>• UH System</li> <li>• NHEC</li> <li>• MA'O; Papahana Kūāola; Edith Kanaka'ole Foundation; PA'I</li> <li>• Indigenous language advocates (i.e., NIEA)</li> </ul> | <i>To gain high levels of expertise in development of unique Standards, professional development pathways for Kaiapuni Hawai'i, wise strategies for the expansion and growth of Kaiapuni Hawai'i meeting the Hawaiian language needs of the State</i> |