SUBJECT: Common Core State Standards Assessment in the Hawaiian Language

REFERENCE: Act 134, SLH 2013, Section 19

ACTION REQUESTED: Report to the 2014 Legislature

DOE REPORT:
Introduction: The department is to report on specified items enumerated in Act 134, Section 19. See attached report entitled Hawaiian Language Assessment.

Findings: See attachment

RECOMMENDATIONS: See attachment

Kathryn S. Matayoshi
Superintendent
Department of Education

Date 3/30/14
Hawaiian Language Assessment

This report is pursuant to Act 134, SLH 2013, Section 19 which reads:

"Provided that of the general fund appropriation for instructional support EDN200) the sum of $1,000,000 or so much thereof as may be necessary for fiscal year 2013-2014 shall be expended by the department of education for the development of a common core state standards assessment in the Hawaiian language; provided further that the department of education shall submit a report that includes:
(1) A detailed listing of all uses of the appropriated funds, including a proposed plan for implementation after the assessment is completed;
(2) Identification and justification for any future costs including but not limited to estimated costs for materials, implementation, and maintenance;
(3) Any projected challenges and their effects on implementation, and the department of education's plans for score reporting; and provided further that the department shall submit the report to the legislature no later than thirty days prior to the convening of the 2014 regular session."

INTRODUCTION

Before the Department of Education (DOE) could proceed towards a common core state standards assessment in the Hawaiian language the DOE and Board of Education (BOE) agreed that a comprehensive review of the current Hawaiian Language Immersion Program (HLIP) was necessary. Such comprehensive review would subsequently provide a sound foundation for a plan to be developed that would identify the type of assessment to be used, the implementation plan for the proposed assessment after it is completed, future costs for the proposed assessment (pre- and post administration), and projected challenges and their effects on implementation of the proposed assessment.

As a result, the DOE pursued a review of the HLIP with the following operational objectives:

- Define Hawaiian Language Medium and Hawaiian Language Immersion;
- Review the HLIP program by evaluating the system and propose recommendations for Hawaiian curriculum, instruction, and assessments in the Hawaiian language;
- Evaluate policies, procedures, and current practices for the purpose of ensuring that HLIP and related services meet student and teacher needs and DOE's objectives;
• Provide recommendations for a strategic plan and the implementation of classroom and statewide assessments in Hawaiian;
• Explore information on seeking a federal waiver and other Hawaiian Language assessment options for student achievement and state and federal compliance;
• Facilitate meetings and collaborating with 'Aha Kauleo, Office of Hawaiian Affairs, Kamehameha Schools, the Superintendent of Education, and the Board of Education; and
• Present a report and recommendations of organizational structure, tasks, and supports that would facilitate the implementation of assessments in the Hawaiian language.

The review was conducted by Ms. J. Nalani Benioni, hired to assist the Department in this endeavor and to work with Ms. Dawn Kau'ilani Sang, Education Specialist, HLIP, DOE.

The following section contains the report and recommendations, jointly developed by Ms. Sang under the guidance of Ms. Benioni, of the organizational structure, tasks, and supports that would facilitate the implementation of assessments in the Hawaiian language.

REPORT

The Board of Education and the Department of Education are cognizant of the need to create and support a plan for assessing student learning in the Hawaiian language. To do so, key stakeholders have been identified and actions have taken place to set the Board and the Department on that path.

Re-Establishing the Foundation

Prior to the institutionalization of education in Hawai'i, the Hawaiian nation enjoyed the reputation of being one of the most literate nations in the world. During this time, Hawaiian people proved themselves to be globally competitive in their ability to acquire and employ foreign concepts and knowledge to their benefit by being active participants in all aspects of their society, including education. In the educational arena, Hawaiians were successful at preserving their language, culture and ways of knowing using it to effectively navigate foreign concepts in a Hawaiian context. Hawaiian education existed long before the arrival of Western culture and continues to present itself in various forms and arenas.
Hawaiian Language Immersion Ka Papahana Kaiapuni Hawai‘i (KPK) was an upshot program starting in the Department in 1987 resulting from the establishment of the first Hawaiian language pre-schools in 1983. The Hawaiian language Pūnana Leo pre-schools were modeled after the Maori Kohanga Reo, or Language Nest pre-schools. In 1990, a volunteer ‘Aha Kauleo Advisory Council was set up to advocate and advise the Board on the implementation of immersion education in the Department. It is a statewide consortium of stakeholders, including parents, teachers, school administrators, University and Hawaiian community organization representatives whose purpose is to provide "proactive leadership, direction and advocacy for the development of its Hawaiian medium schools." When the Hawaiian Studies and Language Programs Section was created, the advisory work of the ‘Aha Kauleo was demoted from the Board level to a Section level of the Department’s Office of Curriculum, Instruction and Student Support (OCISS). Currently, the AKL meets quarterly with logistical and facilitative support from the Hawaiian Language Immersion Program (HLIP) office.

Between 1987 and 2001, the demand for Kaiapuni education increased. The Department continued to allow for new school sites in spite of the institutional resistance Kaiapuni supporters faced in the early years. By 2001, there were a total of 24 Kaiapuni schools statewide, including 5 Kaiapuni charter schools. The Department and Kaiapuni supporters were ill prepared for the rapid expansion and most of the curricular resources found in the classrooms were done expeditiously and without proper grounding to Kaiapuni educational foundation. Furthermore, the necessary supports for full implementation were never committed and Kaiapuni schools continue to operate on a shaky foundation. All the while, the demand for Kaiapuni remained.

The Kaiapuni movement suffered an additional blow with passing of the No Child Left Behind Act. Under the guise of accountability, the NCLB movement promoted a “one size fits all” mentality for public education. New measures for accountability concentrated on student achievement in an English system of standards-based education and because Kaiapuni was still in early infancy, the idea of “standards” for Kaiapuni schools had not yet surfaced. Regardless, Kaiapuni schools were faced with shouldering the burden of meeting two sets of educational goals; an English standard based system and a shaky Kaiapuni

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1 https://sites.google.com/a/hawaii.edu/aha-kauleo/about
2 http://www.hawaiiboe.net/policies/2100series/Pages/2104.aspx.
system. They have continued to operate as such, offering a compromised version of Hawaiian language education and English language education.

Resisting the pressure to conform to the national trend of educational reform and instead interpret that reform through a Hawaiian context, the AKL in partnership with the DOE HLIP office has been committed to achieving the Kaiapuni vision and mission that is built on a Hawaiian foundation and a Hawaiian context for learning in each of its program schools. Through this context, each KPK program school shapes the way in which Western K-12 content is integrated into the curriculum. Accordingly, the Board, the Department and the AKL has been working closely over the last three years on a multi-prong approach to re-envision and solidify the foundation of Kaiapuni education, thereby extending the existence of Hawaiian education in Hawai‘i’s public education system into the future.

Findings suggest that before we can address the issue of assessing student achievement, educational reform through policy, planning and evaluation must take place. The reform efforts should center around the following key strategies that focus on Kaiapuni student achievement:

1. Valuing Kaiapuni Education
2. Informed Governance and Decision Making Process for Kaiapuni schools
3. Solidifying the Foundation of Kaiapuni Education
4. Identifying a Process for System-wide Accountability to Kaiapuni Education
5. Resourcing to Meet the Kaiapuni Vision and Mission

Since 2010, steps have been made to elevate the concerns and issues regarding Kaiapuni education in the Department and the result has been a more informed approach to implementation of those key strategies. More recently, work has continued in four major areas of focus. Those four areas of work are identified below, all of which are guided by the key strategies.

Revisiting Board of Education Policy
The Board is cognizant of the need to create and support a comprehensive Hawaiian studies program, through which two policies exist. Board Policy 2104

2 http://www.hawaiiboe.net/policies/2100series/Pages/2104.aspx.
Hawaiian Education Programs addresses a system wide implementation of Hawaiian education in the Department of Education. In addition, Board Policy 2105\(^3\) Hawaiian Language Immersion Program focuses primarily on K-12 public education in the medium of Hawaiian. The chairman of the Board and the chairman of the Student Achievement Committee have convened advisory committees to address both policies. Members of the Board Policy 2105 advisory committee also include:

- Kahele Dukelow, ‘Aha Kauleo Kākau’ōlelo
- Keoni Inciong, Administrator, HI DOE Hawaiian Education Program Section
- Dr. Kauanoe Kamanā, Po’okumu, Ke Kula ‘o Nawahīokalani’ōpu‘u Ilki
- Kalehua Krug, Jr. Specialist, University of Hawai‘i Mānoa, College of Education
- D. Kau‘i Sang, Educational Specialist, Hawaiian Language Immersion Program
- Dr. Wai‘ale‘ale Sarsona, Kamehameha Schools, Ho‘olako Like
- Lydia Trinidad, Po‘okumu, Kualapu‘u PCS
- Kamo‘e Walk, ‘Aha Kauleo Luna Ho‘omalu
- Dr. Lisa Watkins-Victorino, Office of Hawaiian Affairs
- Dr. Pila Wilson, Professor, University of Hawai‘i Hilo
- C. Babà Yim, Hope Po‘okumu, Ke Kula Kaiapuni ‘o Ānuenue

Between April and December of 2013, the work of this committee was to advise the Board specifically on the landscape of Hawaiian language education within the Hawai‘i’s public education system and to inform decision making in regards to a more comprehensive continuation of the Hawaiian Language Immersion education, also known as Kaiapuni education, through Board policy. Much of the discussion that took place during the advisory committee meetings centered around the key strategies identified previously in this report. In November of 2013, the Chairman and the SAC Chair of the Board began drafting new policy language confirming that value shall be placed on Hawaiian language K-12 public education as a viable educational pathway for the keiki of Hawai‘i.

This work continues to move forward as the Board takes appropriate actions through its policy review process. The draft language for policies 2104 and 2105 will be shared with the advisory committees and Department leadership for

\(^3\) [http://www.hawaiiboe.net/policies/2100series/Pages/2105.aspx](http://www.hawaiiboe.net/policies/2100series/Pages/2105.aspx).
review and comment. The timeline for approval will be dependent on the comments received from the advisory group and Department leadership and as such, a definite timeline is yet to be determined. It is the intention is that the review will be done as expeditiously as reasonably possible to ensure that the Board provides the appropriate guidance on this matter.

Kaiapuni Educational Goals
In response to growing concern in the field about the compromised nature of Kaiapuni education and the system-wide lack of understanding about Hawaiian language education, the HLIP Educational Specialist contracted with an eleven-member team to refocus Kaiapuni education and to articulate its goals in a Foundational and Administrative Framework for Ka Papahana Kaiapuni (FAF). The document gives the reader an overview of the vision and mission for Kaiapuni education and it identifies foundational and administrative outcomes.

The team consists of members that wear multiple hats within Kaiapuni education either as Kaiapuni founders, parents, teachers or former teachers, school administrators, post-secondary educators, and/or Department State office staff. After working through several reviews, a draft document was completed in January of 2013. The members of this team are:

Kalae Akioka, Classroom Teacher, Ke Kula Kaiapuni 'o Pūʻohala
Kēhau Camara, Teacher, Ke Kula Kaiapuni 'O Ānuenue
Kahele Dukewlow, Parent, Pā'ia Elementary and Kekaulike High School
Kaleikoa Kā'eo, Assistant Professor, University of Hawai'i Maui College
Kalehua Krug, Junior Specialist, University of Hawai'i, College of Education
ʻĀnela Nacapoy, Classroom Teacher, Ke Kula Kaiapuni 'O Hau'ula
Kau'i Sang, Educational Specialist, HLIP State Office
Leimomi Sing, University of Hawai'i, Student
Kamo'e Walk, Professor, Brigham Young University, Hawai'i Campus
Ka'umealani Walk, Kūpuna Advisor
Dr. S. No'eau Warner, HLIP Founding Member, University of Hawai'i Mānoa, Kawaihuelani
Babā Yim, Parent, Ke Kula Kaiapuni 'O Ānuenue
Taking the next step in the process in July of 2013, an invitation to participate in a vetting session was sent to all Kaiapuni schools, including Hawaiian Language Immersion charter schools, the University of Hawai‘i at Mānoa, Hawai‘iui‘kea School of Hawaiian Knowledge, University of Hawai‘i at Hilo, Ka Haka ‘Ula ‘o Ke‘elikōlani Hawaiian Language College, Brigham Young University Hawai‘i Campus, and Hawaiian community member organizations of the AKL of which both OHA and Kamehameha Schools are a part. The vetting process included a presentation of the document, an opportunity for questions and answers from the participants, as well as an opportunity to provide feedback as to the content of this document.

The lists below show the vetting schedule. Due to scheduling constraints, two Department schools asked to postpone their original vetting dates. Those sessions have not yet been rescheduled.

**Foundational and Administrative Framework for Ka Papahana Kaiapuni**

**Vetting Schedule**

<table>
<thead>
<tr>
<th>Department Kaiapuni Schools</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ke Kula Kaiapuni ’o Ānuenue</td>
<td>7/29/2013</td>
</tr>
<tr>
<td>Ke Kula ’o ‘Ehunuikaimalino</td>
<td>Postponed</td>
</tr>
<tr>
<td>Ke Kula Kaiapuni o Hau‘ula</td>
<td>10/2/2013</td>
</tr>
<tr>
<td>Ke Kula Kaiapuni ’o Kalama</td>
<td>11/1/2013</td>
</tr>
<tr>
<td>Ke Kula Kaiapuni Hawai‘i ’o Kahuku Academy</td>
<td>No Vetting</td>
</tr>
<tr>
<td>Ke Kula Kaiapuni ’o Kekaulike</td>
<td>11/1/13</td>
</tr>
<tr>
<td>‘O Hina i ka Malama – Moloka‘i High School</td>
<td>12/2/2013</td>
</tr>
<tr>
<td>‘O Hina i ka Malama – Moloka‘i Middle School</td>
<td>12/2/13</td>
</tr>
<tr>
<td>Ke Kula Kaiapuni ’o Nānākuli</td>
<td>Postponed</td>
</tr>
<tr>
<td>Ke Kula Kaiapuni ’o Nawahiokalani‘ōpu‘u</td>
<td>No Vetting</td>
</tr>
<tr>
<td>Ke Kula Kaiapuni ’o Pā‘ia</td>
<td>11/1/13</td>
</tr>
<tr>
<td>Ke Kula Kaiapuni ’o Pū‘ōhala</td>
<td>10/23/2013</td>
</tr>
</tbody>
</table>
Ke Kula Kaiapuni ʻo Waiau 11/22/2013

Other Presentations

ʻAha Kauleo 4/27/2013
Nā Leo Kākoʻo ʻo Maui 8/24/2013
Office of Hawaiian Affairs 10/25/2013
Kualapuʻu PCS 12/2/2013

Feedback from the vetting sessions were compiled and presented to the writing team. On December 30, 2013, the writing team considered the feedback received from the vetting sessions to provide a final draft of the framework. This final draft shall be submitted to the Superintendent for approval in January of 2014. A copy of this draft document can be requested from the HLIP Educational Specialist.

To focus on alignment, the HLIP office will be working in SY 2014-15 with Complexes and Kaiapuni schools to investigate how the curriculum of Kaiapuni schools address the goals defined in this document. An accountability plan for meeting these goals will be drafted, informed by the results of the alignment investigation.

The Strategic Plan
In July and September of 2013, through collective support from the Office of Hawaiian Affairs (OHA) and Kamehameha Schools (KSBE), the Department convened a work session of the AKL for a total of four days. Kamehameha Schools contracted Mr. Eric Kapono of Advancement Services for Native Non-Profits under contracted work provided for by the Hoʻolako Like Program of KSBE. The outcome of this work session produced a 3-Year Strategic Plan (SP). The SP focuses on strategies and action steps that need to be supported and completed within the 3-Year time frame, aligning to the goals of the Foundational and Administrative Framework for Ka Papahana Kaiapuni. The 36 work session participants identified six major goals in the SP with accompanying objectives for each. The six major goals focus on:

1. Governance
2. Educational Excellence
3. Assessment
4. Language Use
5. Demand
6. Resources

Using these major goals and accompanying objectives, the HLIP office and the ‘Aha Kauleo have begun work on action steps, tasks and timelines, those of which are outlined in more detail in the 2013-14_11162013 version of the SP, last updated at the November 16, 2013 convening of the ‘Aha Kauleo. A request for a copy of the SP can be made to the HLIP Educational Specialist. The priority objectives are:

<table>
<thead>
<tr>
<th>Level &amp; Owner</th>
<th>Priority Strategies</th>
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<tbody>
<tr>
<td>‘AHA KAULEO</td>
<td></td>
</tr>
<tr>
<td>Kaleighua Krug</td>
<td>B2: Create a survey as a means to measure Hawaiian self-identity and identify their kahua Hawai‘i</td>
</tr>
<tr>
<td>Babā Yim</td>
<td>D1: Create language targets to ensure quality of language</td>
</tr>
<tr>
<td>Malia Melemai</td>
<td>E1: Develop public service announcement promoting awareness of KPK</td>
</tr>
<tr>
<td>Manuwai Peters</td>
<td>E2: Compile budget priorities, justifications and legislative educational materials to support legislation to finance KPK</td>
</tr>
<tr>
<td>Lilikalā Kame‘elehiwa</td>
<td>F1: Compile budget &amp; prepare legislative educational materials supporting legislation to finance stand-alone sites with new positions</td>
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<tr>
<td>(Proxy for Manuwai)</td>
<td></td>
</tr>
<tr>
<td>PAPAHANA KAIAPUNI</td>
<td></td>
</tr>
<tr>
<td>Kalaekoa Akioka</td>
<td>B1: Gather &amp; create curriculum resources to supply teachers with the necessary tools to achieve excellence</td>
</tr>
<tr>
<td>Kau‘i Sang</td>
<td>C1: Research, document &amp; present current indigenous assessment process in order to validate implementation of indigenous-based assessment</td>
</tr>
<tr>
<td>SYSTEM LEVEL</td>
<td></td>
</tr>
<tr>
<td>Keoni Inciong</td>
<td>A1: Empower HLIP Office with decision-making participation for KPK, in consultation with ‘Aha Kauleo</td>
</tr>
</tbody>
</table>
The AKL continues to take action on the various strategies. Below are a few of the priority actions that are moving forward now. Other priority strategies may be found in the KPK HLIP Strategic Plan.

*Priority Strategy A – Governance, Objective 1: Achieve a centralized administrative structure made up of AKL representatives and the DOE HLIP office with full authority over all KPK matters.* The HLIP office is working with the AKL to design a draft organizational chart with an accompanying narrative that provides the necessary background information and considers the systems that are currently in place within the Department to establish successful systems of support for Kaiapuni student achievement. To that end, the AKL and the HLIP office will need to work closely with the Department’s leadership team in order to effectively plan for the necessary supports to adhere to the intent of this priority strategy. There will be significant budgetary implications that may potentially affect the financial and human resourcing of such an endeavor.

*Priority Strategy E – Demand, Objective 1: Develop public service announcement promoting awareness of KPK.* The project will focus on the implementation of a media plan to conduct an awareness campaign for promoting Ka Papahana Kaiapuni Hawaiian Language Immersion Program (KPK) statewide. This will be in the form of public service announcements to be aired on TV, radio, web, and print media. Media messages will target the Hawaiian population and those interested in the cultivation and perpetuation of ‘ōlelo Hawai‘i with the goal of communicating three key features of the Papahana Kaiapuni:

1. The existence of the program and its accessibility for K-12 students across the state,
2. The success of its graduates in terms of community contributors and being college and career ready, and
3. The pursuit of educational excellence via the Hawaiian language and culture.

A grant proposal request for $125,000 over two years has been submitted by the AKL to Kamehameha Schools and is pending approval. A copy of the grant request is available for review from the HLIP office.
Priority Strategy C – Assessment, Objective 1: Achieve a fully implemented indigenous and research based assessment process at every KPK site. The ‘Aha Kauleo has also begun to address the need for a more appropriate system to assess student learning in Kāiapuni schools. To that end and with appropriate funding, the following recommendations for action are being proposed:

1. Conduct a literature review of research on alternative methods, tools and processes for assessing small populations in indigenous education contexts that should be used to inform decision making for Kāiapuni assessments.
2. Conduct a review of Federal and State policy with the possibility of supporting school-based waivers from Strive HI.
3. Provision of a venue for Kāiapuni educators to discuss internal vs. external based evaluation.
4. Attend and present at State and National conferences for evaluation and assessment.
5. Draft a Kāiapuni plan for assessment.

The Federal Waiver
Prior to NCLB, Kāiapuni students enrolled through Grade 5 were exempt from Standardized Testing. In an attempt to remedy the lack of a Hawaiian language assessment tool, the Department contracted with Hawaiian language speakers to translate the Hawai‘i State Assessment in SY 2003-04. Student achievement results on the translated State testing returned significantly low scores across the State. In February 2005, members of a Technical Advisory Committee (TAC) evaluated the Hawaiian version of the HSA and found that it was difficult to compare the results of a norm-referenced assessment translated into Hawaiian for Hawaiian immersion students and for English program students. A recommendation was made by the TAC to develop an alternate assessment tool for Kāiapuni students in Grades 3 and 4.

In SY 2005-06, the Hawaii Aligned Portfolio Assessment (HAPA) was piloted. In following the test design, the HAPA continued to be used as the assessment tool for Kāiapuni students in Grades 3 and 4 for four consecutive years. In SY 2009-10, the Department announced that all Kāiapuni students would be taking a Hawaiian version of the HSA. This decision launched public outcry at a very
critical stage of the Department’s reform efforts tied to the Race to the Top initiative and Common Core State Standards implementation in public schools. The issue of accountability to two educational foundations that had been shouldered mostly by schools since 2001 was finally elevated to the State Department level. The Department was now faced with having to navigate Federal compliance requirements for assessment for all public education students while at the same time meeting the State constitutional mandate and Board of Education Policy to provide for Hawaiian medium education in Kaiapuni schools. Since then, the Department has been working with the AKL to investigate other avenues for meeting both Federal and State requirements while at the same time ensuring that it is providing for the educational needs of Kaiapuni students as aligned to the goals of Kaiapuni education.

In January of 2013, the Superintendent met with Chief Executive Officer Kamana‘opono Crabbe of the Office of Hawaiian Affairs and has agreed to work with OHA to draft a waiver from the No Child Left Behind Act. This is a separate request from the ESEA Flexibility Waiver. The focus of this request is to waive testing requirement for all students enrolled in Kaiapuni schools under Section 9401 of Elementary and Secondary Education Act. Specifically, the Department will request for a one-year waiver with the possibility of extending the waiver for a total of four years that would give the Department time to focus on the work identified in the three previous sections of this report. These three sections make up the pieces of a Kaiapuni educational plan that will accompany the waiver request. Regardless of its outcome, the Board and the Department is committed to moving forward with that plan.

In November 2013 at the ‘Aha Kauleo meeting, OHA reported that they were close to finalizing a contract with a vendor to develop the assessment waiver. The target date for submitting the waiver request is August 1, 2014. OHA has asked that support from Hawaiian language schools be given during the waiver development, specifically in regards to data that supports the waiver request. Should a waiver be granted, it would cover SY 2014-15 with the possibility of a one to three-year extension.

Summary
In conclusion, the Board and the Department will need to continue its work to promote the value of a Kaiapuni education, implement structural change and focus its resources on solidifying its Kaiapuni foundation. The Policy Review, the
Foundational and Administrative Framework for Ka Papahana Kaiapuni and the ‘Aha Kaulelo Strategic Plan are first steps towards making the necessary commitments to truly focusing on the needs of Kaiapuni and making a difference for the ‘ohana who choose Hawaiian language education as their pathway for a K-12 public education. Regardless of the outcome of the Federal waiver request, a solid plan must be put in place in order to work towards achieving an assessment plan that focuses on the Kaiapuni student learner.

The Board and the Department will be putting its best foot forward to get the work done by ensuring an involved process for decision-making inclusive of the ‘Aha Kaulelo organization that represents the voices of our own Department schools and support agencies such as the University of Hawai‘i, Brigham Young University, the ‘Aha Pūnana Leo, the Office of Hawaiian Affairs and Kamehameha Schools. Additionally, the Department will be taking an inventory of budgetary needs as they align to the four major areas of focus in this report and will be seeking support through the budget request process and other external support agencies and grant sources.

USE OF APPROPRIATED FUNDS

In accordance with enumeration (1) of Act 134, SLH 2013 Section 19, the Department provides the following as to all uses of the FY 13-14 $1,000,000 appropriation:

As of 12/31/2013
Expenditures:
   Temporary Contract Employee       47,917.00
   Transportation Intra-State         132.20
   Total Expenditures                48,049.20

Appropriation Balance:             951,950.80

With regard to providing additional information relating to costs associated with an assessment and implementation and maintenance of an assessment, and in light of this report, the Department will first be implementing the goals and strategies set forth herein. This will subsequently lead to development of a sound assessment plan.