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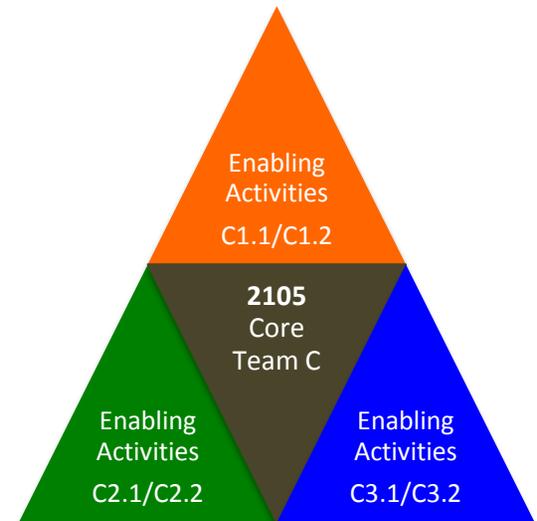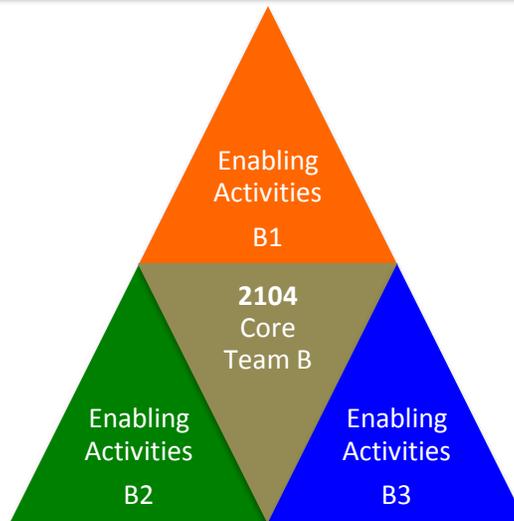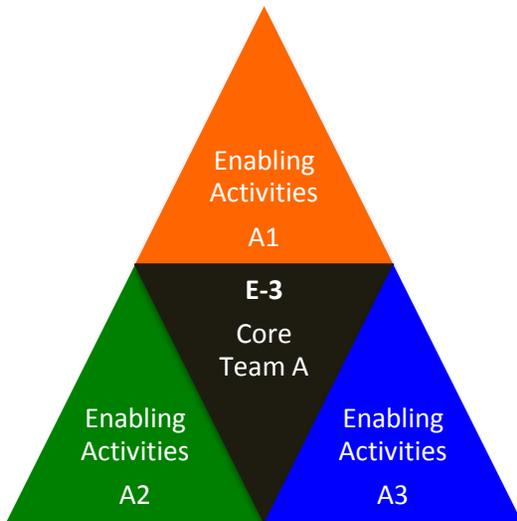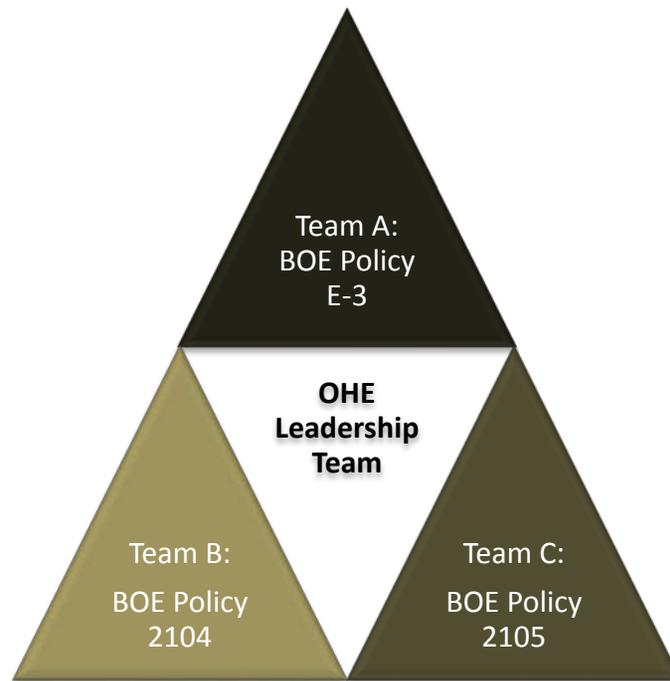
Therefore, OHE has not selected any "Long-term measures of success," as called for in the Delivery Plan template, because there are no metrics from the current HIDOE Strategic Plan's Scorecard that OHE could actually influence in these years 2015-18.

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

Team A:
BOE Policy
E-3

**OHE
Leadership
Team**

Team B:
BOE Policy
2104

Team C:
BOE Policy
2105

Enabling
Activities
A1

E-3
Core
Team A

Enabling
Activities
A2

Enabling
Activities
A3

Enabling
Activities
B1

2104
Core
Team B

Enabling
Activities
B2

Enabling
Activities
B3

Enabling
Activities
C1.1/C1.2

2105
Core
Team C

Enabling
Activities
C2.1/C2.2

Enabling
Activities
C3.1/C3.2

Connections of the 3 OHE Priorities to the HIDOE Strategic Plan
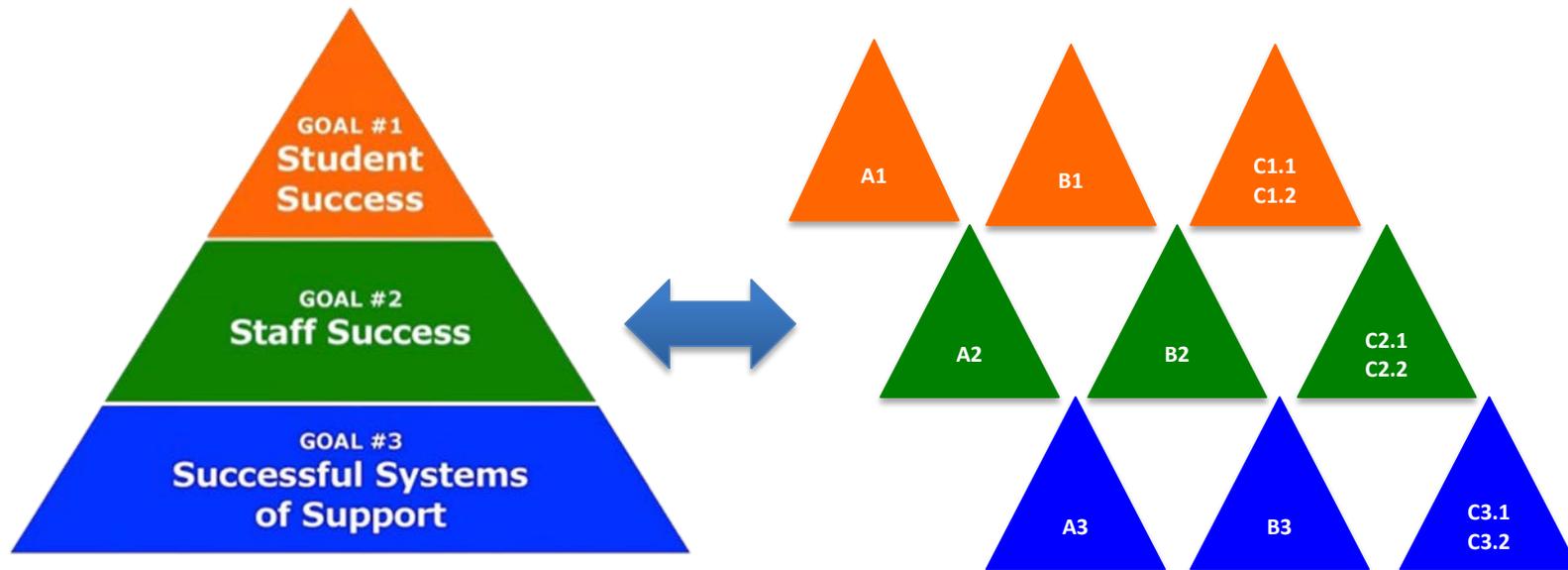
2. TEAM

Executive Sponsor	Superintendent Kathryn Matayoshi
Project lead(s)	Director Kauʻi 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 21st 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 Aʻo, 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 Hawaiʻi (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 (Kauʻi Sang)			
Through June 2018		**2016**	**2017**	**2018**
A1: Complete HĀ-based Community Engagement Framework for Schools & Complex Areas		• Designated pilot experiences for Community Engagement framework (DEC)	• Completed toolkit • Initiated PSA campaign • Convened HĀ Conference/Summit for interested schools, teams and groups	• Completed (and maintained) web-based HĀ resource bank (including PSAs, testimonials, interviews, restorative justice) • Completed training on toolkit
A2: Complete HĀ-based Leadership (Teacher & Administrator) Training & Evaluation System	(A) Administrator	1) Completed initial discussion of HĀ incorporation into CESSA with relevant stakeholders (DEC) 2) Completed conversations & tentative plan for incorporation of HĀ into CISL (DEC)	• Guidelines and toolkit with HĀ practices and examples for all HIDOE personnel including ʻIke Hawaiʻi	• Developed, piloted & scaled-out evaluation tools to measure effectiveness of ʻIke Hawaiʻi (HĀ underpinnings) toolkit • ʻIke Hawaiʻi with HĀ underpinnings guidelines & toolkit • Training system (administrators, teachers, staff at all levels) that integrates HĀ into all training for all HIDOE personnel • Evaluation system plan, with agreements, for all HIDOE personnel
	(B) In-/Pre-Service	• HĀ PD training framework completed (DEC)		
A3: Complete HI DOE Systems Alignment to Nā Hopena Aʻo (HĀ)		• Completed HĀ process for strategic planning for 2018 and beyond (SEP)	• Completed re-evaluation of E-3 Policy, including BOE presentations • Completed draft of HĀ process manual (system-wide process manual, possibly including new student PTP with HĀ outcomes)	• HĀ Outcomes integrated in HIDOE 2018 Strategic Plan

E-3 Implementation Enabling Activities		2016 Quarterly Milestones			
		JAN – MAR	*APR – JUN*	*JUL – SEP*	*OCT – DEC*
A1: Complete HĀ-based Community Engagement Framework for Schools & Complex Areas <Manuwai Peters>		1) Identified models of HĀ in the external community plus resources that are HĀ-ready (i.e., focus groups) 2) Introduced HĀ to community partners (as applicable, i.e., PTA, Legislature, etc.)	1) Generated Needs Assessment, and next steps for HIDOE resources 2) Collected & initiated inventory of resources **with Teams A2 & A3**	• Collected & developed engagement strategies & general guidelines	• Designated pilot experiences for Community Engagement framework
A2: Complete HĀ-based Leadership (Teacher & Administrator) Training & Evaluation System <Jessica Worchel>	(A) Administrator	• Completed pilot design for SOLA	1) Developed HĀ-based evaluation questions for HĀ-based data bank (inventory) 2) Completed plan for HĀ-based PD with CAS pilot groups 3) Completed administrator environmental scan	1) Completed 2-5 pre-ELI HĀ-based events 2) Launched SOLA	1) Completed initial discussion of HĀ incorporation into CESSA with relevant stakeholders 2) Completed conversations & tentative plan for incorporation of HĀ into CISL
	(B) In-/Pre-Service	• Developed data collection tool/ process of pilot groups & focus groups; Assembled Program Development Team; Completed data collection report *(data on best practices, lessons, successes/challenges, personal testimony/growth)*	• Completed program outline & training module drafts	• Completed draft program design, review & revise	• HĀ PD training framework completed
A3: Complete HI DOE Systems Alignment to Nā Hopena Aʻo (HĀ) <Kauʻi Sang>		1) HĀ core leadership is in place & ready to weave HĀ throughout the system 2) Draft set of guides (guiding principles, moʻolelo, set of questions) that create conditions for HĀ core mindset for internal & external audiences	• Completed first inventory of **self-identified** HĀ experiences in HIDOE where strengthening can occur, **and share with Team A1**	• Completed HĀ process for strategic planning for 2018 and beyond	

A1 Complete HĀ-based Community Engagement Framework for Schools & Complex Areas <Manuwai Peters>

January – March 2016	Due Date	R	A	S	C	I	Cost Items
(1) Identified models of HĀ in the external community plus resources that are HĀ-ready (i.e., focus groups)							
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			

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

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

January – March 2016	Due Date	R	A	S	C	I	Cost Items
(2) Introduced HĀ to community partners (as applicable, i.e., PTA, Legislature, etc.)							
1. Send memo and PSA	Dec 2015	KS	KS, HĀ EO				
2. Introduce HĀ (presentation)	Jan 2016	KS	DDC, HĀ EO	OHES			

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KS: Kauʻi Sang   **DDC**: Donalyn Dela Cruz   **HĀ EO**: Policy E-3 Education Officer   **OHES**: Office of Hawaiian Education Staff
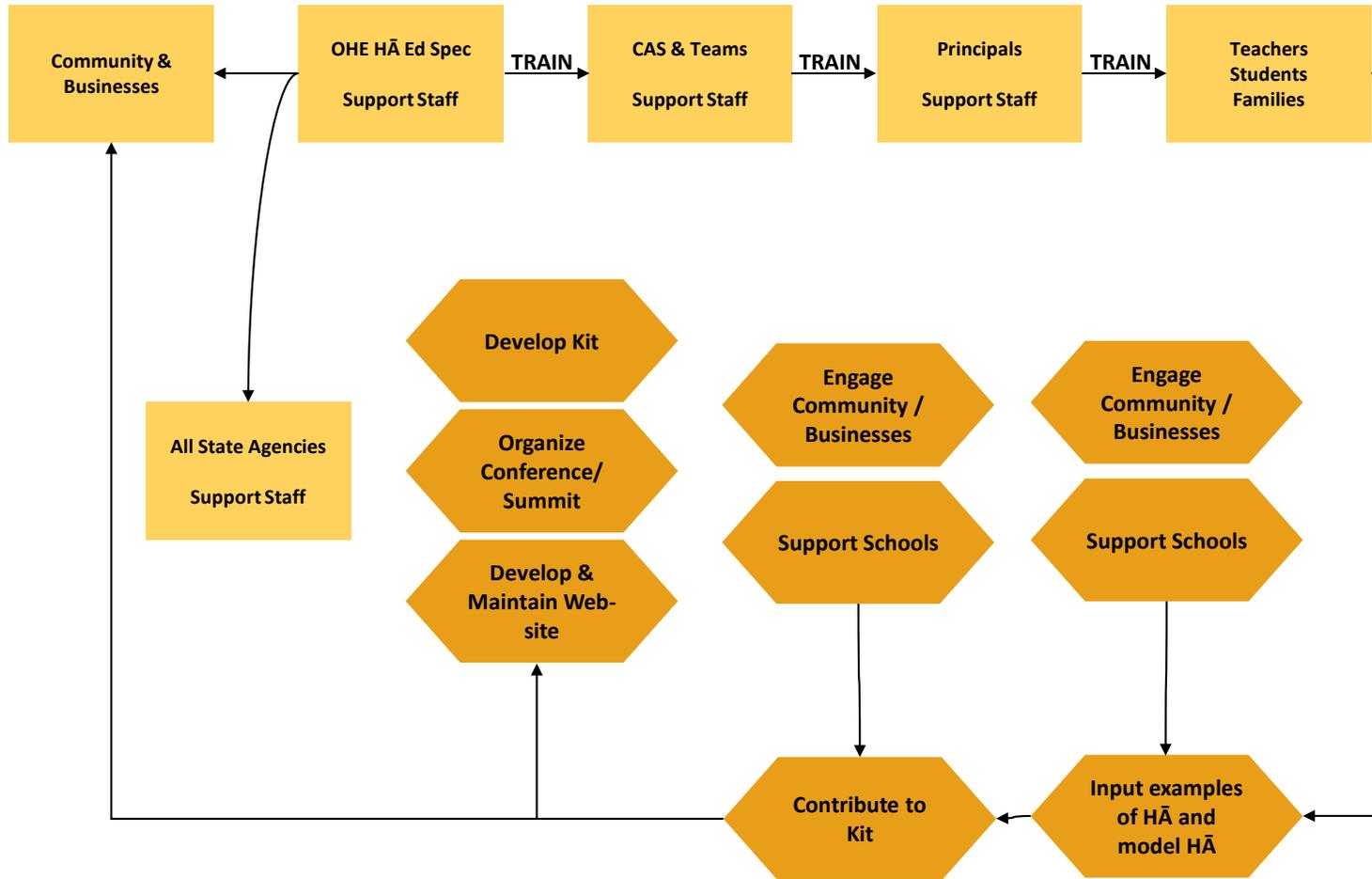
A2: Complete HĀ-based Leadership (Teacher & Administrator) Training & Evaluation System <Jessica Worchel>

January – March 2016	Due Date	R	A	S	C	I	Cost Items
(A) ADMINISTRATOR: Completed pilot design for SOLA (State Office Leadership Academy)							
1. Completed debrief of 1st 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				

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JW: Jessica Worchel   **TU**: Teri Ushijima   **EDI**: Education Delivery Institute   **OHES**: Office of Hawaiian Education Staff   **DT**: Design Team

January – March 2016	Due Date	R	A	S	C	I	Cost Items
(B) PRE/INSERVICE: Developed data collection tool/ process of pilot groups & focus groups; Assembled Program Development Team; Completed data collection report (*data on best practices, lessons, successes/challenges, personal testimony/growth*)							
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		

(Early Ed, Elementary, Secondary, College); Community/Cultural Practitioner							

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JW: Jessica Worchel   **OHES**: Office of Hawaiian Education Staff   **KS**: Kauʻi Sang   **K/S**: Kamehameha Schools
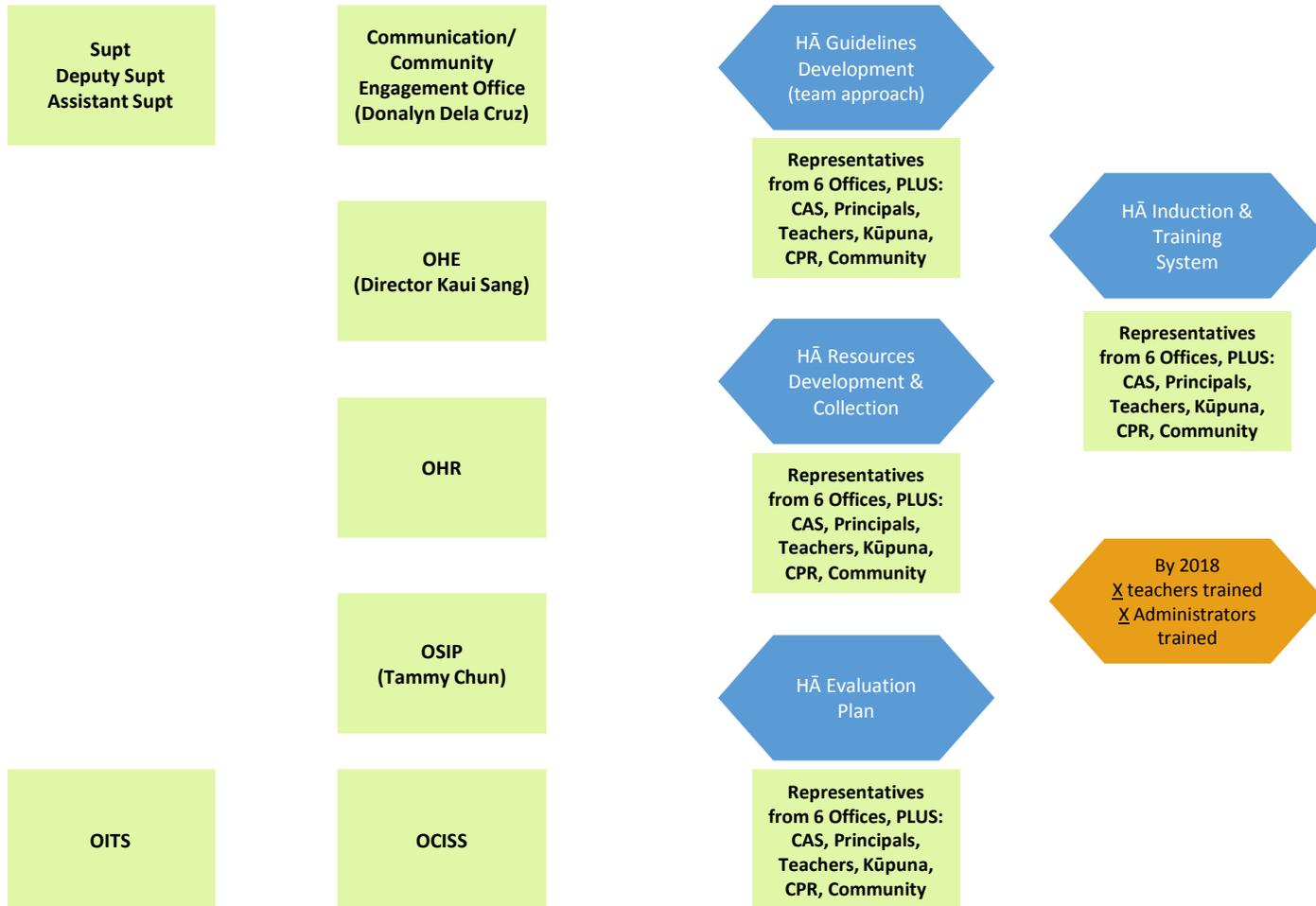

A3: Complete HI DOE Systems Alignment to Nā Hopena Aʻo (HĀ) <Kauʻi Sang>

January – March 2016	*Due Date*	**R**	**A**	**S**	**C**	**I**	**Cost Items**
(1) HĀ core leadership is in place & ready to weave HĀ throughout the system							
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		

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JW: Jessica Worchel   **KS**: Kauʻi Sang   **S**: Superintendent   **DS**: Deputy Superintendent   **OHES**: Office of Hawaiian Education Staff   **CT**: Core Leadership Team   **AS**: Assistant Supt   **CAS**: Complex Area Supt

(2) Draft set of guides (guiding principles, moʻolelo, set of questions) that create conditions for HĀ core mindset for internal & external audiences							
January – March 2016	*Due Date*	**R**	**A**	**S**	**C**	**I**	**Cost Items**
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		

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

A3: A3 Team   **KS**: Kauʻi Sang   **S**: Superintendent   **DS**: Deputy Superintendent   **OHES**: Office of Hawaiian Education Staff   **CT**: Core Leadership Team   **C**: Community & Kūpuna

Delivery Chains:

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

```
Community &          OHE HĀ Ed Spec        TRAIN    CAS & Teams      TRAIN    Principals       TRAIN    Teachers
Businesses                                                                                              Students
                     Support Staff                  Support Staff             Support Staff             Families
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All State Agencies

Support Staff

Develop Kit

Organize Conference/ Summit

Develop & Maintain Web-site

Engage Community / Businesses

Support Schools

Engage Community / Businesses

Support Schools

Contribute to Kit

Input examples of HĀ and model HĀ

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

Supt
Deputy Supt
Assistant Supt

Communication/
Community
Engagement Office
(Donalyn Dela Cruz)

OHE
(Director Kaui Sang)

OHR

OSIP
(Tammy Chun)

OITS

OCISS

HĀ Guidelines
Development
(team approach)

Representatives
from 6 Offices, PLUS:
CAS, Principals,
Teachers, Kūpuna,
CPR, Community

HĀ Resources
Development &
Collection

Representatives
from 6 Offices, PLUS:
CAS, Principals,
Teachers, Kūpuna,
CPR, Community

HĀ Evaluation
Plan

Representatives
from 6 Offices, PLUS:
CAS, Principals,
Teachers, Kūpuna,
CPR, Community

HĀ Induction &
Training
System

Representatives
from 6 Offices, PLUS:
CAS, Principals,
Teachers, Kūpuna,
CPR, Community

By 2018
X teachers trained
X Administrators
trained

1

A3: Complete HI DOE Systems Alignment to Nā Hopena Aʻo (HĀ)

STATE		COMPLEX AREA	Complex Level Community Partners	SCHOOL	School Level Community Partners	CLASSROOM

SUPT DEP SUPT
- LIVE
- MODEL
- SERVE

CAS KKP, Kauaʻi, Castle-Kahuku
- LIVE
- MODEL
- SERVE

Principals

OHE HĀ ES + Staff

Respond to priority needs & initiates:
- Learn
- Collaborate
- Listen
- Record
- Support
- Integrate

Respond to priority needs & initiates:
- Learn
- Collaborate
- Listen
- Record
- Support
- Integrate

- LIVE
- MODEL
- SERVE

Classroom Teachers

RTI | **CSSS** | **CCSS**
Induct & Ment | **ART** | **EES**

- LIVE
- MODEL
- SERVE

CAST

- LIVE
- MODEL
- SERVE

School Leads: Coaches, Curr Coord, NCT, etc.

Risk Assessment, by Enabling Activity:

Potential Risks	Solutions
A1: Complete HĀ-based Leadership (Teacher & Administrator) Training & Evaluation System	
• Poor participation will inhibit system integration • Limited resources to develop and implement HĀ training system, guidelines and evaluation plan • Challenge shifting of mindsets will decrease change of and in practice	• Establish personalization process in order to increase participation • Increase partnerships in order to successfully develop and implement resources for HĀ training system, guidelines and evaluation plan • Ongoing mentorship and assessment in order to increase change in practice
A2: Complete HĀ-based Community Engagement Toolkit for Schools & Complex Areas	
• Expectations of a complete packet (package) does not match deliverable • School staff see HĀ as an add-on and push-back from staff "making us a Hawaiian school" • Resistance to change and adoption of new outcomes	• Well-defined guidelines shared early in the process and inclusion of stakeholders will ensure understanding
A3: Complete HI DOE Systems Alignment to Nā Hopena Aʻo (HĀ)	
• Reluctant system acceptance of HĀ value and potential for positive change • Inadequate communication can hinder data collection , HĀ outreach and education	• Effectively educate the system in order to increase acceptance of HĀ • Establish a communication plan in order to promote HĀ outreach and education

Resources and support required:

	Resources required	How will they be used?
Staff or personnel	• OHE: HĀ Educational Specialist • Staff facilitators	*To lead OHE efforts in implementing new BOE Ends Policy E-3*
Funding		
Other resources	• Meeting support (working groups and focus groups) • Consultants and Individuals with relevant skill sets • Writing Team • Models and best practices	*To develop a collaborative and insightful approach to integrated Nā Hopena Aʻo across the HIDOE system*

External Partnerships	- HSTA - Kamehameha Schools - Office of Hawaiian Affairs - UH System 'Aha Kauleo - Hawai'i P-20 - NETC - Practitioners and Kūpuna - Community and business partners	*To gain both insight and support for implementation of BOE Policy E-3 and create common visions or shared outcomes among multiple partners*

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**	**2018**
B1: Create 2104-specific Standards with Curricular, Instructional and Assessment Resources	• Presented 2104 Standards to larger audience & refined based on feedback (DEC)	• Standards & benchmarks • Rigor, depth, level • Identified already existing curricula that has HĀ embedded	• Conducted teacher meetings to train & build curricular framework • Piloted curriculum & instructional resources to support 'Ike Hawai'i with HĀ underpinnings • Completed framework • Curriculum & resources • Assessment
B2: Implement an Educators, Staff and Administrators Professional Development Pathway	• Completed scope-and-sequence, Standards draft review, & creation of preliminary database of resources ("wiki") (DEC)	• Formulated a scope-and-sequence for all educators to implement 'Ike Hawai'i framework	• 'Ike Hawai'i Professional Development Pathway established (in-service for educators) • 'Ike Hawai'i component for all pre-service programs established • Completed introduction to newly created 2104 standards & evaluation through PD (school-level, workshops, PDE3)

B3: Complete Plan for System to Evaluate 2104 Success	• Completed report on early successes & areas for refinement (Gaps) (DEC)	• Completed system to evaluate 2104 implementation
		  o Piloted evaluation system report
		  o Implement plan with : steps in process, inventory of resource needs, specific data uses (student achievement, policy evaluation)
			• Report on 2104 implementation evaluation

2104 Implementation Enabling Activities	2016 Quarterly Milestones			
	JAN – MAR	APR – JUN	JUL – SEP	OCT – DEC
B1: Create 2104-specific Standards with Curricular, Instructional and Assessment Resources <Manuwai Peters>	• Workgroup formed to determine Standards as it relates to Curriculum, Instruction & Assessment • Consult & confer with Teams B2 & B3 to find commonalities, reduce duplications & revise	• Inventory of indigenous education "Standards" & review of present HIDOE Standards done	• Wrote & refined 2104 Standards	• Presented 2104 Standards to larger audience & refined based on feedback
B2: Implement an Educators Professional Development Pathway <Kawehi Napeahi>	• Scan & data collect of 'Ike Hawai'i resources & completed conversations with TECC, HTSB, KS, Induction & Mentoring, to assist with development of 'Ike Hawai'i Standards	• Report on 'Ike Hawai'i Resources	• ELI Presentation to inform about Kahua Program, with Focus Work Groups formed for each pathway (pre-service, induction, in-service)	• Completed scope-and-sequence, Standards draft review, & creation of preliminary database of resources ("wiki")
B3: Complete Plan for System to Evaluate 2104 Success <Melisa Abregano, Kalae Akioka>	• Identified themes, patterns, fractals in order to locate & determine definitions & indicators of success (starting from Hawai'i perspectives & world-view)	• Completed literature review & data analysis	• Completed crosswalk of indicators of success to existing internal evaluation instruments (e.g., WAS, SQS, SAWS, PTP, Strive HI, Strategic Plan Scorecard)	• Completed report on early successes & areas for refinement (Gaps)

B1 Create 2104-specific Standards with Curricular, Instructional and Assessment Resources <Manuwai Peters>

January – March 2016	Due Date	R	A	S	C	I	Cost Items
(1) Workgroup formed to determine Standards as it relates to Curriculum, Instruction & Assessment							
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

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MP: Manuwai Peters   **KI**: Keoni Inciong   **DK**: Danile Kop   **OHES**: Office of Hawaiian Education Staff   **CPR**: Cultural Personnel Resource

B1 Group: Joan Lewis, Dee Bajo-Daniels, Lokalia Kaopuiki

January – March 2016	Due Date	R	A	S	C	I	Cost Items
(2) Consult & confer with Teams B2 & B3 to find commonalities, reduce duplications & revise							
1. Meet with "Responsible" Person to B2 & B3 and notate/compile the common grounds with B1	Mar 2016	MP, DK	KI		KS	KS	Facilities Travel Substitute Pay

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MP: Manuwai Peters   **KS**: Kau'i Sang   **DK**: Danile Kop

B2 Implement an Educators Professional Development Pathway <Kawehi Napeahi>

January – March 2016	Due Date	R	A	S	C	I	Cost Items
• **Scan & collect data of 'Ike Hawai'i resources & completed conversations with TECC, HTSB, K/S, Induction & Mentoring, to assist with development of 'Ike Hawai'i Standards**							
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 | |

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KN: Kawehi Napeahi **MM**: Malia Melemai **KI**: Keoni Inciong   **KS**: Kau'i Sang   **OHES**: Office of Hawaiian Education Staff   **K/S**: Kamehameha Schools **TNC**: Nature Conservancy   **ALI**: Alu Like
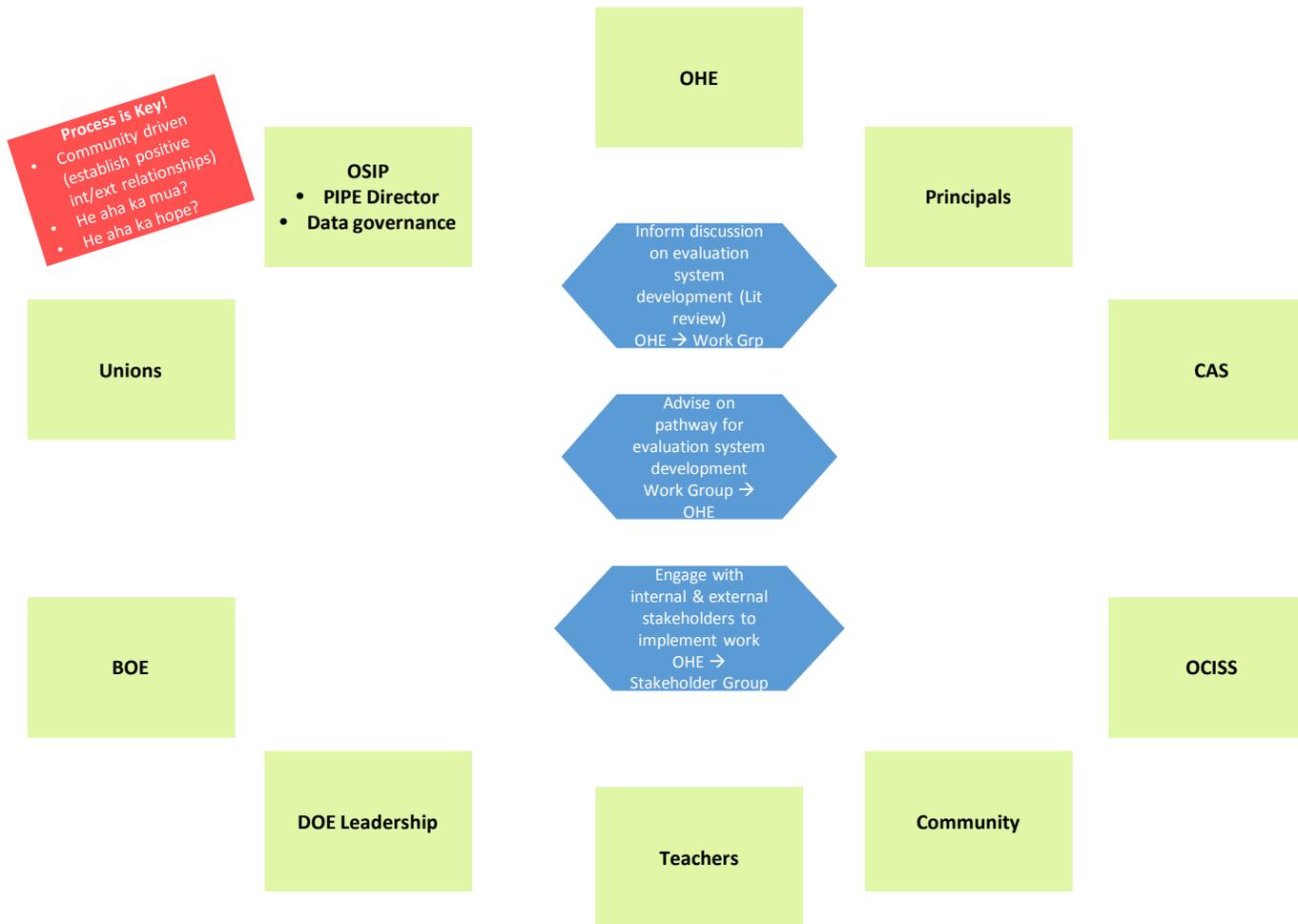

B3 Complete Plan for System to Evaluate 2104 Success <Melisa Abregano, Kalae Akioka>

January – March 2016	*Due Date*	**R**	**A**	**S**	**C**	**I**	**Cost Items**
• **Identified themes, patterns, fractals in order to locate & determine definitions & indicators of success (starting from Hawai'i perspectives & world-view)**							
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			

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

MA: Melisa Abregano   **KA**: Kalae Akioka   **KI**: Keoni Inciong   **OHES**: Office of Hawaiian Education Staff   **KS**: Kau'i Sang   **DS**: 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

STATE

COMPLEX AREA

SCHOOL

CLASSROOM

BOE → Requests updates from Supt on implementation of E-3, 2104, 2105

Incentivize or mandate 'Ike Hawai'i PD in order to ensure enrollment

SUPT & Deputies

Develop 'Ike Hawai'i standards in order to develop appropriate course offerings

Develop training & materials to increase awareness & build system support for HE

CASs

Principal

Teachers

Secure resource support in order to increase course offerings

OHE

Build common understandings of 'Ike Hawai'i and goals for students by forming work groups to collaborate in work

EO

Teachers (PTT, EA, Kūpuna)

Kūpuna

CPR Coordinators

Use training materials to increase awareness & build systems support for HE (CAs, Schools, customize for their culture, conditions & competencies)

Develop family-friendly informational material to build awareness of HE in classroom

OCISS Common Core

OCISS RTI

OCISS FIDT

CAST/RTs

Students

Admin

OHR PDE3

OHR Induct & Mentoring

Consider implementation phases (i.e., by CA, by island) in order to make roll-out manageable

RTs (NCT)

CPR (Kūpuna/Mākua)

OFS

PDERI

1

B3: Complete Plan for System to Evaluate 2104 Success

Process is Key!
- Community driven (establish positive int/ext relationships)
- He aha ka mua?
- He aha ka hope?

OHE

OSIP
- **PIPE Director**
- **Data governance**

Principals

Unions

Inform discussion on evaluation system development (Lit review)
OHE → Work Grp

CAS

Advise on pathway for evaluation system development
Work Group → OHE

BOE

Engage with internal & external stakeholders to implement work
OHE → Stakeholder Group

OCISS

DOE Leadership

Teachers

Community

1

Risk Assessment, by Enabling Activity:

Potential Risks	Solutions
B1: Create 2104-specific Standards with Curricular, Instructional and Assessment Resources	
• Dissatisfied stakeholders rejecting integration and implementation of 2104 • Different views of 'Ike Hawai'i hinders timely consensus	• Develop training and materials in order to increase awareness and build system support for Hawaiian Education • Establish broad working groups in order to reach consensus (facilitated by neutral parties)
B2: Implement an Educators, Staff and Administrators Professional Development Pathway	
• Poor understanding of 'Ike Hawai'i professional development confuses potential offerings • Optional professional development impacts participant enrollment • Insufficient resources (teachers, funding) creates limited course offerings • Time constraints effect roll-out process	• Develop 'Ike Hawai'i standards in order to develop appropriate course offerings • Incentivize or mandate 'Ike Hawai'i professional development in order to ensure enrollment • Secure resource support in order to increase course offerings • Consider implementation in phases (i.e., by CA, by island, etc.)
B3: Complete Plan for System to Evaluate 2104 Success	
• Insufficient capacity to develop and implement appropriate evaluation system	• Engage stakeholders in order to improve implementation

Resources and support required:

	Resources required	How will they be used?
Staff or personnel	• Data Analyst • Evaluation Specialist • Facilitators • Trainers • Standards Developers & Writers	*To compliment OHE Staff with specialized expertise necessary in creation of sound Hawaiian Education standards, resources, and professional development*
Funding	• Substitute Teacher wages • PDE3 Course creation & instruction • Travel • Evaluation Working Group logistical support	*To include multiple voices and perspectives in creating and implementing Hawaiian Education standards, professional development and evaluation*
Other resources	• Public Service Announcements • Summit • Website • Informational Materials	*Increase awareness and preparedness of internal and external stakeholders to beginning implementation of BOE Policy 2104*

External Partnerships	• Roster of Community Practitioners • Celebrity Endorsements • Develop and Deliver professional development offerings	*Working Group members to be Consulted in development of Standards, Professional Development and Evaluation*

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 HIDOE 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 Hawaiʻi curriculum framework with Hawaiian Language Arts K-12 Standards (A) M-2 (B) 9-12	• Revised draft of M-2 HLA Standards (DEC) • Revised/refined draft of 9-12 HLA Standards (DEC)	• Developed grade-level HLA SLOs, especially oral proficiency in terms of language acquisition	• Developed grade-level HLA SLO for Reading, Writing, Listening, Speaking • Completed standards & framework guide which is vertically-aligned by strands for student HLA learning
C1.2: Complete Hawaiian Language Proficiency Scale	• Proficiency scale and descriptors mapped out (TBD by March)	• Tools of assessment investigated & selected (i.e., electronic) • Hawaiian Language Proficiency Scale drafted • Hawaiian Language Proficiency Scale piloted	• Hawaiian Language Proficiency Scale analyzed with adjustments
C2.1: Complete Kaiapuni Hawaiʻi Dual Qualification Criteria and Process	• Completed implementation plan for KH Dual Certification for **existing teachers** (DEC)	• Completed implementation plan for KH Dual Certification for **existing principals** and **new hires**	• Implemented dual-certification system for Kaiapuni Hawaiʻi
C2.2: Complete Professional Development Program Design for Kaiapuni Hawaiʻi	• Identified, developed & cataloged PD opportunities based on the framework (DEC)	• Communicated to target groups inquiring about PD offering to choose desired/needed PD • Completed list of chosen types of PD a confirmed through a stakeholder review process	• Completed timeline & roll-out plan for PD (i.e., scheduling courses with providers)

C3.1: Complete Plan to Address Kaiapuni Hawaiʻi Expansion and Organization	• Completed final 2017-19 Biennial Budget for KH expansion & organization (including an underlying plan) (SEP)
	 • Established KH Working Group to develop guidelines for establishing KH sites (SEP)
		• Completed plan for expansion and organization for KH (including all areas necessary for KH growth)
		   o Convened appropriate multiple stakeholder sessions to:
		     ▪ Develop process for growing, expanding & organizing for KH via facilitated discussions to address issues
		   o Determined formal structure to propose forward to BOE, DOE, etc.
		   o Adjusted KH expansion budget based on completed plan
		 • Partners gathered to discuss plan to increase KH teacher supply (OHA, KS, UH)
			• Phase I of expansion and organization plan implemented
			   o Celebrate new schools opening

C3.2: Implement Communications and Advocacy Strategies to Grow Kaiapuni Hawaiʻi Demand		• Completed first PR campaign for KH • Completed legislative agenda for KH growth • Completed action plan with assigned roles, responsibilities, timeline, budget, metrics, contingencies	• Revised communication and advocacy strategies

2105 Implementation 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	• M-2 HLA Standards outline & support skills	• M-2 1st draft of speaking/listening standards	• Revised draft of M-2 speaking/listening standards & 1st draft of M-2 reading/writing standards	• Revised draft of M-2 HLA Standards
	(B) 9-12	• 9-12 HLA Standards outline & teacher expectations	• 9-12 1st draft of HLA Standards	• Revised draft of 9-12 HLA Standards	• Revised/refined draft of 9-12 HLA Standards
C1.2 Complete Hawaiian Language Proficiency Scale <Malia Melemai>		• Work group formed with Roster of names & contacts (UHM, UHH, Maui, WCC language proficiency gurus *and KH Teachers*)	• Current research on language proficiency collected (TBD by **March**)	• Work group analyzed research and report on it (TBD by March)	• Proficiency scale and descriptors mapped out (TBD by March)
C2.1: Complete Kaiapuni Hawai'i Dual Qualification Criteria and Process <Kalae Akioka>		• Established criteria & qualifications for new hires' KH Dual Certification	1) BOE has included KH Dual Certification in negotiations package 2) HSTA has included KH Dual Certification in negotiations package	1) Established criteria & qualifications for existing teachers & principals 2) Completed implementation plan for KH Dual Certification for **new hires**	• Completed implementation plan for KH Dual Certification for **existing teachers**
C2.2: Complete Professional Development Program Design for Kaiapuni Hawai'i <Kalae Akioka>		• Completed 1st draft of PD framework for advancing KH education (with feedback)	• Data collected on 1st draft of KH PD framework	• Established PD framework for advancing KH education	• Identified, developed & cataloged PD opportunities based on the framework
C3.1: Complete Plan to Address Kaiapuni Hawai'i Expansion and Organization <Kalehua Krug> C3.2: Implement Communications and Advocacy Strategies to Grow Kaiapuni Hawai'i Demand <Kalehua Krug>		• Working Group in place to develop & implement a KH Needs Assessment	• Completed comprehensive Needs Assessment for Expansion (increased supply of KH resources) & Growth (increased student demand), to include recommended structure & strategy for: communications, advocacy, facilities, teachers, staff, students	1) Completed final 2017-19 Biennial Budget for KH expansion & organization (including an underlying plan) 2) Established KH Working Group to develop guidelines for establishing KH sites	

C1.1 Complete Kaiapuni Hawaiʻi curriculum framework with Hawaiian Language Arts K-12 Standards < Malia Melemai >

January – March 2016	*Due Date*	R	A	S	C	I	Cost Items
(a) M-2 HLA Standards outline & support skills							
1. M-2 Kumu Meet	Feb 2016	MM	KK	OHES	M-2 KH Kumu	Principals CASs	Substitutes (22 Kumu)
2. Outline M-2 Standards	Mar 2016	MM	KK	OHES	M-2 KH Kumu	Principals CASs	Substitutes (22 Kumu)
(b) 9-12 HLA Standards outline & teacher expectations							
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				

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

MM: Malia Melemai, RT   **KK**: Kalehua Krug, ES   **OHES**: Office of Hawaiian Education Staff

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C1.2 Complete Hawaiian Language Proficiency Scale <Malia Melemai>

January – March 2016	*Due Date*	R	A	S	C	I	Cost Items
• **Work group formed with Roster of names & contacts (UHM, UHH, Maui, WCC language proficiency gurus and KH Teachers)**							
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 (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				

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

KK: Kalehua Krug, ES   **KS**: Kauʻi Sang, Director, Office of Hawaiian Education

C2.1 Complete Kaiapuni Hawaiʻi Dual Qualification Criteria and Process \<Kalae Akioka\>

January – March 2016	Due Date	R	A	S	C	I	Cost Items
• **Established criteria & qualifications for new hires' KH Dual Certification**							
1. Select & convene workgroup for **"Criteria & Qualification"**	Jan 2016	KA	KK	OHES WK KT	HTSB KHWO, UHM MET KH JL OHR	KS	Travel Facilities 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	

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

KA: Kalae Akioka, RT   **KK**: Kalehua Krug, ES   **OHES**: Office of Hawaiian Education Staff   **KS**: Kauʻi Sang, Director, Office of Hawaiian Education

WK: Walter Kahumoku   **KT**: Kerry Tom, HIDOE Office of Human Resources (OHR)   **HTSB**: Hawaiʻi Teachers Standards Board   **KHWO**: Kahuawaiola, UHH **JL**: Joan Lewis, HSTA

C2.2 Complete Professional Development Program Design for Kaiapuni Hawaiʻi \<Kalae Akioka\>

January – March 2016	Due Date	R	A	S	C	I	Cost Items
• **Completed 1st draft of PD framework for advancing KH education (with feedback)**							
1. Select & convene workgroup	Jan 2016	KA	KK	OHES	KHWO, UHM MET KH K/S	KS	Travel Facilities Per Diem
2. Review input & feedback as needed on PD Framework	Mar 2016	KA	KK	OHES	"	KS	"

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

KA: Kalae Akioka, RT   **KK**: Kalehua Krug, ES   **OHES**: Office of Hawaiian Education Staff   **KS**: Kauʻi Sang, Director, Office of Hawaiian Education

KHWO: Kahuawaiola, UHH   **UHM**: UH Mānoa   **M.E.T. KH**: ??   **K/S**: Kamehameha Schools

C3.1   Complete Plan to Address Kaiapuni Hawai'i Expansion and Organization <Kalehua Krug>

January – March 2016	Due Date	R	A	S	C	I	Cost Items
• **Working Group in place to develop & implement a KH Needs Assessment**							
1. Invite members to the Needs Assessment work group (self-selecting)	Jan 2016	KK	KS	KA	'AKL, PK LT		
2. Research & analyze past practices for establishing & organizing a KH site	Jan 2016	WG	KK	'AKL OHES KW	'AKL, PK LT		
3. Identify benefits for Kaiapuni Hawai'i	Feb 2016	WG	KK	'AKL OHES KW	'AKL, PK LT		
4. Engage key stakeholders & advocates	Feb 2016	KK	KS	MP	'AKL, PK LT	BOE LEG, GO	
5. Set targets & goals for KH expansion & organization	Mar 2016	WG	KK	'AKL OHES KW	'AKL, PK LT		

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

KW: Kamoa'e Walk   **KK**: Kalehua Krug, ES   **OHES**: Office of Hawaiian Education Staff   **KS**: Kau'i Sang, Director, Office of Hawaiian Education
LT: HIDOE Superintendent's Leadership Team   **'AKL**: 'Aha Kauleo   **PK**: Nā Po'okumu   **WG**: Working Group   **GO**: Governor's Office

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C3.2   Implement Communications and Advocacy Strategies to Grow Kaiapuni Hawai'i Demand <Kalehua Krug>

January – March 2016	Due Date	R	A	S	C	I	Cost Items
• **Working Group in place to develop & implement a KH Needs Assessment**							
1. Invite members to the Needs Assessment work group (self-selecting)	Jan 2016	KK	KS	KA	'AKL, PK LT		
2. Research & analyze past & existing practices, products, practitioners, plans for growing KH demand	Jan 2016	WG	KK	'AKL OHES KW	'AKL, PK LT		
3. Identify benefits for Kaiapuni Hawai'i	Feb 2016	WG	KK	'AKL OHES KW	'AKL, PK LT		
4. Engage key stakeholders & advocates	Feb 2016	KK	KS	MP	'AKL, PK LT	BOE LEG GO	
5. Set targets & goals for KH expansion & organization	Mar 2016	WG	KK	'AKL OHES KW	'AKL, PK LT		

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

KA: Kalae Akioka, RT   **KK**: Kalehua Krug, ES   **OHES**: Office of Hawaiian Education Staff   **KS**: Kau'i Sang, Director, Office of Hawaiian Education
LT: HIDOE Superintendent's Leadership Team   **'AKL**: 'Aha Kauleo   **PK**: Nā Po'okumu   **WG**: Working Group   **M.E.T. KH**: ??   **K/S**: Kamehameha Schools
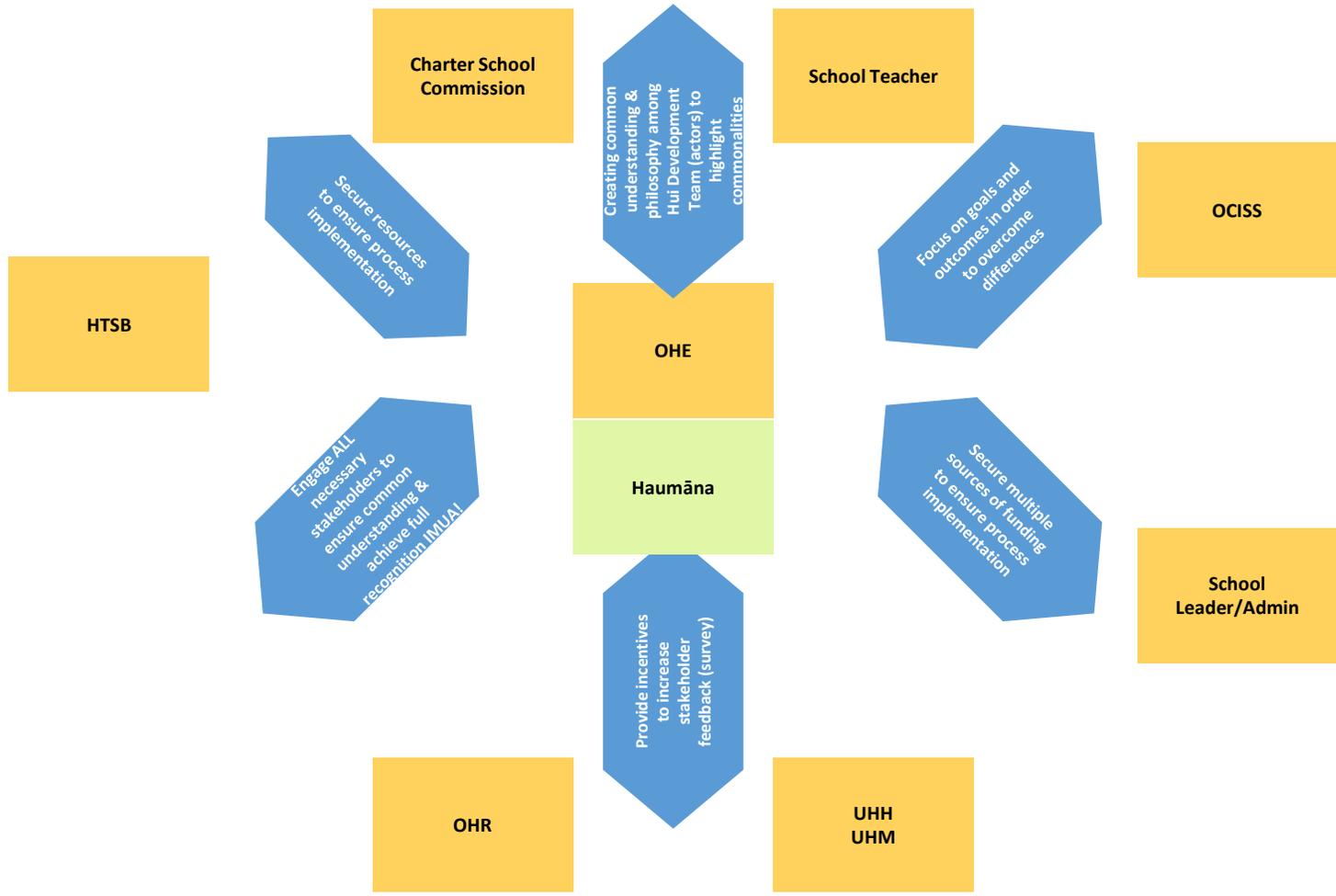
Delivery Chains:

C1: Complete Kaiapuni Hawaiʻi curriculum framework with Hawaiian Language Arts K-12 Standards
C2: Complete Hawaiian Language Proficiency Scale

DOE
OSIP
OHE to educate to
build awareness

DOE
OHE to educate
total system

OHE

Provide access to
process for cultural
experts & ʻAha
Kauleo community

Provides sub
$/stipends to ensure
maximum
participation of
school community
representatives

Engage all
stakeholder groups
to ensure buy-in to
process and product

ʻAha Kauleo

Broader Hawaiian
Language
community (i.e.,
mānaleo, kūpuna,
ʻŌH kumu)

School Community
- Kumu
- Poʻokumu
- Haumāna
- Mākua

Universities

Kaiapuni Hawaiian
Speaking
Community

1

C3: Complete Kaiapuni Hawaiʻi Dual Qualification Criteria and Process
C4: Complete Professional Development Program Design for Kaiapuni Hawaiʻi

Charter School Commission

School Teacher

OCISS

HTSB

Secure resources to ensure process implementation

Creating common understanding & philosophy among Hui Development Team (actors) to highlight commonalities

Focus on goals and outcomes in order to overcome differences

OHE

Engage ALL necessary stakeholders to ensure common understanding & achieve full recognition IMUA!

Haumāna

Secure multiple sources of funding to ensure process implementation

School Leader/Admin

Provide incentives to increase stakeholder feedback (survey)

OHR

UHH UHM

C5: Complete Plan to Address Kaiapuni Hawai'i Expansion, Growth and Organization

C6: Implement Communications and Advocacy Strategies to Grow Kaiapuni Hawai'i Demand

OHE

'Aha Kauleo

Kaiapuni Hawai'i Schools

Engage & educate on benefits & needs of Kaiapuni Growth

Decision makers (BOE, Supt, Leg)

Internal DOE (CAS, OFS, OHR, OSFSS)

1

Risk Assessment, by Enabling Activity:

Potential Risks	Solutions
C1: Complete Kaiapuni Hawaiʻi curriculum framework with Hawaiian Language Arts K-12 Standards **C2: Complete Hawaiian Language Proficiency Scale**	
- Inadequate teacher participation from target areas limits quality input (M-2, 5-8, 9-12) - Inadequate resourcing (time and funding) to complete will hinder progress - Insufficient inclusion of Hawaiian Culture and Language expertise will hinder the quality and authenticity of knowledge and skills in the standards and assessments - Low buy-in by all stakeholder groups will lower the potential utilization and completion of products - Geographic biases and inadequate representation by all levels of language learning will lower the quality of assessments	- Incentivize and mandate teacher participation in order to increase participation - Secure partnerships, grants and external resources to make progress - Include research and cultural experts in all process, with a process and deliverables that are reviewed by an expert working group - Include all stakeholders and appropriately resource the stakeholder groups - Acquire and include representation from all language environments
C3: Complete Kaiapuni Hawaiʻi Dual Qualification Criteria and Process **C4: Complete Professional Development Program Design for Kaiapuni Hawaiʻi**	
- Differing philosophies of actors may slow creation and implementation of actions - Unsecured funding may inhibit process implementation - External and internal factors may hinder full recognition, compensation, certification - Unsecured resources may impede process implementation - Low stakeholder feedback delays process implementation	- Create common understanding and philosophy among actors to highlight commonalities; Focus on goals and outcomes in order to overcome differences - Secure multiple sources of funding to ensure process implementation - Engage all necessary stakeholders to ensure common understanding and achieve full recognition - Secure resources to ensure process implementation - Provided incentives to increase stakeholder feedback
C5: Complete Plan to Address Kaiapuni Hawaiʻi Expansion, Growth and Organization **C6: Implement Communications and Advocacy Strategies to Grow Kaiapuni Hawaiʻi Demand**	
- Opposition to or reluctance in participation hinders well-rounded Hui - Insufficient support from decision makers to implement findings from Comprehensive Needs Assessment - Insufficient resources for Kaiapuni Hawaiʻi growth	- Build understanding and positive relationships in order to secure participation - Build awareness of and demonstrate benefits of acting on findings in order to garner support - Rally partners and decision makers to utilize available resources for Kaiapuni Hawaiʻi growth, and identify untapped resources

Resources and support required:

	Resources required	How will they be used?
Staff or personnel	• Substitute Teachers for Kaiapuni Hawaiʻi	*To include fulltime teachers in development of HLA Standards and a Hawaiian Language Proficiency Scale*
Funding	• Travel • Meeting Support	*To support inclusion of the "final users" in development of Standards and the Proficiency Scale to be used in Kaiapuni Hawaiʻi classrooms*
Other resources		
External Partnerships	• ʻAha Kauleo • Kaiapuni Hawaiʻi students, graduates, ʻohana • ʻAha Pūnana Leo • Kamehameha Schools • Office of Hawaiian Affairs • UH System • NHEC • MAʻO; Papahana Kūāola; Edith Kanakaʻole Foundation; PAʻI • Indigenous language advocates (i.e., NIEA)	*To gain high levels of expertise in development of unique Standards, professional development pathways for Kaiapuni Hawaiʻi, wise strategies for the expansion and growth of Kaiapuni Hawaiʻi meeting the Hawaiian language needs of the State*