



**A statewide coalition committed to
improving public education through
parent and community engagement.**

***Strategic Plan
2011-2014***

Table of Contents

Background	p.3
Membership and Governance.....	p.5
Participant List.....	p.7
Priority One: <i>Enhancing Family Engagement</i>.....	p.10
Priority Two: <i>Affecting Public Policy</i>.....	p.14
Priority Three: <i>Building Trust</i>.....	p.17
Priority Four: <i>Contributing to School Leadership</i>.....	p.20
Priority Five: <i>Meeting Basic Needs</i>.....	p.24
Tier 2 Priorities.....	p.29
Policy Platform.....	p.30
Appendix I: PR Summary.....	p.31
Appendix II: Membership Form.....	p.32
Appendix III: Action/Policy Item Form.....	p.33
Appendix IV: ‘Ohana Forum Report.....	p.35
Appendix V: Visioning Report.....	p.49
Appendix VI: Mission and Priorities Report.....	p.58
Appendix VI: Strategies, Action Plans and Governance Report.....	p.78
Appendix VII: Platform Report.....	p.86

Hui for Excellence in Education (HE'E)

The Back-Drop

Over the past 18 months there has been a major shift in public sentiment in support of public education in Hawai'i. From the Furlough Friday crisis to Hawai'i's successful Race to the Top application, the national spotlight has shone on our public schools and our community has been moved to action.

The public has demanded that our elected leaders prioritize education. Education became a major electoral issue in last year's gubernatorial campaign and is a stated priority of the Abercrombie administration. For its part, the state legislature also responded to public pressure by passing an impressive docket of bills in the 2010 session ranging from mandating minimum instructional hours; to placing on the ballot a constitutional referendum to change an elected Board of Education to an appointed one. There was also a transformational body of legislation passed in support of Hawai'i's Race to the Top application. In addition, at the end of the 2010 session the Legislature appropriated \$67 million from the state's special funds to eliminate furlough days for the 2010-11 school year.

At the national level, public education has consistently been a major priority of the Obama administration. Recognizing the vulnerability of state public school systems during the economic downturn, the US Department of Education allocated unprecedented amounts of stimulus money to stave off drastic cuts. In addition to this need-based funding, Hawai'i was also awarded \$75 million in the highly competitive Race to the Top competition, placing third overall in the national competition for its aggressive reform strategy. Despite the much needed funding and an impressive reform strategy, systemic transformation will not succeed without engaging the many stakeholders that support public education.

Meeting a Need

In May 2010, The Learning Coalition, Hawai'i Education Matters, and the University Of Hawai'i College Of Education organized an 'Ohana Engagement Forum' to focus on how key stakeholders involved with pre-school through to post secondary education (P-20) might work together with schools, families and communities to support one another more effectively. The Forum participants overwhelmingly supported the formation of a state-wide education coalition to coordinate member efforts and leverage existing resources in support of transformational change within Hawai'i's public school system. The Learning Coalition hired Kerrie Urosevich, a professional facilitator to lead the planning.

Hui for Excellence in Education (HE'E)

Mission Statement:

The HE'E Coalition promotes a child-centered and strength-based public education system in which families, communities and schools are valued and empowered to help every student succeed. HE'E works to bring diverse stakeholders together to harness collective energy, share resources, and identify opportunities for progressive action in education.

Over 30 organizations, including members of community organizations, parent groups, Hawai'i Department of Education leaders, organized labor and policy makers, have participated between June and December 2010 in the strategic planning of the coalition. Meetings have been open to any organization who desired to participate and all decisions have been made by consensus. The Learning Coalition has been and continues to be committed to allocating resources to support the development and ongoing maintenance of HE'E by providing professional staff and technical assistance.

Next Steps

In the coming months HE'E will focus on priorities which include creating family empowerment to help meet the basic needs of every child, enhancing family engagement in schools, promoting family engagement as a key component of school leadership, as well as influencing public policy that affects education. HE'E has also identified a platform of specific policies and initiatives that will receive coalition backing. HE'E plans to publicly launch in mid-January 2011 and will focus on priority implementation, outreach, and building its membership base.

To learn more about HE'E and how you or your organization can get involved please contact Cheri Nakamura on 808-375-5066 or email at CNakamura@TheLearningCoalition.org. The Learning Coalition can be found at www.thelearningcoalition.org for further information about the sponsor.

HE'E Coalition Membership Information

Membership

HE'E encourages member organizations to collaborate, share resources, and amplify their voices. HE'E is supported by member organizations as well as individuals. Representatives of organizations vote on action items (see below) while individual participants may collaborate on all efforts within the coalition. A representative of an organization will need to show organizational support when representing the interests of the organization within the coalition and voting on action items. Usually, this is done in the form of a Board Resolution. A sample copy of a resolution is attached and completed forms can be sent to:

HE'E Coalition Director
The Learning Coalition
4348 Waiālae Ave. Suite 322
Honolulu, HI 96816

Completed forms may also be scanned and emailed to Cheri Nakamura at CNakamura@TheLearningCoalition.org

Member individuals may participate in all coalition platforms and collaborative efforts. The community at large is welcome to attend any of the coalition meetings and share input. HE'E members will meet quarterly.

Governance

HE'E's Coalition Director provides administrative and logistical coordination to allow for the efficient and collaborative functioning of the coalition. HE'E's Planning Team is comprised of two members from the five top priorities of the coalition. They are responsible for overseeing their particularly priority, collaborating with organizations with shared interests to propel HE'E's mission forward. The Planning Team will also work closely with the Coalition Director to monitor and evaluate the implementation of HE'E's strategic plan.

Introduction of Action Items

Member organizations are responsible for presenting bills, initiatives or action items forward. Coalition action items, both program and policy related, will be submitted to both the Coalition Director and Policy Committee. Attached is a copy of a policy template to introduce policy related issues. Member organizations will submit this to the Coalition Director and Policy Committee who will ensure the information is complete. The Coalition Director will then send the item out to the membership for a vote. If a 75% modified consensus is reached, the item will be passed.

For information on membership, please contact Cheri Nakamura at CNakamura@TheLearningCoalition.org

Priorities and Strategies

Priority 1: Enhance Family Engagement in Schools

Strategy 1.1: Undertake a comprehensive review of family engagement in education in Hawai'i

Strategy 1.2: Develop initiatives to support and streamline family engagement in education in Hawai'i

Priority 2: Influence Public Policy that Affects Education

Strategy 2.1: Create an online mechanism for communication and information sharing

Strategy 2.2: Create a coalition platform that identifies policies and policy initiatives the coalition will support

Priority 3: Build Trust and Relationships within the Coalition

Strategy 3.1: Build dependability within the coalition by valuing your presence but trusting in your absence

Strategy 3.2 Create and sustain an effective organizational structure that supports interdependent relationships

Strategy 3.3 Build and support collaborations among coalition members

Priority 4: Promote Family Engagement as one of the key Components of School Leadership

Strategy 4.1: Develop school assessment models that measures parental engagement

Strategy 4.2: Create a program to identify, publicize and reward promising practices in the area of parental engagement

Priority 5: Create Family Empowerment by Collaborating to Meet the Basic Needs of every Child

Strategy 5.1: Conduct GIS (geographic information system) Mapping (modeled after the Alameda County Public Health Dept.) for HI, uniquely including an overlay of how the data affects academic achievement

Strategy 5.2: Collection and promotion of collaborative programs and approaches that work around meeting basic needs locally and/or nationally that result in academic achievement

Strategy 5.3: Sponsoring 2-3 forums per year that would be designed for presentation of local successful collaborations. Forums would also be designed with outcomes such as proposed collaborative programming etc.

HE‘E Coalition Participants

Academy 21
DOE Office of Curriculum, Instruction and Support
DOE Parent Community Networking Center
DOE School Community Council
DOE Windward District
Faith Action Community for Equity
Good Beginnings Alliance
Harold K.L. Castle Foundation
Hawai‘i County Nutrition and Physical Activity Coalition
Hawai‘i Education Matters
Hawai‘i P-20
Hawai‘i State Teachers Association
INPEACE
Joint Venture Education Forum
Kanu Hawai‘i
Leaders for the Next Generation
Lei Hipu‘u o Kalihi
Medical-Legal Partnership for Children in Hawai‘i
Na Kamalei
Our Public School
Parents and Children Together
Parents for Public Schools Hawai‘i
Punahou School PUEO Program
UH College of Education
UH Law School
Lyla Berg
Norman Sakamoto

HE'E Staff

Cheri Nakamura, Hui for Excellence in Education (HE'E) director
(808) 375-5066, cnakamura@TheLearningCoalition.org

Cheri Nakamura is the new director for the coalition Hui for Excellence in Education also known as HE'E. She was program manager for The Learning Coalition, where she mapped and evaluated Hawai'i's family engagement in education. She worked with education-focused community groups and non-profits, parent groups, and the Department of Education to improve parent and family engagement in schools.



Nakamura was vice president and marketing director at Prospect Asset Management, Inc., an investment advisory firm specializing in the investments of Japanese equities and real estate. She has also had a successful career in the performing arts, performing in musicals on Broadway, off-Broadway and internationally.

Nakamura has an MBA from the University of Hawai'i at Manoa and a BA in international economics from the University of California at Los Angeles. In both masters and undergraduate programs, Cheri studied Japanese management and Japanese language as an exchange student in Tokyo, Japan, at Keio Business School and International Christian University. She is fluent in Japanese.

Katharine M. Bryant, Hui for Excellence in Education (HE'E) communication coordinator
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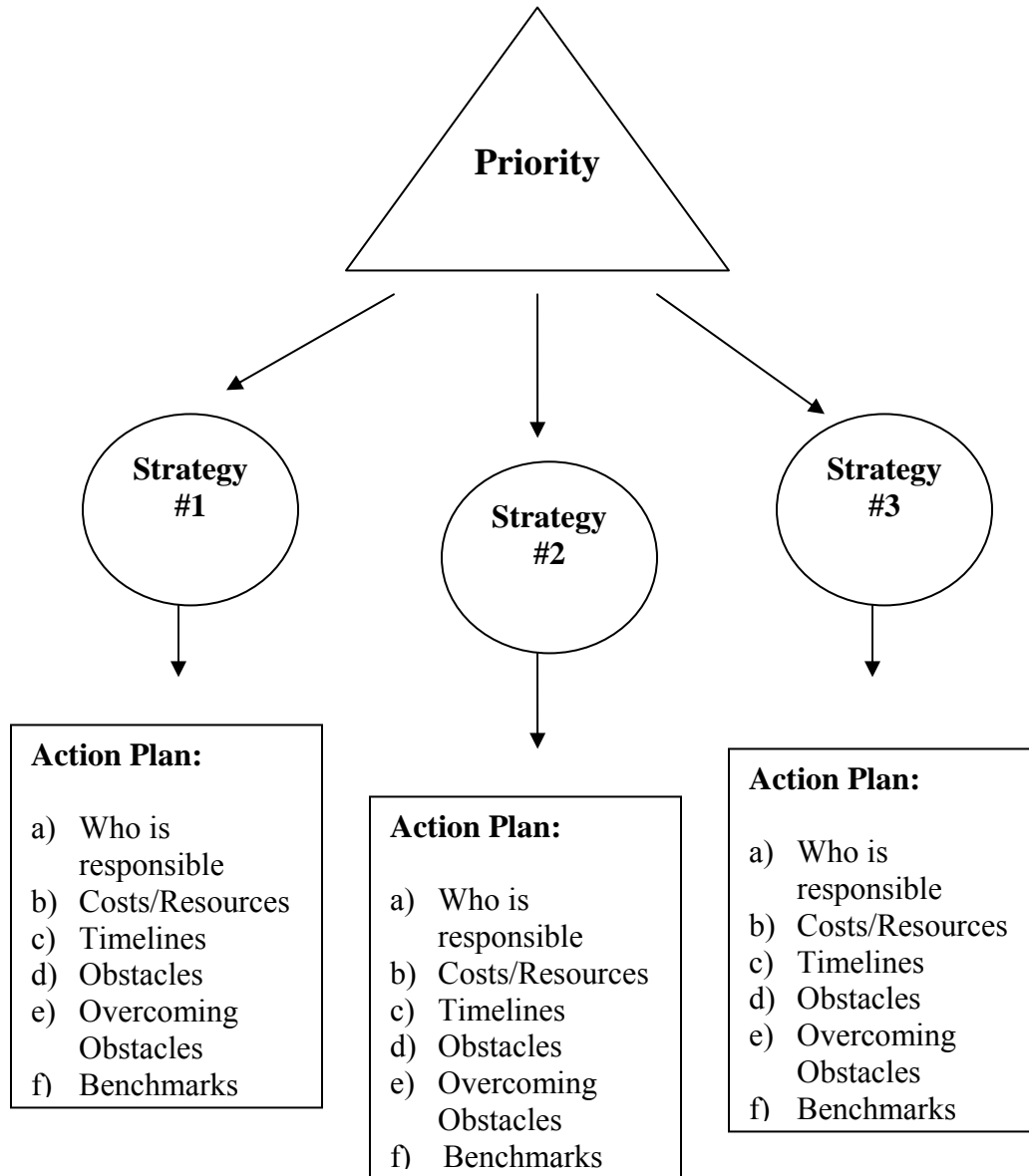
Kathy Bryant received her bachelor's degree in International Economics from Claremont McKenna College. She also attended the University of Hawaii pursuing a masters degree in urban and regional planning. Bryant has worked as a land use and urban planner. She has also worked as an environmental planner coordinating and drafting environmental documents for private, state and federal projects. Currently, she is active as a consultant in public policy issues analysis, facilitation services and dispute prevention and resolution services. She has been an active volunteer serving as Chair of the Kailua Neighborhood Board, President of the Aikahi Elementary PTSA, Coordinator for the Friends of Aikahi Playground project, Advisory Board

member Boys and Girls Club Windward Clubhouse, and a youth soccer coach.

Bryant served as the facilitator for the Department of Education Act 51 Education Reform Interagency Task Force. She was a consensus hire by the private sector co-chairs and the state department director of DAGS and the Superintendent of DOE. The Task Force was convened to consolidate all DOE related government work under the DOE and was comprised of the Department Directors of Budget & Finance, DAGS, DHS, DLHR, the labor unions, the Superintendent and staff, the Governor's Office and two private sector representatives who served as co-chairs. The expansive effort involved consolidating and reassigning staff and resources from several state departments to the DOE. The Task Force met for more than a year and was successful in meeting the legislative deadlines for the transfer.

Priority Format

In designing the priorities, strategies and action plans, the following framework was used. The mission statement was posted and each decision was vetted against HE'E's mission. The first tier priorities will be implemented in 1-3 years. The second tier priorities will be implemented in 3-5 years.



Tier 1 Priorities



Priority 1: Enhance Family Engagement in Schools

Guiding Principles:

The educational system in Hawaii can improve its effectiveness by increasing its engagement with parents and families. Students will achieve more when families, schools, and the community work together as partners toward student success.

Effective family engagement can take many different forms and have positive impact at all levels of the educational system.



Strategy 1: Undertake a comprehensive review of family engagement in education in Hawaii

- a. Review current research in the area of family engagement/parent involvement
- b. Review federal and state mandates for family engagement
- c. Review current effective family engagement practices at the national, state, complex and school levels
- d. Conduct focus groups and/or surveys with various stakeholders to determine what is and isn't working with current family engagement strategies and policies
- e. Conduct comprehensive review of effective family involvement efforts in Hawaii education, identifying resources and gaps in services



Strategy 1 Action Plan

a) Who is responsible?

- **Family Engagement Team & Coalition** Gather information on extant research involving family engagement in education related to student outcomes
- **Department of Education Representatives** Gather information on federal and state mandates for family engagement in education
- **Family Engagement Team & Coalition** Gather information on existing models and practices of effective family engagement in education
- **Family Engagement Team & Coalition** Identify and recruit parents, students, administrators and teachers to participate in focus group and other data gathering efforts
- **Family Engagement Team** Organize and complete comprehensive review of family engagement in education in Hawaii

b) Costs/Resources

- Potential costs
 - Hospitality costs associated with focus groups (e.g., refreshments, transportation, childcare)
 - Hiring of a consultant to convene focus groups, which may also be provided in-house if there are facilitators who are a part of the coalition
 - Costs associated with organizing and analyzing data collected, as well as providing a means of access to the data collected
- Possible resources
 - Coalition members with training, experience and/or access to research, best and promising practices, federal and state requirements, and other data relevant to family engagement in education in Hawaii
 - Coalition members with facilitation skills to conduct focus groups
 - Coalition members with contacts with stakeholders who may contribute to the data collection and focus groups

c) Timelines

- Complete review of federal and state mandates – October 1st, 2010?
- Complete literature review of research - January 1st, 2011?
- Complete initial investigation of current family engagement practices – March 31st, 2011?
- Complete comprehensive review of family engagement in Hawaii – June 1st, 2011?

d) Challenges

- Family Engagement Team and Coalition's limited time to complete the work
- Adequate response to requests for information from families, schools, and community in regard to current family engagement practices at the local level
- Potential cost of focus group facilitator

e) Overcoming Challenges

- Engage Coalition members and others with expertise to spread the workload among many in collecting information
- Coordinate with the Leadership Team to minimize costs of conducting focus groups and administering surveys

f) Benchmarks

- Completed comprehensive review of family engagement in Hawaii

g) Key questions to evaluate the success of this strategy

- Does the review accurately capture the quantity and quality of family engagement in Hawaii's schools?
- Does a comprehensive review influence future efforts of the Family Engagement Team and the Coalition?
- Does a comprehensive review influence future practices in family engagement in Hawaii's education system?



Strategy 2: Develop initiatives to support and streamline family engagement in education in Hawaii

- a. Identify, in collaboration with affected stakeholders, opportunities for partnerships in supporting parent engagement (e.g., training, technical support, resource sharing, advocacy, support building), based on the completed comprehensive review
- b. Develop project models and action plans to implement partnership initiatives
- c. Implement partnership initiatives
- d. Provide opportunities for additional support for Coalition initiated projects, both in contributing to ongoing efforts and in developing new projects



Strategy 2 Action Plan

a) Who is responsible?

- **Family Engagement Team & Coalition** Solicit ideas from the Coalition to support family engagement efforts, based on identified gaps in services and resources available
- **Family Engagement Team & interested Coalition partners** Consult with stakeholders to develop Coalition projects and initiatives
- **Family Engagement Team & Coalition partners** Coordinate implementation of Coalition initiated parent engagement projects
- **Family Engagement Team** Develop parameters to assess the effectiveness of Coalition initiated projects
- **Family Engagement Team & Coalition partners** Provide timely, ongoing information to the larger Coalition on project progress and effectiveness to perpetuate the process

b) Costs/Resources

- Costs and required resources will depend on the specific initiatives developed and implemented by the Coalition and its partner members

c) Timelines

- Timelines will be dependent on specific initiatives developed and implemented, but the process can begin immediately

d) Challenges

- Creation of clear decision-making processes and policies, and determining what the Coalition's role will be in implementing projects
- Commitment of time and other resources of Coalition members to develop projects that will be able to be implemented
- Buy-in and readiness of stakeholders to implement proposed initiatives
- Development and/or gathering of resources required to carry out projects

e) Overcoming Challenges

- Create clear governance and decision-making processes and ensure that all involved had a common understanding of those processes
- Recruit Coalition members and others as partners in taking responsibility for developing and implementing Coalition initiatives
- Conduct outreach to stakeholders and include them from the outset in developing and implementing Coalition initiatives
- Appeal to the larger Coalition to provide for needed resources, including outreach to the community in general

f) Benchmarks

- Coalition is active in developing parent engagement initiatives
- Coalition members are collaborating on projects to support parent engagement
- Projects can show evidence of effectiveness in contributing to student outcomes

g) Key questions to evaluate the success of this strategy

- Is the Coalition actively supporting the development and implementation of initiatives that have a positive impact on parent engagement toward student outcomes?
- Are stakeholders collaborating more as a result of participating in Coalition initiatives?
- Is the Coalition the appropriate venue for creating, developing and implementing initiatives that positively affect parent engagement toward student outcomes?



Priority 2: Influence public policy that affects education

Note: The following strategies will be implemented in stages starting with a short term plan of “quick and dirty” processes to allow the “policy influencing” process to start in time to take advantage of the election cycle.



Strategy 1: Create an online mechanism to:

- a) allow for secure communication between Coalition members with defined communication policies through e-mail and website
- b) to house information on the Coalition for the public
- c) to share information about and track policy initiatives of both Coalition members and external policies
- d) To serve as a forum for the discussion and evaluation among Coalition members of policies affecting education with clear support protocols in place



Action Plan 1

a) Who is responsible?

- Work with Trust Building Team and Secretariat to build mechanism and develop procedures/protocols
- Work with Secretariat in building a database of organizations
- Our committee will identify and track external policy initiatives
- Our committee will identify critical stakeholders for individual policy initiatives
- With critical stakeholders, our committee will research and present policy positions for policies under consideration

b) Costs/Resources

Short Term:

- Use internet based e-mail systems at no cost (committee will provide expertise and time)
- Use support trees to get word out regarding policy initiatives at no cost (committee will provide expertise and time)

Long Term:

Establish a permanent- integrated push mail delivery system

Create a website to be used as the principle mechanism for communication and decision-making. Functional components of the website will be based on the policies, decision guidelines, and operational protocols developed by the governance group. Consider the use of software tools such as Policy Ninja- One time cost for the development of the website, and for the computer/software/internet link setup. There will be ongoing costs for hosting of the website. Actual costs will be determined by how the website is to be used and how it will function. The effort and operations will be coordinated by paid staff members.

c) **Timelines**

Short term- By September 15th, 2010?

Long Term- by January 1st, 2011?

d) **Obstacles**

Website development and support costs, which may be high depending on the desired functions

e) **Overcoming Obstacles**

Work with the Trust Building Committee to formulate policies and guidelines

The website can be used to coordinate information dissemination and for decision making by constructing these capabilities into the website design

Some website development and operational costs may be defrayed by pro bono contributions, from Coalition members who will be asked to provide operation resources and by grants

f) **Benchmarks**

Track the number of hits the website is getting

Survey Coalition members a few months out whether or not the Coalition is putting forward policies the Coalition can get behind.



Strategy 2: Create a coalition platform that identifies policies and policy initiatives that the Coalition will support and serve as its endorsement body



Action Plan 2

a) Who is responsible for what?

- Work with all committees to collect and organize data
- Work with all committees in identifying policies that the Coalition would like to influence in time for the election cycle
- In short term, work with executive council to identify interested organizations and convene strategy meetings for formulation of a position and action plan
- For long term, use established policies, decision support mechanisms and protocols to identify and track policy issues the Coalition would like to influence

b) Costs/Resources

Time; ideally policies the coalition will support will be determined at either the governance meeting or the launch meeting

c) Timelines

By September 15, 2010

d) Obstacles

- Timely gathering of policy initiatives, support and background information and decisions in time to influence policies particularly in short turnaround situations
- Having clear governance and decision-making policies
- Reaching decisions that most feel comfortable supporting

e) Overcoming Obstacles

- Secure time to gather information on policy initiatives and decide on which policies the coalition will support
- Having a clear decision-making policy in place

f) Benchmarks

- Coalition is behind the platform
- Candidates are responding to the platform
- Coalition receive media attention based on its platform

- Website is receiving many hits



Priority 3: Build Trust and Relationships Within the Coalition

Guiding Principal: For us to be successful and for the coalition to sustain for years to come, it will be necessary for us to spend the time and resources building the necessary trust among each other. As new members join, it will be essential that we spend the time and resources to earn their trust as well.



Strategy 1: Build a Communications mechanism to:

- a) ensure information is shared with all members
- b) Utilize email as a communications tool for information sharing and meeting notifications.
- c) Create a contact list
- d) Identify a note taker in each sub-group. Minutes could be sent to all members.



Action Plan 1

- a) **Who is responsible?**

- The Leadership Team (One person per group).

- b) **Costs/Resources**

- There are no financial costs.
- Personal time and commitment from all

- c) **Timelines**

- Short term- By September 15th, 2010?
- Long Term- by January 1st, 2011?

- d) **Obstacles**

e) **Overcoming Obstacles**

f) **Benchmarks**



Strategy 2: Build dependability by valuing your presence but trusting others in your absence.

- Build collective support, build trust in other members
- Develop reasonable expectations for the organization, membership, and groups
- Determine a method to delegate authority so that decisions can continue to encompass the whole group even without participation.



Action Plan 2

a) Who is responsible for what?

- Each individual

b) Costs/Resources

- There are no financial costs.
- Personal time and commitment from all

c) Timelines

- Ongoing

d) Obstacles

e) Overcoming Obstacles

- Try and be on time.
- If you can't attend, let your team members & Kerry know ahead of time.
- Active participation.

f) Benchmarks

- Members will be in attendance and participate.

Strategy 3: Sustain an Effective Organization Structure by Building Interdependent Relations.

- Determine Governance within sub-groups
- Have a member volunteer to be group leader.
- Minimum year commitment
- Group consensus, group supports leader.
- Develop decision making procedures.
- Identify strategy benchmarks and timelines
- Emphasize that the coalition is a group of organizations and determine how membership is established.

Action Plan 3

a) Who is responsible for what?

- Everyone is responsible for building relationships

b) Costs/Resources

- Personal commitment of time and knowledge.
- Sharing of your own personal resources.

c) Timelines

- Short term- By September 15th, 2010?
- Long Term- by January 1st, 2011?

d) Obstacles

- Closed minded people.

e) Overcoming Obstacles

- Educate them on the 4 step process of PCNC.

f) Benchmarks



Priority 4: Promote Family Engagement as one of the key Components of School Leadership

Guiding Concepts:

Leadership in the area of parental engagement is not situated in particular institutional roles, but rather is a characteristic of individuals at all levels of the system.

The educational system in Hawaii can improve its effectiveness at identifying and rewarding parental engagement leadership, or in scaling up successful models for promoting parental engagement.



Strategy 1: Develop School Assessment Models That Measure Parental Engagement

Purpose:

We tend to focus on what we measure. Yet, despite the current emphasis on the assessment of students and schools, there is little assessment of the effectiveness of efforts to engage parents and caregivers in their school community. Public perception of schools is often based on anecdotal reports, test scores, and the ratings of Honolulu Magazine, none of which is a good measure of school culture or parental engagement. Based on these measures, perception often lags behind the reality at the school by several years.

The intended outcome of this action plan would be to develop a survey for accurately assessing the effectiveness of schools at welcoming and encouraging family engagement. The plan would also call for promoting the family engagement assessment model among educators and the public. Broad adoption of a family engagement assessment model would benefit school leadership in this area by (1) identifying promising practices, (2) allowing for meaningful comparison of different approaches to family engagement, and (3) increasing public attention to and understanding of the issue of family engagement



Action Plan 1

a) **Who is responsible?**

- **Leadership Team, Family Engagement Team & Coalition** Gather information on existing models for assessing family engagement
- **Leadership Team & Coalition** Identify parents, students, teachers and administrators who can review and refine the assessment model to best suit structure, characteristics and challenges of Hawaii's public schools
- **Contractor** If necessary, contract with an independent research firm to conduct focus groups to further refine the assessment model.
- **Leadership Team & Coalition** Identify population for sample run of assessment model.
- **Leadership Team** Make final revisions to assessment model.
- **Leadership Team & Coalition** Coordinate with partners like DOE, BOE, Honolulu Magazine, Charter School Network, PTAs, etc to determine best way to distribute survey to widest possible audience
- **Leadership Team** Coordinate with partners, especially Honolulu Magazine, to broadly publicize outcome of survey.

b) **Costs/Resources**

- Most of the contemplated steps incur only minimal costs. The exception would be the use of a consultant to convene focus groups. This step would be necessary only if it appears that (1) assessments of family engagement that are currently available are not adequate, and (2) these assessments cannot be revised and refined without the assistance of a consultant.

c) **Timelines**

- Develop Survey: October 15th, 2010
- Administer Survey To Sample Of Parents: December 1st, 2010
- Administer Survey Broadly To Parents: March 1st, 2011

d) **Challenges**

1. Potential cost of developing survey
2. Having a sufficient number of surveys completed and returned in order to capture an accurate picture of practices at individual schools

e) **Overcoming Challenges**

1. Survey development costs will be significantly reduced if a suitable model can be identified that already exists. If focus groups are necessary, then coordinating with the Family Engagement Team may minimize costs.
2. Develop strategies that will increase participation in the survey process.

f) **Key questions to evaluate the success of this initiative**

1. Does the survey accurately capture the quantity and quality of family engagement in Hawaii's public schools?
2. Do enough families participate in the survey to generate accurate data and to allow for comparisons across schools?
3. Does development of an objective family engagement assessment influence public perception and debate about our public schools?

Strategy 2: Create a program to identify, publicize and reward promising practices in the area of parental engagement

Purpose:

Too often the doors of our classrooms remain shut and accomplishments in our school communities never echo beyond their walls. Public perception of schools is shaped by the mainstream media, which tends to highlight the negative. This applies to parental engagement, as well as other aspects of the educational system.

The intended outcome of this action plan would be to develop a system to highlight positive activities in the area of family engagement so that (1) school leaders benefit from learning about the promising and innovative practices of others and (2) parents and communities have a blueprint for an effective approach to family engagement. Individual practitioners who are making a difference would be recognized as Family Engagement Stars. Ideally, recognition would be in the form of a stipend to support either (1) professional development in the area of Family Engagement, or (2) an in-service at another school or mentoring with another teacher with the goal of sharing promising practices. An annual event would be held to honor the Family Engagement Stars from the previous year.

Action Plan 2

a) Who is responsible for what?

- **Leadership Team, Policy Team & Coalition** Determine whether any of the other teams in the coalition intend to develop a website, newsletter or other publicly available media that could house a feature highlighting successful strategies and initiatives in family engagement
- **Leadership Team & Coalition** Work with principals, coalition partners and parent groups to develop a process for recommending promising practices for recognition.
- **Leadership Team** Design a (monthly?) Family Engagement Star feature for the website/newsletter.
- **Coalition** Determine what types of recognition/reward/stipend could be offered to Family Engagement Stars
- **Leadership Team** Organize annual Family Engagement Star event highlighting the accomplishments and promising practices in the area of family engagement.

b) Costs/Resources

- Assuming that the coalition develops a website or newsletter for other purposes, the cost of developing and Family Engagement Star feature will be minimal, but will require a regular expenditure of time. Costs for a stipend program and/or an annual conference/celebration could be considerable.

c) Timelines

- Determine whether a newsletter or website is being created September 1st, 2010
- Develop a template for the Family Engagement Star feature to be included on the website or in the newsletter. October 1st, 2010
- Explain referral process to DOE personnel and parents groups Oct 1st, 2010
- Begin identifying and rewarding Family Engagement Stars February 1st, 2011
- Convene first Family Engagement Star Conference/Celebration September 1, 2011

d) Challenges

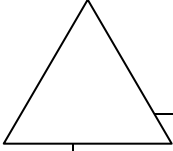
1. Cost of stipend program
2. Cost of conference/celebration
3. Soliciting referrals

e) Overcoming Challenges

1. Look for public and private sources of money to defray cost
2. Look for public and private sources of money to defray cost
3. Emphasize the positive benefits for the individuals and the schools that are recognized as part of the program.

f) Key questions to evaluate the success of this initiative

1. Are DOE personnel and parents making referrals as part of the program?
2. Are the stipends for teachers allowing for the sharing of promising practices within the DOE?
3. Are the Family Engagement Star stipend program and annual conference influencing public perception and debate about our public schools?

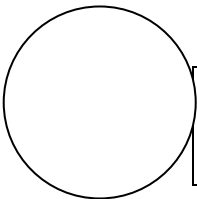


Priority 5: Create Family Empowerment by Collaborating to Meet the Basic Needs of every Child

Guiding Principles:

It has been nationally demonstrated that if basic needs of children such as safety, health, food and housing are met, children will achieve better academically. It is important and necessary to focus on changes within the formal realm of education that will boost student achievement; it is as necessary if not more fundamentally critical to ensure we are collaborating to meet the basic needs of children to enhance their readiness to learn.

We are proposing three strategies to be implemented over a 1-3 year time frame that will lay the necessary foundation for future work in meeting basic needs for school readiness. First, the priority team will collect necessary information for effective programming and secondly, the forums will provide opportunities for stepping outside of agency and interest area silos to explore collaborative opportunities and align ourselves with Federal Priorities.



Strategy 1: Conduct GIS (geographic information system) Mapping (modeled after the Alameda County Public Health Dept.) for HI, uniquely including an overlay of how the data affects academic achievement

For example, mapping would include compiling data from the sample list, not meant to be exhaustive. Perhaps compiling complex by complex was suggested.

Access to Technology
Nutrition
Housing
Health care
Child care
Financial supports
Transportation
Safety

Skills
Communication
Technology
Food
Housing
Health care
Child Care
Financial Supports

Graduation rates
Transportation
Safety
Skills
Communication
Employment
Jobs

Adult education
ESL
accessibility to information
Education
Community connectedness
Access to services
Parenting skills and development

Additional data areas include:

HHI Health Indicators
Ethnicity Press Census
CHD0diabetes
Morbidity
Mortality
Poverty/SES (socioeconomic status)
DOE Graduation data
School readiness data
Pregnancy ratio (YRBSS)
Smoking
Density/Rental/Ownership
Public Housing
Section 8 Sidewalks

Parks, Bike Paths
F/S Supermarkets, FFV Farmer's markets
google maps
Incarceration rates
Census- LEP (limited English proficiency)
Fast Food- google maps
Outlets
Corner stores/liquor/candy stores
Hospitals
Schools Community Services
HS Offices
Unemployment rate department of labor
Accident high Frequency Transportation

	Strategy 1 Action Plan
--	-------------------------------

a) Who is responsible?

Short term- Priority 5 Team and a dream team of graduate students from law, policy, public health, planning

Brainstorm among HE'E organizations to develop items and formulate hypothesis

Long Term- Advocate for a person hired by state government to take lead and be responsible for developing social determinant maps to analyze how SES (socioeconomic status) affects health and education outcomes

d) Costs/Resources

- a. Time of Priority Team members
- b. Time finding and working with grad students
- c. Paid position (If a state agency would take this on, the project could be absorbed into an existing office w/similar goals by reallocating funds rather than requiring new funds. Also, UH students could be engaged to update the data and draw policy conclusions from the results.)

e) Timelines

Short term

- Have Graduate Student Dream Team in place by Fall 2011
- Tony Iton- set up a collaborative summer forum in in 2011 2nd quarter funding

d) Challenges

- Basic Needs Team and Coalition's limited time to complete the work
- Adequate response to requests for information from families, schools, and community Potential cost of focus group facilitators

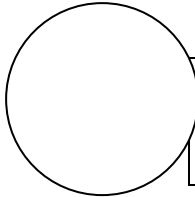
e) Overcoming Challenges

- Building our Priority Team given the scope, bringing in organizations in early childhood who are already on the ground working, with data
- HHI- disperse unrestricted staff to liaison with all other agencies; need a cabinet level priority

f) Benchmarks

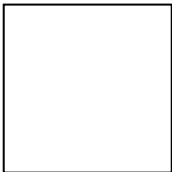
- graduate dream team established

- participation from HE'E orgs
- fully funded and operational in DOH No new money 2012-2014/ reorganize workforce



Strategy 2: Collection and promotion of collaborative programs/approaches that work around meeting basic needs locally and/or nationally that result in academic achievement

Programs such Zones of Innovation
 Local early childhood efforts such as Inpeace, Na Kamalei, Keiki o ka Aina, Early Learning Council, GBA etc.



Strategy 2 Action Plan

a) Who is responsible?

Basic Needs Team

b) Costs/Resources

- Time and human resources intensive up front
- Specific facilitation skills are needed

c) Timelines

- 1-3 years
- First round of approaches shared by Fall 2011

d) Challenges

- Development and/or gathering of resources required to carry out projects
- Changing the mindset of how to problem solve around the issue of meeting basic needs
- Issues of trusting in the process
- Power sharing
- Scaling up can be challenging- need a plan

e) Overcoming Challenges

- Patience
- “eye on the prize”
- Persistence in building relationships
- Should be integrated in many of our existing jobs
- Ensure leadership support
- Continuous communication within HE’E group

f) Benchmarks

- Have an established plan of collection/implementation
- Meet first benchmark of fall 2011
- Robust participation from HE’E orgs with stories and programs to share

Strategy 3: Sponsoring 2-3 forums per year that would be designed for presentation of local successful collaborations. Forums would also be designed with outcomes such as proposed collaborative programming etc.

Venues already exist for such forums

Action Plan

a) Who is Responsible?

Basic Needs Team with help from HE’E Director, HE’E orgs and support team

b) Cost/Resources

- venue
- refreshments
- time organizing
- thank yous to panelists

c) Timeline

2 for 2011 (in April or summer and one in October)

Initial ideas: Partner with FACE perhaps. Health Equity forum maybe?

d) Challenges

- Priority Team time
- collaboration of orgs to make it a priority (particularly for communities that aren’t as organized and/or in need)
- coordination cost, buy-in for participation for DOE

e) Overcoming Challenges

- setting meeting times in advance (monthly meetings); following Planning Team meetings to keep on same day
- have a series of meetings early on to establish 2011 plan, then wean meeting times
- support from HE'E director
- leverage Doe coalition members
- Direct phone calls and appeals
- Small grant to support forums (combine grant with HE'E's large group forums)

f) Benchmarks

- attendance
- responses and feedback
- feasibility of implementation
- new faces-building membership

Tier 2 Priorities

Strategies and action plans will be developed in 2013.

Priority 6: Build trusting relationships between schools, families, and community

Priority 7: Identify needs and align with stakeholder resources

Priority 8: Remove obstacles to good teaching

Priority 9: Shift perception of public education by showing evidence of success

Our Platform

Collaboration among policymakers, unions, community organizations, individuals and the Department of Education is essential to the success of every student. The following 3-5 year platform identifies policy and action priorities intended to promote student success through community engagement.

To support greater teacher, family and student engagement in our schools, we promote:

- A common, research-based understanding of family engagement;
- Greater DOE accountability for family engagement through multiple measures;
- The enhancement, implementation and ongoing evaluation of Family Engagement Policies by the Board of Education;
- The enhancement, implementation and ongoing evaluation of Family Engagement Guidelines by the Department of Education;
- The prioritization of family engagement as a component of school leadership training and teacher preparation.

To strengthen relationships between teachers, staff, students, families and communities by building trust and removing obstacles, we promote:

- Policies, programs and activities that reduce teacher/staff turnover through comprehensive teacher recruitment, induction, mentoring and professional development;
- Enhancement of existing certification and development of alternate pathways for aspiring teachers within and outside of the education field;
- The enhancement of existing principal leadership training and the development of alternative pathways to school leadership;
- The implementation of culturally appropriate, place-based pedagogy supported by comprehensive teacher professional development and assessment;
- The development, use and dissemination of progressive student assessment such as longitudinal data systems and growth model metrics to evaluate student achievement.

To more efficiently deliver social services to increase student and family readiness for success, we promote:

- Better coordination of community services at the school and Complex levels;
- Greater transparency and improved access to services through information sharing;
- Strengthening of School-level Community Councils (SCCs);

- Establishment of Complex Community Councils (CCCs).

Hui for Excellence in Education, or “HE’E,” is a statewide coalition of diverse stakeholders committed to working collaboratively to identify opportunities to improve public education in Hawai‘i. HE’E seeks to be the focal point for community and parent engagement while serving as a public resource for educational policy.

HE’E was formed in May 2010 by parents and community members who stood up and said “no” to school furloughs and “yes” to re-establishing education as a public priority.

In support of Hawai‘i’s successful Race to the Top application, HE’E will seek to coordinate parent and community engagement to further the Department of Education’s new strategic plan. HE’E’s priority areas for 2011-2016 include:

- Enhancing family engagement in schools
- Influencing public policy that affects education
- Building trust and relationships within the Coalition
- Promoting family engagement as one of the key components of school leadership
- Creating family empowerment by collaborating to meet the basic needs of every child
- Building trusting relationships between schools, families and community
- Identifying needs and aligning with stakeholder resources
- Removing obstacles to good teaching
- Shifting perception of public education by showing evidence of success



Hawai‘i’s application for the Race to the Top cited the metaphor of a canoe with paddlers working together toward education reform. The motto, “He Moku, He Wa’a, He Moku,” or “an island, a canoe; a canoe, an island” was used to suggest that educational transformation can only be accomplished collaboratively. HE’E stands ready to support and represent parents and the greater community as paddlers in our canoe.

We invite you to join in our collaborative effort for public education transformation. For more information, please contact Cheri Nakamura, Director, at 808-375-5066 or visit www.HEEcoalition.org. HE’E is funded by The Learning Coalition.



Hui for Excellence in Education (HE'E) Coalition

Mission Statement

The HE'E Coalition promotes a child-centered and strength-based educational system in which families, communities and schools are valued and empowered to help every student succeed. HE'E brings diverse stakeholders together to harness collective energy, share resources and identify opportunities for progressive action in education

On behalf of _____ we would like to express our support for the Hui for Excellence in Education (HE'E) Coalition. We have designated _____ or his or her authorized delegate to represent our organization. We understand that this endorsement does not provide absolute support for every action item, nor does it provide representative authority to vote on every action item. This endorsement will give our representative full support for participation within the Coalition.

Name _____

Title _____

Signature _____

Date _____

HE'E Policy Action Sheet

	To	Action	Signature, Date		To	Action	Signature, Date
				6			
				7			
3				8			
4							
5							
Name of Requester			Organization	Phone			Suspense Date
Subject							SSS Date

Summary

1. PURPOSE:
2. BACKGROUND:
3. DISCUSSION:
4. RECOMMENDATION:

SIGNED

Tabs

Tabs

*The University of Hawai'i's Leaders for the Next Generation and The Learning Coalition
present:*

***A Public Education Forum: A New Vision for Parental
Involvement in Education
Report***

05/14/2010
2:00 p.m.-4:00 p.m.

Table of Contents

I. Meeting
Goals.....pg. 2

II. Welcome and Overview of the Agenda..... pg. 2

III. Panel Presentation
Local success stories/models of ‘ohana involvement.....pg. 3

IV. Dr. Ku’ulei Serna’s Presentation.....pg. 10

V. Bringing It Home..... pg. 12

VI. Closing.....pg. 16

I. Meeting Goals

1. To glean ideas from select principals about successful ‘ohana-school collaborations
2. To identify other partners + community assets
3. To determine commitment in forming an education coalition

II. Welcome & Overview of Agenda

Debbie Berger (The Learning Coalition)

Welcome everyone. I'm Debbie Berger, founder of The Learning Coalition, and along with Dr. Clif Tanabe of the UH College of Education's Leaders for the Next Generation, I would like to welcome you to our 'Ohana Engagement Forum.

I have had the privilege to work with and learn from many of you here today. And I am happy to see many here I haven't yet met. Those that know me know how scared I am to stand at the front of this room, but I stand here with a firm belief in the importance of what you do to help Hawaii's students.

During the last 6 months, because of the Furlough Friday crisis, the spotlight has shone on our public schools and our community has truly been moved. This is evident in the constant daily media coverage of education in Hawaii. The public has demanded that our elected leaders prioritize education.

The Legislature, too, has been moved to prioritize education. This is evidenced by the impressive docket of education bills passed this session. Sitting on the Governor's desk are bills that range from mandating minimum instructional hours to one that would amend our state's constitution in order to allow for an appointed instead of elected Board of Education.

At the national level, the federal government has also prioritized education. As the economic crisis took hold, the US Department of Education recognized the vulnerable position of public school systems and sent stimulus money to help keep things afloat. This economic downturn has also motivated the key stakeholders in our state to push for nothing short of transformational change in our public schools in the form of a new strategic plan and an application to win the Race To The Top.

However, even change that may seem transformational will not succeed without the engagement of every student's support network. Research has shown that 'ohana involvement improves student outcomes.

You have been invited here today as stakeholders in improving 'ohana engagement. We would like to discuss how together, we might help families to prioritize education within their full and busy lives.

We will first hear from three respected principals about their 'ohana participation practices. Then, a fourth model for engagement practiced on a national scale. We hope this will start a conversation that will help us all determine how we can help each other, discover who is missing from the conversation, and determine if there is genuine interest in continuing the discussion going forward through collaborative efforts.

Before we begin, I would like to introduce Kerrie Urosevich who is on the faculty at the UH Matsunaga Institute for Peace. She is a specialist in facilitation and community collaboration, having worked closely with local leaders in building partnerships around education, public health and safety and environmental protection over the last nine years. She will be helping us record the conversation today and will send out this initial

document to everyone in attendance. If we decide to move forward as a group in a more deliberative way, Kerrie will be assisting us in solidifying our partnerships through a handful of planning sessions. Feel free to introduce yourselves if you have an opportunity.

Thank you for your patience. Now, for the important stuff, I would like to introduce Dr. Ku'ulei Serna of the University's Leaders for the Next Generation.

III. Panel Presentation- Local success stories/models of 'ohana involvement

Moderated by Dr. Ku'ulei Serna

- A) Principal Al Parker- Ka Waihona Public Charter Elementary School, Wai'anae
- B) Principal Suzanne Mulcahy- Kailua Intermediate School, Kailua
- C) Principal Darrel Galera- Moanalua High School, Pearl City

A) Message from Principal Al Parker:

Our school is K-8 and started in a chicken coup with 55 students, moved to coronet store with 126 students and now we are at our new school site with 530 students. We are in our 9th year of operation, with 60 faculty and 36 ed assistants, providing stability in the classroom. We have a variety of enrichment programs such as physical education, art, music, media, and technology. We receive a lot of assistance from Kamehameha Schools, some from Office of Hawaiian Affairs and we work from there to ensure that achievement is still happening with the professionals around us.

One of our most popular 'ohana engagement programs is our 'Ohana Reading Night, which happens four times a year and it startles me with how many attend. We get full families, aunties, uncles, cousins, grandparents, everyone. We have an average crowd of 300-400 people. Our other significant program is Halloween night where an estimated 1000 people attend. We have 12 stations for trick or treat set up to provide a safe environment. Given the crime rates in Waianae, safety is why we have so much support.

Ka Waihona is a Charter School, which means it's our school of choice and that is our greatest strength. Parents are involved in how the school/programming is designed, which encourages high involvement.

At the beginning of each year, we have a mandatory parental meeting, where we share about the year. We explain that the bus service is a privilege, and we expect the behavior on the bus assimilates to school behavior. We hand out our handbook and discuss some of its details. We feel that anytime a person makes a conscious decision to send their children to a specific school, it's essential and they will usually contribute through parental involvement.

Q & A with Al:

Q- I'd like to know more about the 'ohana reading.

A- It's a matter of providing an evening for everyone to come together and read as a family. We have people from the community like people from fire department, Duke Ainoa, and other leaders reading to the children. We also provide collaborative activities with families to engage with their children.

Q Are there expectations for parental involvement written in your implementation plan?

A- Ideally the model for charters is parental involvement. I don't push parental involvement. This is my personal perspective. From 7 a.m. until the end of school, you can count on us. And then we will count on you during the remaining hours. We strive to provide the best local environment with air conditioning throughout, bus service, immaculate facility (little rubbish), our faculty is predominately Hawaiian, with about 90% local. We do not have turnover in faculty, if so, people are moving away (off island).

It can be a very volatile situation in Waianae. Safety is first and foremost, parents can become inappropriate on the campus and become a problem, and consequently my security staff is ex police plus large staff for safety. This is why we don't mandate involvement. We've actually resisted help within the classroom to avoid conflicts.

B) Message from Principal Suzanne Mulcahy:

We feed two complexes; Kailua and Kalaheo and then we feed back out into two complexes, which make our position a little challenging. The school used to be a high school but is now an intermediate school. We've been blessed with volunteers who have come back after graduating many years prior.

We have 30% military population from Kaneohe Marine Corp Base, so I feel we have a microcosm of the world. My own children were there and they took away the ability to move within many different cultures and feel comfortable. The most important thing for us is to find what is unique about each other and celebrate that uniqueness. Several years ago, it was pretty volatile- particularly within the adult community; we've done a lot of work since then. For example:

JVEF (Joint Venture Education Forum) support has helped with a transition center to help military families when they enter our school. We have many other resources as well. We're in the middle of this conversation about parent involvement. I have a parent orientation with 380 parents at the beginning of each year and I say, "if you are thinking about going back to work, you need to stay home." I highlight the assistance the kids' need in middle school and they need to be present. I use my kids' pictures as a reminder of what it was like for us to parent middle school students.

We have a little but mighty PTSA, never been big but have accomplished great things. What we are learning to do is listen to each other and I think the biggest problem is that we don't share the same definition about parental involvement. People say, "I am

involved, I send my kids in uniform to school, I read the e-bulletin, I check their planner, I attend the band performance etc.” They are involved, but there is a perception that they are not. We need to come to a common definition and expand the closed picture of what parental involvement is- we need to listen deeply which means we are willing to take a risk that we may not want to hear about our school, our personnel, about me or what we are doing. As long as this is done with grace and mercy, constructive criticism to link arms to get better.

When Act 51 was passed and we had a community council, it was powerful as we faced budget cuts because each person had a very different perspective that we never would have considered if we had just had the school folks talk about it. We were assisted in making the tough decisions. Learning is risky business. We would have never gotten there without the council.

Adult learners are different. As principals we sometimes approach our parents like students. They like to identify what they want to learn, how to participate, so we conduct surveys, PTSA meetings etc. We have an open door policy, if you can wait 20 minutes, I can be available. We host an open house in the spring time, we have a back to school night because we want families to know who we are. We also have showcases; we show off technology and assets for an old school, video studio, smart boards, etc. I stopped counting at 102 attendees and it was awesome to watch the kids watching their parents engage in the Q and A sessions.

We try and include parents as much as possible. For example whenever we have make a difference day and we do beach clean up, plant and weed or field trips, parents are always invited. We like to use parents in the media center and lunch presentations where students listen to different people in the community who do different careers.

We try and find a place for each parent.....and we found that it’s kind of like a potluck- if everyone knows they are to be depended on, they will show up and participate. I have never had a parent leave saying, “Wow, this is as horrible as I expected it to be”. Rather, I am so glad my child attends and we will be back.”

Q & A with Suzanne:

Q- You were mentioning the adult learning model. I’m wondering where you would see that going? What resources would you like to put out there to create super parents, in terms of helping kids and engaging around school issues.

First, the last week of school before we lose the 8th grade parents, we give them a survey asking “What would they like to be involved in, what do they feel is lacking, what do you want to see? Our planning begins there. We try to always have a positive attitude- if only nine parents show up to volunteer, we use those nine well. If I can impact 9, they impact 9 and we can do great things. No matter who shows up, we go on. When things happen in the community and the state such as an increase in drug use or increase in fights at park, then we gather in a forum, we bring someone in to do some teaching for

parents. If you want to develop a super parent, that is neat. Gone are the days that we decide what we will do- it's determined by what parents feel is necessary.

Q- What do you see as the role of the school community council. Has it made an impact? Charter school would have a board.

A- It has allowed us to have various perspectives at the table; for me personally, we have had a positive SCC (school community council), and I've depended greatly on them to run ideas by, brainstorm, I can talk openly, generate other ideas etc. They have learned about the school so previous negative judgments are altered. They truly take their roles seriously; hosting events together. Helps with getting more people involved; each has own expertise which helps our budget.

Q- I ditto what rep Berg says about your leadership and clearly demonstrate an active role in building community. The reality that we see in our schools is that some administrators are open about parent and community involvement and recognizing contributions that could be included, especially with budget. I think often times parents are asked to volunteer for menial jobs; rather than you have technical skills we need; parents want to get involved to a different level of contribution to schools. How do we duplicate what you are all doing with your colleagues who are not doing it? There are several of your colleagues who are not doing this. Let's work together- let's share the power because often times parents are sort of barred.

A- Parents can be scary- because we are sending our most prized precious things ever off to school and we have so many hopes and dreams for them and we aren't always sure that people on the other end share the same aspirations for our children. Also, the tremendous liability we have as teachers, administrators etc. safety...it's scary. More often than not, I think many of my colleagues who have expressed to me the fear of the parents- all the interaction they have are negative with lots of complaining. They build up this fear factor. It's important for leaders to come together to talk- the school leaders network, we can talk about what is happening, brainstorm, dream, learn from each other in confidence. Communities in practice are powerful for teachers and colleagues. I'd like to see more media coverage about those parents who have figured out how to be involved in schools and those schools who have figured out how to embrace parents, let's see some media about what GOOD is happening. Can we have some parents get together for coffee about the meaningful things happening? It's time for us to come together in a grassroots way; like what we are doing with principals during mentoring. When I'm afraid, I want to hold hands, so maybe we should hold hands to move forward together.

C) Message from Principal Darrel Galera:

Good afternoon and thank you for the privilege and honor of speaking with you.

If you tried to ask any high school principal if he or she has a lot on his/her mind during the week before graduation...they may not even take the time to stop to listen to your question. However, when I saw the title of this event- "a new vision for parent

involvement”- it really made me stop what I was doing and take notice. As a school leader, any call for a “new vision” is a clear statement that the current vision is not meeting our needs or that there is no vision at all. And when we begin looking for “a new vision”..to me, it is simple...it is all about leadership.

Any new vision for parent involvement should be based on a deep understanding of our students, a deep understanding of our school levels, and a clear understanding of the strengths and challenges of our current system.

Moanalua High School is a large comprehensive high school in Central Oahu. Our school serves over 2100 students and has 135 teachers and approximately 70 support staff. In years 2003, 2004, 2006, and 2010, Honolulu Magazine rated Moanalua High School as the top public high school in Hawaii. – in large part because of the positive parent satisfaction levels from the DOE School Quality Survey. Maximizing parent involvement and understanding the direct connection between parent involvement and student achievement is a cornerstone and focus for all that we do at our school.

At the high school level, parent involvement can be a huge challenge. I have watched firsthand, the impressive numbers of parents that get involved at the elementary school level...and then the dramatic change of decreasing involvement in the middle and high school. At a large secondary schools, parents may be intimidated by the size of the school, they may feel uncomfortable with the advancing curriculum, or they may feel it is best to give their son or daughter some space to grow and become more independent. At our school, we have found success because we provide parents with “specialized” parent involvement opportunities that seem to better attract parents of high school students to more comfortable areas of interest. We have 150 parents that belong to the Athletic Boosters Organization, 400 parents that belong to the PTSA, and 700 parents that belong to the Music Boosters Association. Some of our best practices are connected to things where we show our compassion and appreciation for our parents.

We hold parent nights and parent forums for many different purposes. We hold parent forums for our ELL parents, for our grade 9 parents, for our Learning Center parents, for our senior parents, for college and career planning, for athletics, and we hold parent forums for almost any current topic and issue that you could think of. Something we learned from Leilehua High School is at the time of each graduation, we identify parents of our military students who are deployed and will not be able to attend the graduation ceremony- we do all that we can to get a congratulations message from those parents to share with the graduate at school before the student walks out onto the field to receive their diploma. We also celebrate and honor our parents...during our annual Kinaole Awards Night, we selected parent leaders such as Mr. and Mrs. Raymond and Gloriann Young, and Mr. David Kitashiro, to thank and honor as the recipients of the school’s most prestigious award- the Kinaole Award for their inspiring leadership of parent organizations and for doing the “right things, in the right way, at the same time”.

And through all of thisit is about leadership. Both the leadership that must be provided by the school to demonstrate that parent involvement is a priority..and the

leadership provided by our exceptional parent leaders that step up to lead and sacrifice for our school.

Any advocacy for parent involvement can include identifying and supporting the good things that are in place. For example, when budget cuts target the training for PCNC positions- Parent Community Networking Coordinators- or funding for School Community Councils- parents should stand together to show support for these programs. And again, since these decisions will be made by our education leaders, then we must ensure we get the best leaders to make the best decisions.

Our next vision for parent involvement will be without question tied to what needs to be our new vision for educational leadership. Visionary leadership for public education will result in a new visionary approach to parent involvement.

A key will be to have a convergence of stakeholders- rather than having single groups advocating for their own cause- it will be more powerful to have a convergence of students, parents, educators, community members, to come together, demand and support the need for the highest quality of leadership in each position and level that impacts public education and our schools.

If we hope to be guided by a new vision for parent involvement, we will need to do all that can be done to ensure that we have the best, the brightest, the most talented, the most experienced, and..the most visionary leaders.. that we can have in every key position that impacts education, our schools and our students.

It's all about leadership.

Q & A with Darrel:

Q- What do you see as the role of the school community council. Has it made an impact?

Darrel- we have been implementing the SCMB model from way before the SCC model, it was just a change of the acronym. We started the SCBM model in 1990. We believe in empowering parents in that we try to be as transparent as possible and give more info than they want because it helps build a sense of trust in relationships between parents and school.

Q Thank you very much for being here. You are exceptional leaders- you are a rarity among many leaders currently in the DOE, maybe too brutal. How can we get more principals to understand value and understand the importance of community involvement? How can we convince an administrator to trust the parent and vice-versa- it's a steep slope. Can you help give us some guidance to support your colleagues to become more parent friendly?

Darrel- The administrators inspire us, we have great leaders in our system,. I think our schools have done tremendous jobs given all that we have dealt with. If we believe it is a priority it will manifest itself. When more parents supported training- it was a priority; that hasn't happened for a long time. And it would affect how we do things from a systems angle. We need to identify what are our core priorities are and we need to stick with them.

Participant comment: Perhaps its up to us, we need to explain better that we aren't a threat, that we would like to help, that we aren't there to dictate, that we are there to assist. To move conversation along, this idea of a community of practice, perhaps we can begin to think about this.

IV. Ku'ulei Serna's Presentation

Ku'ulei: I'm a professor at college of education and I'm a parent of two daughters who go to public school in Ewa. In fact, my student teacher is my daughter's teacher, which is neat because it links my role as parent, supervisor, teacher etc. I was in the DOE system as a teacher and resource education specialist, so my life has come full circle with my own children now in public schools.

What Research Says About the School-Family Community

Slide 1: Impact of Parent Involvement

Family involvement predicts:

- ***Academic achievement***
- ***Social development***
- ***Children from ethnically diverse and low-income families improve literacy***
- ***Improved behavior while in school***

Harvard Family Research Project, 2006/2007

Slide 2: Impact of Parent Involvement continued

- ***Partnerships tend to decline across the grades, unless schools and teachers work to develop and implement***
- ***Affluent communities currently have more positive family involvement, on average, unless schools and teachers in economically distressed communities work to build positive partnerships with their students' families.***
- ***Schools in more economically depressed communities make more contacts with families about the problems***
- ***Single parents, parents who are employed outside the home, parents who live far***

from the school, and fathers are less involved, on average, at the school building, unless the school organizes opportunities for families to volunteer at

Slide 3: Impact of Parent Involvement continued

- *Just about all families care about their children, want them to succeed, and are eager to obtain better information*
- *Just about all teachers and administrators would like to involve families, but many do not know how to go about building*
- *Just about all students at all levels -- elementary, middle, and high school -- want their families to be more*

Slide 4: How Does It Look?

- *Effort to accommodate parents' English reading skills*
- *Communicate with parents who do not attend meetings*
- *Encourage parent input*
- *Volunteerism*
- *Offer interactive homework*
- *Ensure that school leadership and parent committees represent the ethnic and racial composition of the population*
- *Help school, families, students, and community share resources*

Slide 5: National PTA Standards

- 1. Welcoming Families in the School**
- 2. Communicating Effectively**
- 3. Supporting Student Success**
- 4. Speaking Up for every child**
- 5. Sharing Power**
- 6. Collaborating with the Community**

Slide 6: Motivating Parent Involvement

Researchers have found three key factors:

- 1. How parents develop their job descriptions as parents: Do they know what the school expects them to do?**
- 2. How confident they feel about their ability to help their children: Do they feel they have the knowledge and skills to make a difference?**
- 3. Whether they feel invited, both by their children and the school: Do they get strong, positive signals from teachers and students that they should be involved?**

Kathleen V. Hoover-Dempsey, Joan M.T.Walker, and Howard M. Sandler, “Parents’ Motivations for Involvement in Their Children’s Education,” in School-Family Partnerships for Children’s Success, ed. Evanthia N. Patrikakou and others(New York: Teachers College Press, 2005).

Slide 7: Importance of Trust

A study of trust in Chicago schools found that schools with Higher achievement = higher levels of trust; Lower achievement = minimal trust

Four qualities to define trust:

- 1. Respect: Recognizing that each person plays an important**
- 2. Competence: Feeling that families and educators can**
- 3. Integrity: Feeling that people keep their word**
- 4. Personal regard: Knowing that people in the school community are willing to go out of their way to help each other**

Anthony S. Bryk and Barbara Schneider, Trust in Schools: A Core Resource for Improvement (New York: Russell Sage Foundation, 2002).

V. Bringing It Home

Clif Tanabe moderating

Clif: We were at a point in time where there is room for reform, pressed by President Obama and the Federal DOE. It’s hard to imagine change without parents. It was obvious to me that over the last year, we needed to do better about getting parents involved. I’ll leave it up to you. Any thoughts?

- First thing we need to do in education is to help the administration and other schools to go about how to engage families. Have standards so that people can follow it, starting tools to bring about some awareness of how to engage families

and the community. For example, involvement programs, family nights on math and literacy, family conferences etc.

- I think what Suzanne said is really important that we are not operating on the same definitions of what parent involvement means. First step is working out how we define parental involvement and how it is tied to achievement, parental involvement and how it is tied to policy changes, highlighting that having an open door is different than lobbying legislators. There is a lot under parental involvement.

Clif: I hear you saying that it is important to train parents on how to effectively work with schools to enhance performance. The other is to help train parents, communities and teachers about partnering to find ways of encouraging innovative programming.

- I work for the DOE as an education specialist for family support. I think one starting point might be to take a look at the BOE policy of parent involvement. That will show you the perspective the BOE is taking and allow us to react appropriately.
- I think it's important to work very grassroots within the schools. I am always aware that people have done great things before so without reinventing the wheel, I'd like to solicit one small thing that starts to build relationships between teachers and parents. We need to collectively share good ideas first.
- Ku'ulei: my daughter's principle sends out a letter at the beginning of the year with the question: "How can I participate as a parent?" It lists all the events and ways to volunteer and participate. They have scheduled parent visitation days but also an open door policy so you can sit in and observe whenever you'd like.
- Before budget cuts, we used to have Parent Information Resource Center's in every school. Now with budget cuts, it's shrinking. Nationally, we're addressing it on Capitol Hill. In our local units, they have a specific room allocated for the parent resource center that includes a lending library that covers a wide array of community resources available as well as books that can be shared. They give parents and the community a home on campus.

Clif: The Delaware Leadership Institute uses the PRICs and it's quite successful.

- Suzanne I love what you said, I'm a community organizer and I think it's important that we find assets from the families. Find out what amazing quality parents can contribute. How do you tap into those assets? How do you find them in your school?
- Suzanne: Every time we meet with parents, I ask what they do, what do you think you might do for our school? We have something that you want, so what can you do for us? Every conversation, what can you do for us? They say what? I give

them ideas. If I hear about something, I always follow-up as well as others on my staff. We keep our ears to the ground.

- There is a program that provides monetary incentives for teachers to visit parents in homes to see what type of environment they live in and to break the barriers between school and home. We have to change that relationship and impression that the teacher is enemy. They go through training- they track progress and evals and they are getting paid to make the home visits.
- We have teachers on Moloka'i who prepare toolboxes for families and this has worked well in building bridges between school and home. FACE has taken education as an issue; so we have had meetings with many families who have been turned off by schools and have students who were really disengaged by the system. They have come together to say "what can we do?" What does education look like- people need to see this. How do we target, how do we make changes? We're dealing with people who have no knowledge about the system but are passionate about education change in their communities. Parents would say, "We don't have a good feeling about education; we only come when the kids are in trouble." We have to change that dynamic.
- In our division we have an 'ohana program, many of our children are cared for by people other than parents. We used to use parent involvement, but now we say parent empowerment. It's about parents being empowered to participate, advocate for child and school, contribute etc. We aren't going to try and change everyone's programs, I understand wanting to put more programs in place but everyone's plates are full. So we decided to start with what we already have in place. We started by showing principals that we say to parents, "you have something to share with the children, what we are going to do tonight is to help you take that first step." And then we have a workshop where the 'ohana engages with the child in an organized way and we can guide as needed. It's like a parent coaching service. We host a Kalo workshop where parent/child engage in scientific inquiry together, which encourages parent interaction. If we just start with thinking about what we already have, why are the parents there and what can we already show them that they can already use? School staff will say that if they hold a workshop, a core group always comes, yet what they find with the kids and parents together workshops, we've had huge turnouts. We've changed the format; we're not lecturing or teaching.
- Key factor that are important are a) interaction and b) communication. We have to be clear about we expect out of PTSA? We have to know what parents and school each think about the role of the PTSA. If teachers are involved with students, fundraising is so much easier. Teachers feel that they are not able to communicate with parents because they are only available during certain times. If you have communication and interaction and relationships that are nurturing them it can happen.

- We're asking the wrong questions perhaps. It feels to me that we're looking at parents as "those people", outside of the school system. When Darrel said that working with parents is a priority, he's right. Who are parents in our life's? They are a huge part of the life of a school, particularly in the life of a child. As long as we think of parents as outside of who we are, we're going to try and figure out how to get "them" to come in. Maybe the question should be "how does learning occur best for children?" Then the roles of how people interplay begin to be sifted out. The priority is relationships- 'ohana is not a synonym of family. We are an affinity culture in Hawai'i and in order to regard everyone is a part of the solution. I think this comes from a value system and we need to push this change in the DOE. There are a lot of boxes right now. How to bridge those boxes so they aren't so square. Parents are not the enemy. How do we learn the communication skills to build those relationships between administrators, teachers and parents we can serve as co-learners.
- I think one of the answers is identifying resources and doing community visits rather than home visits. The church visits were eye openers for my students so they saw the students behaving differently.
- What I am hearing from people is that historically parents and schools have been divided, it seems to me that creating the spaces and activities that provide opportunities to collaborate are essential. My kids came from a preschool where everything was communal, we shared many meals, we had lots of family gatherings etc. We moved on to a good public school and had to implement ways of finding common spaces and activities, like a picnic or two for example. It really changed people's ideas about collaborations.
- I help run a health center, almost all our clients come from housing or are homeless. Because of that council, I've met a variety of people. What are the things you are seeing that are not educational needs that your parents come to you for? This is an essential question for identifying what community resources are needed to supplement your schools and can help build bridges. For example, the parent coordinator visited one family whose child was missing a lot of school. Mom was having a lot of problems with rent, a new baby etc. They made the referral to me as a lawyer and indeed she had all of her files of payment history, so I was able to help her and assist with her rent issues, plus it assisted with the health center. She was shocked to learn that the school sent me and it helped build trust between her family and the school. That parent I met with I think was fearful of the school, especially with the visit, once she got the legal help she is able to send her child back to school and view it as a friendly environment.

Clif: A lot of this stuff has direct impact on achievement.

- I run the Hawaii parent resource center. We have to remember that the needs are very different from community to community. What we have found to work might not resonate with other communities. Have families ask themselves what

they need. Sit at the table and talk about it. They'll ask, "I have a say in this?" We find home visits to be really important. We went into the house with a lot of people living there and she made a room a library in her house, she has house rules, no cable etc. When we compared report cards from before the changes to after the changes, the progress was remarkable. But the community decided what they needed and what they should learn. It's going to be different for each community. The DOE does have good guidelines from Joyce Epstein.

VI. Closing

Debbie Berger (The Learning Coalition)

Thank you so much. I have the task of summing up. If I go back to the various comments, I feel:

- 1) There seems to be some question about definitions. Perhaps instead of looking at the participants of 'ohana support (i.e. parents, aunties, tutu, etc), we should put the child at the center and think about designing the interventions around the child at home or at school (micro level). Or determine if the whole system needs support with school/ system policy change (macro level). These interventions should work to be reflective of the needs of the child.
- 2) We should consider fuzzifying the boundaries between parents, teachers, administrators and children. Listen to what the children need, and then support everyone involved in their education.

As I mentioned earlier, we would welcome (need!) your feedback on two specific fronts:

1. Please help us identify other organizations or community assets with whom we should engage – be as specific as possible and provide us with names and contact information
2. Please give us feedback to let us know if you feel that participating in our coalition would be of interest to you. If so, we have several dates in mind for a follow-on meeting during which we would develop a mission and vision for the coalition as well as identify representative leaders to assist in an overall strategic plan. The more of you that can be there, the better. These are the weekend of June 5, 6, or Monday June 7.

Please give us this information on your way out at the table in the back.

Thank you again for attending and a special thanks to the University of Hawai'i's Leaders for the Next Generation.

Hawai'i Education Coalition Visioning Workshop

*Hosted by The Learning Coalition
Final Documentation*

Japanese Cultural Center
2 p.m. - 5 p.m.
06.07.2010

Welcome

Debbie Berger of The Learning Coalition delivered a welcome message to participants and highlighted the strategic importance of the current environment – between the successful end to school furloughs and the upcoming election season, there is momentum to press for educational transformation. With a new governor to be elected, a school superintendent to be appointed, a constitutional amendment on BOE governance to be determined, and the efforts expended on Hawaii's Race To The Top initiative, the possible leverage on the system from the formation of a new coalition would be high. In association with Dr. Clif Tanabe from the University of Hawai'i's College of Education's Leaders of the Next Generation, the first 'talk story' session which opened the discussion on a coalition took place on May 14.

Progressing from the first session, the intention of the coalition was to 1) to provide opportunities for organizations to collaborate, share resources, and help each other do their own jobs better; and 2) together, to amplify the voices of the organizations that work with parents and the 'ohana of students to inform policy-makers of ways to improve public education and better engage parents and the community to support student learning.

Today's 'vision-forming' session is to collaborate and agree on a shared ideal to which all the participants can aspire. There are various types of organizations that are represented here today that all work to support student learning by engaging with 'ohana and the community. They range from program implementation to advocacy groups; from legislators to the HSTA; and even sections of the DOE itself. If we are to make an impact on the system, all aspects must be considered.

Debbie concluded with highlighting the inclusiveness of the coalition, asking people to identify those who are not represented and providing organizers with contact information to expand the represented voices.

Process Description

Kerrie Urosevich, the contracted strategic planner stepped through the process that would unfold over the next couple of months. In appendix C, a strategic planning map is

provided. While the group was sitting in a circle, Kerrie highlighted the purpose of the empty chair, sharing a story of a chance meeting she had in Kaneohe with three sisters on the final furlough Friday. Upon complimenting the seven year old for how well she was taking care of her sisters, Kerrie learned that this was the first grader's sole responsibility on Fridays she does not have school, taking care of her four year old and nine month old sisters until her Mom returned home from work at 5:00. For Kerrie, the Kaneohe sisters were sitting in that empty chair as a reminder of why this group was getting together and working toward a more successful future for Hawai'i public education.

She asked the group to think about whom the empty chair represented for them, to remind them of their deeper purpose for engaging in the coalition.

Building Relationship

Participants were asked to identify their favorite grade in school on their nametags when they arrived. To begin the visioning process, participants went around the room and each person introduced him or herself and shared why he or she had selected the particular grade. The most overwhelming reasons were a) the quality of the teacher and b) the approach to learning. Words describing the teacher included wonderful, kind, nurturing, inspirational, strict, unique, amazing, a role model and personal. Consequently, such teachers brought applied learning to the classroom, a relaxed environment, storytelling, culture, integration of arts and music, positivism, and personalized learning.

The feedback allowed the group to reconnect with their school experiences and identify the educational experiences they would like to ensure for the children in the islands.

*Individual responses can be found in Appendix A.

Coalition's Vision Building

A vision statement is a sentence or two providing a broad, aspirational image of the future. The vision should define "*What would a perfect world look like?*"

The group was challenged to think big and expansive in terms of what they would like to see this coalition accomplish. They were expected to think collaboratively, strategically and holistically, knowing that it will take everyone building on their strengths to make this coalition successful.

Working from the above definition, the participants were asked to identify for themselves key words or concepts they felt would be essential to include in the vision of the education coalition. Individuals then took their ideas to the "new horizon" board and they began clustering ideas. The following themes emerged:

- *Parent involvement*
- *School excellence*
- *Student excellence*
- *Partnerships and collaborations*
- *School community environment*
- *Child-centered approaches*
- *Community engagement*
- *Education system changes*
- *Verbs to make it all happen*

* Individual responses can be found in Appendix B.

Groups then clustered in elementary teams, junior high teams or high school teams based on identified “favorite grades” and tasked with collaboratively creating a vision statement. The proposed statement was meant to be reflective of the previous brainstorming around key words and concepts.

The following three vision statements emerged:

Elementary Team- *The coalition is child-centered and strength-based where families, communities and schools are valued and empowered so every student can succeed.*

Junior High Team- *Community coalition dedicated to refocusing ‘ohana and school partnerships with collaboration and communication for joint ownership and responsibility to maximize each student’s potential.*

High School Team- *Families and Communities are meaningfully engaged in the support of student success at a variety of different levels.*

The groups quickly reached consensus on the Elementary Team’s vision. A discussion ensued about the importance of clarifying what “strengths-based” means. It was shared that perhaps through the mission statement this could be accomplished. The original vision put forward did not include the word “schools” and everyone felt this was essential to add to complete the triangle of collaboration. Finally, whether to use the word “child” or “student” was discussed and it became evident that each word denotes something different for each person. The planning team (Debbie Berger from The Learning Coalition, Matt Lorin from Castle Foundation, Ann Davis from Hawai’i Education Matters and Clif Tanabe from UH College of Education) gathered participants’ feedback and word crafted the following vision statement, which will be referenced throughout the planning process. “The Coalition” will be replaced with the name that is identified at the retreat.

The Coalition promotes a child-centered and strength-based education system in which families, communities and schools are valued and empowered to help every student succeed.

Wrap-Up

Although we did not complete a mission statement to support the vision as originally intended, the robust discussions of the purpose of the coalition and what potential roles

everyone could play was essential. The time spent on creating the vision will set the coalition on a path toward success.

Next Steps

Kerrie Urosevich will be conducting individual interviews with participants from the June 7th planning meeting and other key stakeholders to assist in building the agenda for the June 28th retreat. The retreat will be held at Key Project in Kahalu'u to create a mission statement, a name for the coalition, identify priorities and select a representative leadership team to move forward with designing strategies and action plans. The leadership team will meet in early August to finalize the process. By September first, we hope to have a one-two page description of the coalition to be sent to all constituencies and potential coalition members. Mahalo nui loa for your commitment!

In Attendance: *Lea Albert, Val D'Amato, Debbie Berger, Liz Chun, Tammi Chun, Jennifer Dang, Ann Davis, Karen Ginoza, Kevin Kinrig, Wendie Liu, Matt Lorin, Kaipō Lum, Nalani Mattox-Primacio, Gordon Miyamoto, Al Nagasako, Wendy Nakasone, Kanoē Naone, Cheri Nakamura, Cynthia Okazaki, Rosie Potts, Bill Reeves, Senator Norm Sakamoto, Debbie Schatz, Liam Skilling, Fuamaila Soa, Loi Soa, Clif Tanabe, Teri Tanaka, Dave Tom, Mary Weir, Teri Yamashige, Rylan Yee*

Appendix A

- *In love with the teacher*
- *Sports*
- *Creative*
- *I was taught legends*
- *Wonderful/kind teacher*
- *Inspirational teacher*
- *Nurturing teacher*
- *No exams, relaxing environment*
- *I was able to play with materials to build a mouse trap; applied what I had learned)*
- *Strict, but nurturing teacher*
- *Things came together for me and I had my first girlfriend*
- *Amazing biology teacher who taught on roller skates*
- *Our teacher convinced us all that we were bright*
- *I had a sense of community that year*
- *I enjoyed the multiplications tables because I had success*
- *I enjoyed my teachers and got my driver's license*
- *I teach the same grade that is my favorite, 7th because I still identify with the tensions of being young, but maturing in great ways.*
- *Great teachers*
- *The teacher seemed to have a personal interest in what was being taught*
- *I got to do art and draw a lot*
- *Teachers engaged us well*
- *I was in between years of trouble*
- *I was taught math with music, finally got it*
- *Wasn't teased that year*
- *No expectations*
- *Impact of science clicked through applied learning*
- *My world opened up and I learned to love learning*
- *I finally had an expectation to create something*
- *Exposure to the whole world*
- *I had a role-model that allowed me to blossom*
- *I was able to apply science*
- *My younger sisters stayed back and I was able to move ahead, giving me some freedom*
- *Access to an outside laboratory*
- *Art and music; hands on; balanced art with math*
- *Personalized learning and learning about culture*

Appendix B

Parent Involvement

- *Involved families*
- *Real impact on education decisions*
- *Empower parents*
- *Parents interested in children's education*
- *Empowering parents*
- *Engage parents*
- *Educate parents*
- *Family engagement*
- *All parents*
- *Parent voices heard*
- *Parent participation*
- *Support family strengths (for student education)*
- *Adult involvement*
- *Raise expectations of parents*
- *Resources to make schools, students and teachers successful*
- *Maximize potential*
- *Raise expectations of the schools*
- *Culturally relevant*
- *Safe*
- *Partnerships and collaborations*
- *Balanced partnership between home and school*
- *Child-parent-teacher team*
- *Working together*
- *Support*

School and student excellence

- *Respect and support for teachers*
- *Believe (college careers)*
- *Celebrate what is good*
- *Student success*
- *Career ready*
- *Knowledge skills*
- *Raise expectations of students*
- *Responsibility*
- *"Successful Children"- career, college, citizenship*
- *Success*
- *Achievement*
- *Collaboration*
- *Support*
- *Empower students*
- *Facilitate learning*

- *Raise expectations of schools*
- *Safety*

- *Enthusiasm*
- *Consistency*
- *Exciting learning*
- *Inclusive*
- *Culturally relevant*

School community environment

- *Caring*
- *Responsible*
- *Nurturing*
- *Innovative*

Child-Centered Approaches

- *Full meaningful lives*
- *Personalized care*

- *Exploration of our world to build understanding and knowledge*
- *A place where students learn to see and understand our world- the natural and created*
- *Broadest opportunities, experience and meaning for student education*
- *Raise child's self-esteem*
- *Help children help themselves*
- *All Children*
- *Individual potential*
- *Holistic*
- *Student centered*
- *Inspired children*
- *Child-centered*
- *Supportive nurturing environment*
- *Identify what is best for children*
- *Instill curiosity*
- *Personalized*

Community engagement

- *Community that values public education*
- *Respectful of community's culture*
- *Community schools*
- *Challenge community*
- *Relationships and partnerships with community groups worldwide*
- *Community empowerment*

- *Communication on campus and around the world with others*
- *Respect community*
- *Community that values public ed*

Education systems change

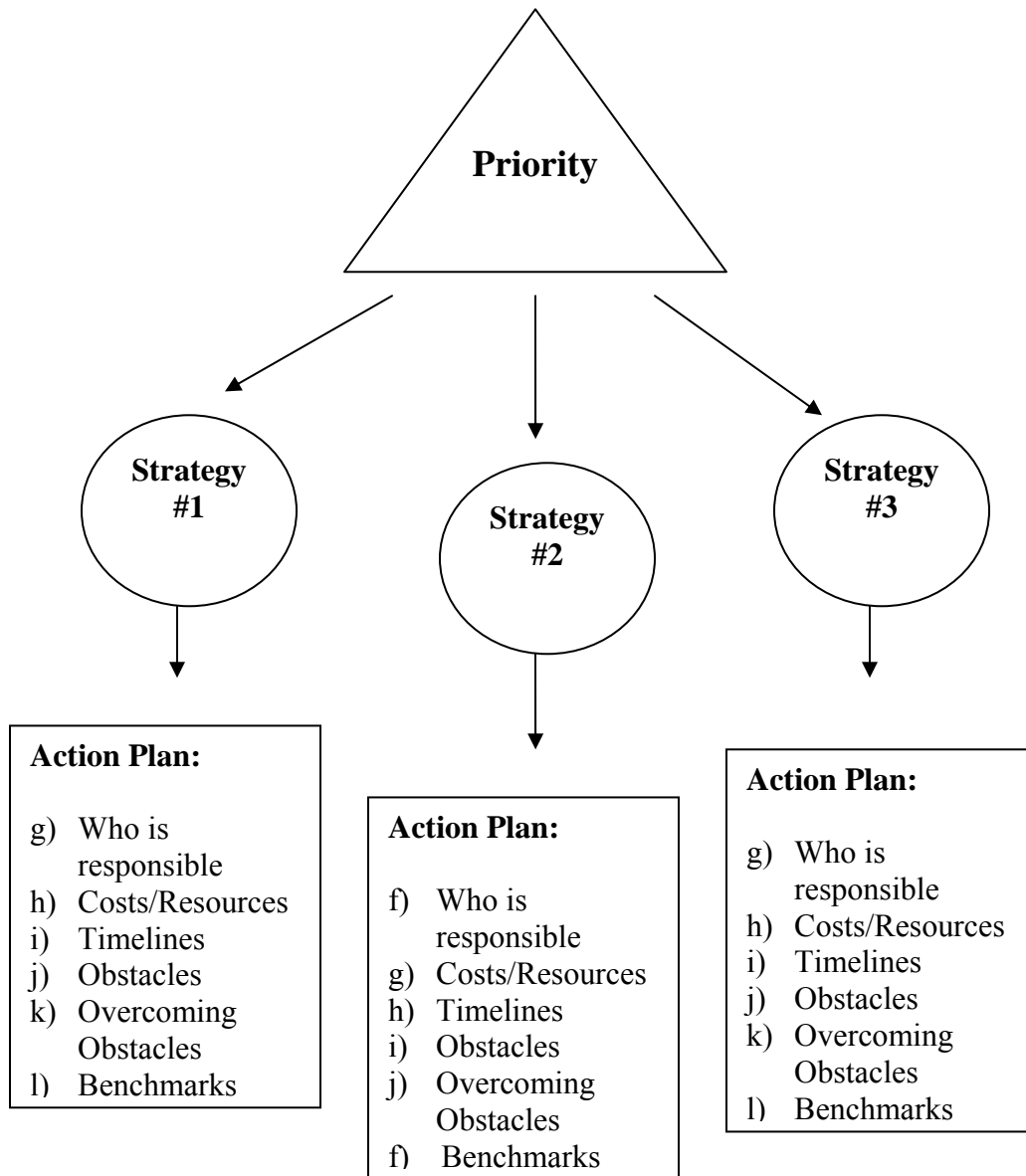
- *Hold the "system" accountable*
- *Proactive engagements between parents and schools*
- *Equality*
- *Positive outcomes*
- *Increased opportunities for every child*
- *Developmentally appropriate*
- *Sustainable changes*
- *Paradigm shift*
- *Justice*

Verbs to make it all happen

- *Motivate*
- *Engage*
- *Personalize*
- *Energize rather than criticize*
- *Respect all stakeholders*
- *Grow*

Appendix C

The Coalition promotes a child-centered and strength-based education system in which families, communities and schools are valued and empowered to help every student succeed.
Mission Statement



Appendix D

Playground

The purpose of a *playground list* is to collect people's ideas that cannot be addressed that day to ensure they are brought to future planning sessions. The one playground item we are bringing to the retreat on the 28th, is possibly adding the word "education" in the name of the coalition, as it is not specifically stated in the vision statement.

Hawai'i Education Coalition

Visioning and Priorities Retreat

Final Documentation

Hosted by The Learning Coalition

Key Project
9:00 a.m -3:00 p.m.
06.28.2010

Outcomes

- *Created a clear mission that supports the vision*
- *Identified top four priorities for the coalition*
- *Individuals committed to working on priority teams*
- *Created a name for the coalition*

Welcome

Alicia Kalahiki and Kealii Puchausky from KEY Project beautifully chanted and welcomed the group in a morning oli. Alicia shared her genealogy connecting it to the Kahalu'u community, her personal connection to KEY and its importance in the community as a gathering place.

Cheri Nakamura, representing The Learning Coalition presented Alicia and Kealii with leis, thanking them for hosting the group and proceeded to share a brief history of efforts to date. The first meeting held on May 14th organized by The Learning Coalition in collaboration with the University of Hawai'i Leaders of the Next Generation, brought policy makers, community organizations, parents and principals together to discuss strategies for enhancing parent engagement in public schools. The group was asked if they felt confident a coalition could be formed to continue momentum and build capacity around supporting children through greater parent/'ohana and community engagement in education. There was resounding support. During the second meeting on June 7th, many of the same participants and a handful of new stakeholders gathered to create a vision for the coalition. The following vision that emerged:

(The Coalition) promotes a child-centered and strength-based education system in which families, communities and schools are valued and empowered to help every student succeed.

Through this experience, it became evident that a viable collaboration was forming and the coalition would have the capacity to not only enhance parent-‘ohana engagement but possibly affect public policy and share resources amongst each other to propel their work forward. Cheri concluded with explaining the expected outcomes of the strategic planning meeting; create a mission statement, identify priorities and name the coalition.

Process Description

Hired strategic planner, Kerrie Urosevich thanked The Learning Coalition for their ongoing support, highlighting that without their leadership, skills and resources, this coalition may not have been possible. Everyone was asked to introduce themselves for the new participants in the room. Kerrie reiterated the strategic timing of this coalition, coming out of furloughs and entering an election season. She highlighted the strategic importance of looking after the children with commitment and impact going into the next legislative session while ensuring the coalition is supporting the DOE each step of the way. She expressed that with such a diversely representative group, if done well, this coalition could have great impact on education in Hawai‘i.

The agenda was reviewed and can be found in Appendix A. Kerrie reminded the group that all of the work done today should be to support the vision that was created on May 7th. A “name sandbox” was posted on the wall and participants were asked to be thinking throughout the day of a viable name for the coalition and that the naming would be done last once mission and priorities were established. A packet was provided for each participant with the agenda, the strategic planning map, a student success continuum designed by STRIVE, a nonprofit in Cincinnati doing similar work as the coalition, examples of worldwide education coalition names, and results from one-on-one interviews with participants that were used as cheat sheets for the various brainstorming sessions. The packet is copied into Appendix B.

Mission Building

Participants were asked to begin with a five-minute self-reflection on the mission that would be shared during a speed dating exercise. Each person was expected to share his or her mission and receive feedback in one minute or less. As participants listened to each other’s missions, they were expected to jot down words and/or concepts that were more prolific than others. Words such as community, collaboration, policy, excellence, action, resources, family engagement etc. were identified. The participants then were asked to form small groups based on their favorite school supply and continue working collaboratively to build a mission statement.

The following five mission statements emerged:

1. Harness collective resources, energy, and talent to build a first class public education system for student success in the 21st century.

2. To enable families, students, schools and community by bringing partners together, sharing information, and advocating for actions to help every student succeed
3. The coalition brings diverse stakeholders together to focus efforts, identify opportunities and share resources for collaborative action to achieve the well-being and success of every student.
4. 0-20...Journey to excellence...Building relationships...Affecting education policies...Capacity building within the system
5. The coalition will empower every community organization, family and schools to share knowledge and skills to provide access to educational, economic and social opportunities for every child

Mission Statement Discussion and Merging

Kerrie reviewed the groan zone visual from Community Works, explaining that when groups are engaged in participatory decision-making, they may begin with divergent thinking, travel into what is known as the groan zone and eventually end up with convergent thinking and agreement. She encouraged the group to embrace the groan zone, sharing the analogy of when someone begins exercising after a long hiatus, it doesn't feel great, your muscles are stretched but you know it's healthy and will be worth it in the end. For until the group begins stretching, thinking and feeling a little uncomfortable, the best idea have yet emerged.

Each mission statement was presented and people commented about what they liked.

“ We want to make public schools the 1st place people go”

“We want to achieve the well being and success of every student”

“We want this coalition to be the one-stop-shop”

“This coalition could be an orchestra of resources and voices”

“Focusing on public education is too limiting as it doesn't include families, early childhood etc.”

Based on the “public education” label, an important question was posed. “We need to clarify if this coalition is focused solely on K-12 or if it will include P-20 and early childhood.” It was shared that originally the focus was on K-12 but that the importance of early childhood and the college community is evident and further discussion is essential. Good Beginning Alliance (GBA) proceeded to share their early childhood coalition design as an example to reflect upon. GBA agreed with the importance of including early childhood. A representative from early childhood expressed the importance of harnessing the parent engagement experienced between birth to age 5 into elementary school engagement and this coalition could assist in doing this. It was added that Race to the Top is P-20, Windward focuses on P-20 and that they applied for a multi-million P-3 grant.

The group put forward ideas of a collaborative mission based on the statements and subsequent discussion. The following mission was created and voted upon:

The coalition brings diverse stakeholders together to harness collective energy, share resources and identify opportunities to focus efforts for action

A handful of participants expressed that without the vision, the mission is somewhat weak in defining what the coalition is striving to accomplish. For example, if the coalition were to go after grants, the mission statement only would be shared and so further definition may be necessary, for example adding “education” and identifying what type of “action”. It was left to the planning team (Debbie Berger and Cheri Nakamura from The Learning Coalition, Matt Lorin from Castle Foundation, Ann Davis from Hawai’i Education Matters and Clif Tanabe from UH College of Ed) to wordsmith the mission and put it back out for a fist of 5 vote. The group reached consensus on the following mission statement:

The coalition brings diverse stakeholders together to harness collective energy, share resources and identify opportunities for progressive action in education.

Identifying Priorities

Kerrie asked the group to look at the five pages of comments related to the priorities in their packets. She expressed that the ideas found in the packets were gleaned from interviews with 15 participants who were willing to share their time and ideas. She encouraged the group to think beyond the list and continue to add other priorities that resonated with their constituencies. The group proceeded to brainstorm 37 priorities (!), which can be found in Appendix C. Kerrie highlighted that as the group narrows the priorities down to 10, the residual priorities would not be lost, but rather put into a playground for future action planning. She also expressed that even if a priority seems really important, it may not be a priority that needs to be implemented now. Certain priorities will supersede others based on strategic planning.

Participants were then asked to identify priorities they felt were imminent for launching the coalition in a really effective and comprehensive way. The following 16 priorities were identified. The group was asked to pose their priorities as questions so that when they began building strategies, they knew what question they were trying to answer.

1. How are we going to affect education policies?
2. How can we empower parents and students to be decision-makers in the schools?
3. How do we build trust and relationships?
4. How do can communicate to families the value of a good public education?
5. How are we going to identify family engagement?
6. How are we going improve the perceptions of public schools?
7. How can we leverage resources?

8. How can we reach out to businesses to support our schools?
9. How do we establish coalition operating procedures?
10. How do build and support good leadership in the schools?
11. How do we move the system away from compliance?
12. How do we structure education so that teachers can focus on teaching?
13. How can we build and sustain trusting relationships between coalition members first?
14. How do we focus on a whole child model, change the way we do education and understand how children learn?
15. How do we provide a central conduit to identify and align needs with stakeholders...create a one stop shop?
16. How are we going to promote deeper understanding of developmentally appropriate parent involvement?

Kerrie and Matt worked over lunch to identify clusters and synthesize the 16 priorities. Clusters included a) community, b) resources, c) policy, d) leadership, e) trust, f) capacity building and g) culture change. The following eight priorities were created. Participants were asked to vote using their three stars on their top three priorities. They had the freedom to put all of their stars on one priority, indicated by the number following the priority. The following list is in order of most votes.

Leading Priorities

1. Identify and define diverse examples of family engagement **15**
2. Affect public policies that impact education **10**
3. Build trust within coalition **12**
4. Build and support school leadership **9**
5. Build trusting relationships between schools, families, and community **6**
6. Identify needs and align with stakeholder resources **6**
7. Remove obstacles to good teaching **3**
8. Shift perception of public education by showing evidence of success **2**

Priority Teams

Participants were asked to join a priority team by placing their cut-out person onto one of the priorities. Kerrie credited former Senator Norman Sakamoto for this creative idea.

Family Engagement Team Identify and define diverse examples of family engagement

K. Urosevich
 Draft Summary
 09.25.2010

Soa, Laurie Ann, James, Gordon, Ann and Christine

Building Trust Team Build trust within coalition

Wendie, Norman, Val, Rosey

Public Policy Team Affect public policies that impact education

Jen, Mary, Rylan, Dave, Cheri, Clif

School Leadership Team Build and support school leadership

Jennie, Karen, Loi, Matt, Cynthia

It was brought to the attention of the planners that perhaps cultural sensitivity and culturally appropriate programming was not receiving the attention that was needed. The planners in consultation with a handful of participants concluded that cultural sensitivity and culturally appropriate curriculum and/or programming is embedded in all of the priorities and would look differently based on within which community one was working. It was determined that the coalition as a whole should not propagate one specific cultural paradigm given the islands' diversity.

Name Building

Finally, the group was asked to revisit the name sandbox to begin thinking about the name of the coalition and to reference the samples found in their packets. Suggestions included:

- HELP – Hawaii Education Leadership Project
- Na Pua Ku Pua (Steadfast children; grounded children)
- Hawaii Education Coalition (HEC)
- Helping 'Ohana in Education (HOE)
- Coalition for Hawaii Education (CHE)
- Coalition for Great Education (CGE)
- Coalition for Excellence in Education (CEE)
- 'Ohana Helping in Education ('OHE),
- Promoting 'Ohana in Education (PO'E)
- Helping Ohana in Public Education (HOPE)

The group reached consensus on '**Ohana Helping in Education (OHE)** and a discussion ensued about the meaning of 'ohe as "bamboo" and participants reflected on the symbolism of bamboo being resiliency, strength, clustering and collective noise/voice. Following the meeting, a handful of people shared some concerns about the name, predominately that "helping" insinuates that the coalition is doing something "for" someone rather than "with" someone. Others felt that 'ohana is a bit overused. Additionally, we are continuing to glean knowledge of the use of 'ohe as a metaphor for

the coalition to ensure it will resonate within the Hawaiian community. Given the comments, we will revisit the name during our meeting on July 9th.

Wrap-up

The final planning meeting to identify strategies and build action plans for each priority isscheduled for Friday, July 9th from 2-5 p.m. at the Windward District Office at King Intermediate in Kane’ohe. Kerrie encouraged the priority teams to work online together between now and then to jumpstart the process. Following this final planning meeting, a governance meeting may take place in late July-early August to identity coalition leadership. The goal is to launch the coalition in early September. Participants asked what this would entail and Kerrie provided examples she has seen in the past such as a press release, website, blog, 1-2 page summary for organization constituencies, collaborating around an piece of legislation etc. but specified that nothing had been decided to date.

On behalf of The Learning Coalition, Cheri Nakamura thanked everyone for coming.

Finally, John Reppun, Executive Director of Key Project closed with sharing the importance of KEY as a gathering place for community projects such as this coalition. When KEY inquired about building the room used for this meeting, the architect encouraged them to extend the room with angles to provide for creative discussion. John also shared that the room provides for groups to “come out of rain, out of social ills to brainstorm solutions.” He expressed that KEY’s role is to never lose track of the kids and continue to focus their energies on ahupua’a living. He proceeded to take several participants mauka to share the extended Key Project campus up in the valley, highlighting the importance of teaching our kids where their food comes from to learn how to eat and lead healthy lives.

In Attendance: *Lea Albert, Val D’Amato, Jason Bradshaw, Jennifer Dang, Ann Davis, Laurie Ann Dunn, Karen Ginoza,, James Koshiba, Wendie Liu, Matt Lorin, Nalani Mattox-Primacio, Gordon Miyamoto, Cheri Nakamura, Cynthia Okazaki, Sherri Okinaga, Rosey Potts, Senator Norm Sakamoto, Christina Simmons, Fuamaila Soa, Loi Soa, Representative Roy Takumi, Clif Tanabe, Dave Tom, Kehau Watson, Mary Weir, Jennie Yee, Rylan Yee*

Appendix A

Hawai'i Education Coalition Strategic Planning Retreat

Hosted by The Learning Coalition

KEY Project, 9:00 a.m.-3:00 p.m.
06.28.2010

Agenda

Expected Outcomes

- *To create a clear mission that supports the vision*
- *To identify top three or four priorities for the coalition*
- *To name the coalition*
- *To identify committee leadership and participation*

8:30-9:00 Gather

9:00 Welcome/Oli

9:10 Agenda Review

9:15 Self reflection on Mission

9:25- 10:15 Speed dating and small group Mission building

10:15-11:00- Presentation and voting

11:00-11:15 Break

11:15- 12:15 Brainstorming of top 10 Priorities

12:00- 12:30 Lunch

12:45- 1:15 Dot Voting on top 3 or 4 Priorities

1:15-2:45 Name Building

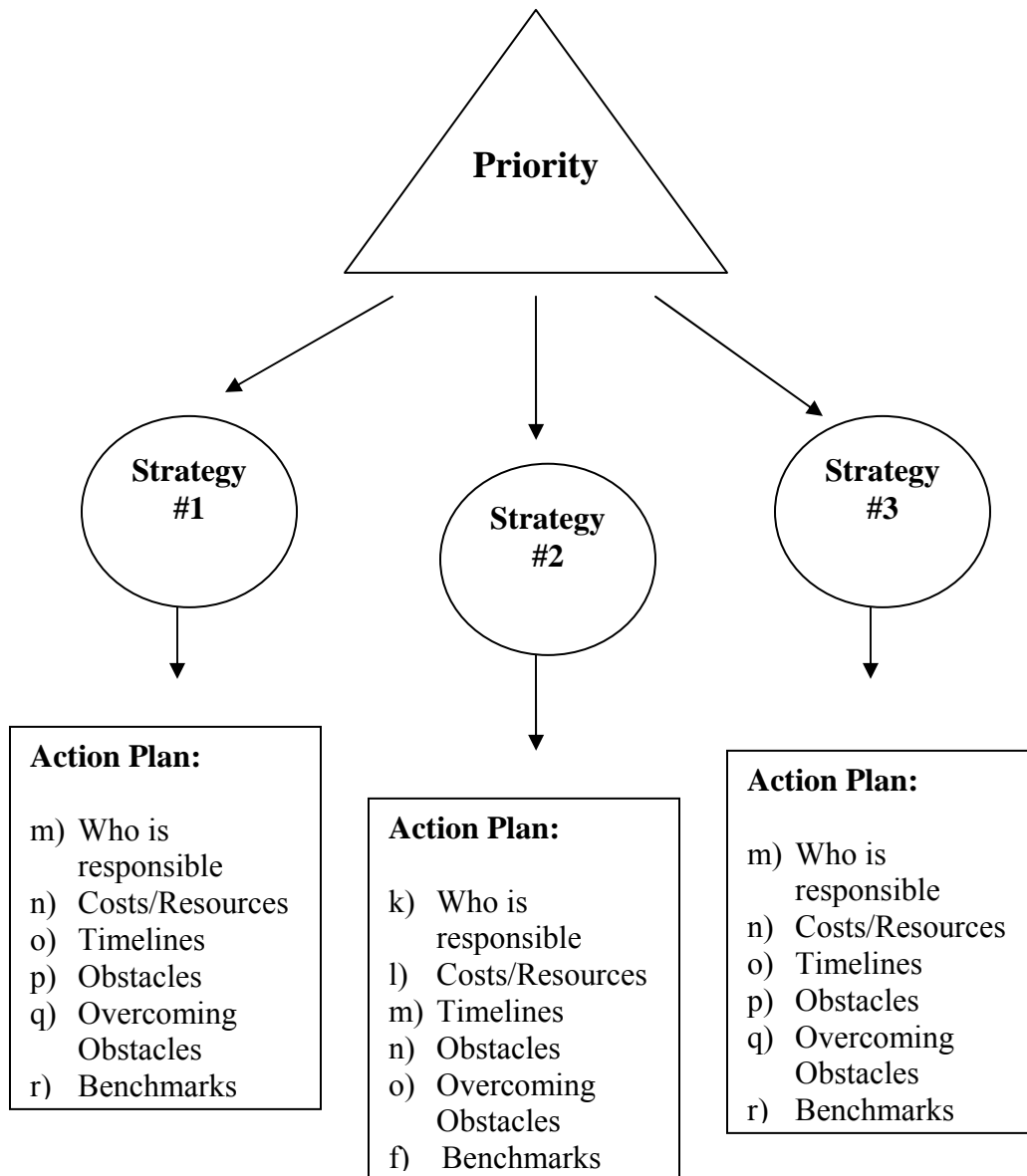
2:45-3:00 Wrap-up and Next Steps

3:00-4:00 Valley Walk

Appendix B

The Coalition promotes a child-centered and strength-based education system in which families, communities and schools are valued and empowered to help every student succeed.

Mission:



Ed Coalition Names from Around the World

- Campaign for Popular Education (CAMPE) Bangladesh
- Cameroon Education for All Network (CEFAN)
- Ghana National Education Campaign Coalition (GNECC)

- Campaign for Education Forum (CEF-Forum) Lesotho
- Civil Society Coalition for Quality Basic Education (CSCQBE) Malawi
- Pakistan Coalition for Education (PCE)
- National Coalition for Educational Development (NCED) Sri Lanka
- Tanzania Education Network (TENMET)
- Forum for Education NGOs (FENU)
- Community Education Coalition- Indiana
- STEM Education Coalition- Alabama (Science, Tech, Engineering and Mathematics)
- Military Child Education Coalition
- Peace and Education Coalition, Chicago
- Montana Quality Education Coalition
- Oregon Education Coalition
- I CAN Community Education Coalition Florida
- Strive (strivetogether.org) Cincinnati, OH Identified as a collaborative
- SUCEED (Southeastern University and College Coalition for Engineering Education)
- Full-Service Schools Roundtable Boston, MA
- Coalition for Excellence in Science and Math Education Arizona

A Mission Statement:

A mission statement is a sentence or short paragraph that is written to describe what your values are, what you do, and whom you serve. It answers what you do and why.

Examples:

- *To inspire the people of York County to make a difference in the lives of their neighbors through financial generosity and volunteer commitment.*
- *The mission of the American Institute of Philanthropy (AIP), a nonprofit charity watchdog and information service, is to maximize the effectiveness of every dollar contributed to charity by providing donors with the information they need to make more informed giving decisions.*
- *The Northern Oxford County Coalition has been established to improve the quality of life in the valley by protecting and promoting public health and enhancing air quality.*
- *The mission of the Women's Fund of Hawai'i is to provide resources to organizations that help women and girls become safe, financially secure and empowered.*

- *The purpose of Pacific Gateway is to help immigrants, refugees and low-income residents of Hawaii gain access to opportunities and services through the building of skills that lead to self-sufficiency while respecting the integrity of diverse cultural heritages.*

Pacific Gateway Center's values include: Food, Diversity, Spirit of Aloha, Humor, Creativity, Integrity, Mutual Respect, and Teamwork.

Mission Statement Ideas

Vision: The Coalition promotes a child-centered and strength-based education system in which families, communities and schools are valued and empowered to help every student succeed.

- Encourage
- Promote
- Student achievement and success
- Affecting policy
- Collaboration and partnership
- Family engagement
- Public education
- Recognize and reward excellence
- Amplify the voices
- Community support
- Keys to school excellence:
 1. school leadership
 2. curriculum and teaching
 3. community/family engagement (maintaining that overtime)
- Use family engagement rather than parent involvement
- Improve academic achievement
- Appropriate parent involvement
- Support system
- Integrity
- Identify the strengths and interests of each child,
- Identify strengths of each school
- Identify strengths of the system
- Children
- Families
- Communities

Priorities

(from interviews)

(1) Building of Coalition Infrastructure and Governance

- Funding for Coalition
- Governance for Coalition
- Get buy-in on the long-term commitment to this work
- Be deliberative in putting down long expansive roots
- Work closely with Superintendent
- Building the coalition membership; goal should be hundreds of thousands represented through organizations
- Empower teachers to participate by having teachers represent their specialities such as curriculum design, math, science, English, Physical Education etc.
- Build trust and relationships that will eventually be able to improve outputs and align expectations of the coalition membership itself
- Particularly for the first year work on things that have absolute broad support; go with those things first that have immediate impact on our schools.
- Hire coalition point person responsible for communication, website, logistics, championing etc.
- Keep it informal by being open to anything being discussed and providing for organizations to opt out of support on certain initiatives without causing tension
- Initially there needs to be a pretty formal process set up so that structure can form; we need to be patient
- If it totally voluntary, it won't work
- Timeline as things move forward

(2) Build Supportive Parent, School and Community Relationships

- Increase parent advocacy and empowerment
- Educate parents on what it means for kids to be “ready to learn”, especially at the critical transition times; kindergarten, 7th grade and 9th grade
- Getting schools to be more welcoming of parents through trainings
- Educate about what this partnership could should look like between schools, families and community
- Promotion of parental involvement at all levels through trainings, symposiums etc.
- Provide many many opportunities for parents to get involved; will need creative marketing

- Education for parents about what it will take to create the kind of education to move us and fully prepare our children
- Empower parents and students to be part of decision-making in the schools.
- Parents as real partners in decision-making within the schools
- Build trust within schools so that they will be open to parent engagement
- Effective school community councils who are concerned more about school achievement than fundraising etc.
- Parents and communities coming into schools to see how school looks different now than what they experienced.
- Paradigm of volunteering has to shift from just helping teachers to helping their children by partnering with the schools at various
- Utilize existing national programs focusing on family engagement such as the Harvard School for Family Engagement
- Promotion of family engagement within Title 1 schools- with that model, we could take it to many other communities. We know from many years of research that you get your biggest bang for your buck when you invest in parent engagement.
- Promoting positive engagement between school and parents
- Clarify and promote expectations of schools and parents engaging one another
- Different levels of parent engagement; family level (parents provide appropriate parenting and support for own child's education) classroom level (supporting child's teacher) school level (giving input to direction and program at school) systemic level (policy and procedure at state level)
- BOE sent out a parent involvement policy with 6 components- use as reference
- Parental involvement at all levels- high school
- Pre-service for teachers about how to engage parents effectively and positively
- Creating core standards for family engagement
- We need to invigorate this spirit of parental involvement throughout the K-12 school years. Several nationally recognized longitudinal research projects have shown the educational, social, and economic value of investing in quality early education that contains a strong parental component.
- Teaching parents what good teaching sounds like, feels like and looks like so they know what to expect and ask for
- Building a research database (web-based) that reinforces the positive correlation between parental/ 'ohana involvement and improving student outcomes. This will involve identifying the work, vetting the material/ sources, perhaps paraphrasing the highlights, and maintenance
- Work with PCNCs and SCCs to find avenues of collaboration between families, students, teachers, schools, and the community. This could be in the form of improving communication or capacity building.
- Legitimize family engagement as a necessary tool for improving student outcomes by: a) defining it and creating a 'core standard' around it; b)

institutionalizing methods of promoting family engagement through the development of course material at the UH College of Ed and its use in training pre-service teachers; c) advocating its use in allocating teaching/ family resources; and d) encouraging its use in a well-rounded and fair teacher/ principal assessments. □

(3) Affecting Education Policies

- Enhancing Civic Engagement
- Educating voters on current legislation and potential legislation
- Forming strategic alliances to move policy
- Work on policy that would assist in closing the achievement gap; such as curriculum design around kinesthetic learning; get away from efficiency model being the sole model
- Enhance parent voices through policy
- Influence election of BOE members coming up in November
- Rally support for public education as a very effective lobbying group
- We (early childhood community) believe that education starts before kindergarten and advocate for a P-29 approach, w/ the P standing for “provisions for early learning.”

(4) Capacity Building within the System

- Increasing capacity of BOE
- Build leadership in the schools
- Assist teachers in developing developmentally appropriate expectations and approaches to learning
- Shift the models from a college readiness downward model to an experiential learner upwards model; really focus on what is essential during the first five years of life to enhance school readiness (from a whole child perspective)
- Build capacity of School Community Councils
- Adequately and wisely fund schools. The only way we can convince the public to fund our schools is we are going to fund our management audit
- Opportunity for quality education for all the children
- Work closely with military structures like JVEF who are doing great work in the schools
- Changing the expectations of the larger community; only way it can happen is from a strengths-based perspective.

(5) Outreach

- Send the message that the system CAN change and people need to believe it
- Educate parents on what is already going on through SCCs, etc.
- Create public service announcements celebrating excellence and success in our public schools.
- A lot more publicity about what good is happening in the schools.
- Gallup shows that people value their own school, not necessarily the one down the road.
- The whole system has to be good for the children.
- It helps our members have pride and confidence in our children's schools; makes them proud to be public school parents, pride that they are doing right by their children. Don't deserve to be demoralized; families and teachers (teachers shouldn't be blamed)
- Promote a cultural shift in terms of perceptions of public schools in Hawai'i.
- I don't think the community as a whole has a clear picture of what the role of public school in Hawai'i really is- align expectations.
- Improving public perception of public schools - supporting and building momentum for the good things going on already

(6) Research Landscape

- Identify excellence that is already happening between schools and home and schools and community
- Conduct a broad needs analysis
- Identify why people are seemingly apathetic and design accordingly
- Target root causes of achievement gap
- Work on issues of innovation around solutions for the achievement gap.
- Within the charter schools you have some of the best structural models- research such models

(7) Funding

- Securing private and business support for public schools-Just by its influence and strength of membership, we have great potential
- Collaborate on funding opportunities with other coalition orgs

(8) Intra-Coalition Sharing

- Resource Sharing
- Program Collaboration
- Information Sharing
- Sharing of models
- Make organizations able to perceive their impact collectively
- Leverage resources

(9) Creating Healthy Schools

- Boosting nutritional value of school food and mandated PE classes
- Safe schools
- Community gardens
- Link safety-wellness-student achievement

(10) Create National Partnerships

- Connect to national organizations to counter the isolation out here in the Pacific
- Go after national funders
- Partner with national ed coalition

*** The feedback can be used to enhance your own organizations as well.*

Strengths

Expertise

- Expertise on health and wellness
- Information on the kinds of resources that are available to parents from government
- Sharing of the wellness policy and how it contributes to student achievement; share what parents can do at home to promote wellness
- Awareness of national initiatives such as Action for Healthy Kids, etc.
- Knowledge base of how early childhood might play a role.
- A wide range of experience within the schools and outside of the school working in education
- Training and leadership development on parent/community involvement
- Information from the Castle Complex Summits
- Information from PCNCs I've worked with
- I've seen the system from many perspectives- as a parent, an administrator, as a community coordinator and state coordinator
- Possible business partnerships
- Our staff have so much experience working in this area for years; technology center for adult education is excellent- we use it to educate families on the DOE system
- HPRIC.org user friendly site; PRIC is nationally funded organizations; throughout states and pacific islands
- Leadership development
- PCNC involvement

- If organizations have their ear to the ground ,they know what parents and communities need. Helps us to know what is happening on their end and we can share what is happening on our end (schools)
- 41 years experience as a professional educator.
- We have a lot of experience and current on best practices.
- Willing to work with others in how to get parents engaged with their children.

Reach

- A large family constituency- could distribute materials and information to 600-1200 families. We are state-wide on every islands.
- Wide community based contacts
- PIRC national org with a long reach
- We have large membership-24,000 oahu, 20,000 on maui.
- We are the “P” component of the Hawaii P-3 Project funded by the W.K. Kellogg Foundation. We have strong connections to both the early childhood community (EC) in this state and leaders in other states and the national level. We also have key contacts w/ our employee community coordinators on Oahu and Kauai and our contracted community coordinators on Hawaii and Maui.
- Good at working with other people; sharing information; incorporating information.
- Excellent colleagues around the nation; access to people who could really help with family engagement.
- Members with many Kalihi organizations

Affecting Policy

- Tools to support educational initiatives; race to the top or subsets to it.
- Chair of education for 10 years; contacts to people; knowledge of entities
- Direct utilization of the SCCs to move policy
- The coalition would be a conduit to vet ideas that are already on the table or from the community
- Help decision makers understand the puzzle pieces to school improvement.
- DOE is in a position of being able to implement a lot of the reform the coalition is working toward
- Legislation expertise

Funding

- We have monies we need to spend and spend it wisely through this coalition
- Facilitate people writing grants

Appendix C *(from retreat)*

Brainstormed Priorities

**Stars represent those priorities people identified as “top” priorities at the current time*

1. How are we going to affect ed policies? *
 - a. BOE policy and administrative rules
2. How are we going to build program collaboration among selves?
3. How are we going to identify excellence that is already happening b/w school, home & communities
4. How can we empower parents and students to be decision-makers in the schools? ***
5. How do we build trust and relationships? *
6. How do we get teachers to be more welcoming and parents and teachers communicate better?
7. How do we build trust with schools so that they are open to parent engagement? *
8. How do we find good BOE candidates?
9. How do we communicate to families the value of a good public education?

10. How will our priorities fit into a national priority?
11. What are we using to guide our DM and guide priorities...Data to guide us
12. How are we going to identify family engagement? *
13. How are we going to improve the perceptions of public schools? *
14. How are we going to teach parents what good learning and teaching looks like? *
15. How are we going to attract and keep more HQ teachers in the
16. How can we leverage resources? **
17. How can coalition continue its work?
18. How can we reach out to businesses to support our schools? **
19. How do we establish coalition operating procedures? *
 - a. So we share same expectation.
20. How do we ensure the next generation of teachers know how to work with families?
21. How are we going to determine if we have enough financial resources to improve public schools?

22. How do build and support good leadership in the schools? *
23. How do we move the system away from compliance to education? ***
24. How do we structure education so that they can focus on teaching? **
25. How do we make education a top priority in the state?
26. How do we capture and maintain enthusiasm of parents of your children?
27. How can we build and sustain trusting relationships between coalition members first?*
28. How do we focus on whole child model, change the way we do ed and understand how children learn? *
29. How do we measure success of the ed system...come to common agreement...identify what excellence in the schools mean?
30. How do we provide a central conduit to id and align needs with stakeholders...1 stop shop? *
31. How do we identify success of coalition?
32. How are we going to move policy?
33. How are going to transform ed system to ed community?
34. How are we going to promote deeper understanding of developmentally appropriate parent involvement? *
35. Identify ed or legislation policy
36. How do we fill the parent gap?
37. How do we build state-wide capacity for family engagement?

Hui for Excellence in Education (HE'E) Strategies, Action Plans and Governance Notes

Hosted by The Learning Coalition

**Japanese Cultural Center
9 a.m.-12:00 p.m.
09.29.2010**

Welcome

Debbie Berger, from the Learning Coalition opened the meeting with thanking everyone for his or her continued support and commitment. She highlighted that we are in the final stretch of HE'E's planning and announced that two final gatherings will be held before the end of the year. On November 4th, the Learning Coalition will host a Mahalo party with drinks and pupus from 4:30-6:30, possibly at Indigo's. On November 18th, a full-day has been allocated to design HE'E's platform.

Where We Are on the Road Map

Kerrie Urosevich, HE'E's facilitator provided a brief summary about HE'E's journey to date, highlighting that even though the recent planning around governance has been somewhat laborious, it is critical for the success of the Coalition. To spend the necessary time reaching consensus about how decisions will be made lays the foundation for trust and effectiveness. Once the platform is built on the 18th, the Coalition will be geared for the new Legislative session beginning in January.

First, Kerrie shared that in response to members expressing concern that the vision and mission statements could not stand-alone, Kerrie combined the two into one mission statement, expressed as the following:

The HE'E Coalition promotes a child-centered and strength-based education system in which families, communities and schools are valued and empowered to help every student succeed. HE'E brings diverse stakeholders together to harness collective energy, share resources and identify opportunities for progressive action in education.

The group unanimously supported the combined statement. Kerrie then stepped through the Coalition’s priorities and strategies. She highlighted that with the current elections and impending new session Priority Team 2 has been working hard on setting up the infrastructure for affecting public policy. In order to build a platform, governance structures needed to be adopted as well. The Priority Teams working on Family Engagement are implementing their action plans but will need more time and more robust support for full implementation. Priority 5, “Create Family Empowerment by Collaborating to Meet the Basic Needs of every Child” was identified as a separate Priority from Priority 1, “Enhancing Family Engagement in Schools”. We are currently recruiting leaders for this priority who will then build a team to support its implementation.

Priorities and Strategies

Priority 1: Enhance Family Engagement in Schools

Strategy 1.1: *Undertake a comprehensive review of family engagement in education in Hawaii*

Strategy 1.2 : *Develop initiatives to support and streamline family engagement in education in Hawaii*

Priority 2: Influence Public Policy that Affects Education

Strategy 2.1: *Create an online mechanism for communication and information sharing*

Strategy 2.2: *Create a coalition platform that identifies policies and policy initiatives the coalition will support*

Priority 3: Build Trust and Relationships Within the Coalition

Strategy 3.1: *Build dependability within the coalition by valuing your presence but trusting in your absence*

Strategy 3.2 *Create and sustain an effective organizational structure that supports interdependent relationships*

Strategy 3.3 *Build and support collaborations among coalition members*

Priority 4: Promote Family Engagement as one of the key Components of School Leadership

Strategy 4.1: *Develop school assessment models that measures parental engagement*

Strategy 4.2: *Create a program to identify, publicize and reward promising practices in the area of parental engagement*

<p>Priority 5: Create Family Empowerment by Collaborating to Meet the Basic Needs of every Child</p>

Strategy 5.1: *To be created*

Strategy 5.2: *To be created*

Priorities Discussion

Kerrie explained how and why Priority 5 was designed. During the building of Strategies and Action Plans, The Family Engagement Team was struggling with the vast possibilities for strategies, realizing that they couldn't create general strategies to meet the diverse needs of the different communities in the islands. For some communities, getting families in the classroom and educated on how to assist students at home may be the goals, in other communities, family engagement needs more comprehensive basic services, such as legal, health and education. Following the meeting, we met with a handful of team members to discuss possibilities and "Collaborating to meet the basic needs of every child" emerged as a possible 5th priority, realizing that it was too big to fit within the Family Engagement priority. With the understanding that when basic needs are met a) students perform better at school and b) families can engage more effectively it seemed like a foundational priority for the Coalition to champion. It is possible that the Coalition can be the conduit for collaboration between the DOE, Health and Human Services and the many organizations that work with families in these particular areas.

Kerrie also shared with those who were not at the Priority setting meeting that 30 other priorities were identified and have been placed in the "Playground" for future implementation. Once the abovementioned priorities are solidly implemented, the Coalition will plan for the next four priorities:

6. Build trusting relationships between schools, families, and community
7. Identify needs and align with stakeholder resources
8. Remove obstacles to good teaching
9. Shift perception of public education by showing evidence of success

It was noted that the initial priorities seemed to center around family engagement. A concern was breached about how to more effectively bring in the community. It was suggested that Priority 5, will need a lot of capacity building from the community to succeed. Additionally, Priority 6 focuses solely on incorporating the community more directly. A member shared that business and industry have immense interest in the P-12 work force development. They have the support side in place by working on policies within businesses that support family more effective and they have the advocacy piece as well as to say that this particular business believes in education and wants to support it in any way possible. This member also shared that there are many helping hands and resources available, but no conduit for matching businesses with schools in really effective ways. It was expressed that HE'E could be that conduit and could provide a resource map to match needs with people and businesses who are ready to provide. Collaboration instead of replication was highlighted as a goal of the Coalition's.

Discussion then lead to the importance of building capacity with the DOE, so that community assistance could be received and implemented effectively. It was highlighted that “we have this moment”, after coming off of the furlough crisis and entering an opportunity of change within the education system to step up our commitment to public schools as a community and we are ready to provide when the DOE system can effectively receive. If the coalition can assist the DOE in building those pathways, we will have succeeded. The Coalition would like to see equitable and institutionalized changes.

Concern about implementation was discussed, about biting off more than the group can chew. Someone mentioned starting off slow, designing something that works well and then expanding. Kerrie mentioned that monitoring and evaluating the implementation of the existing priorities would be essential. There is enough overlap between priorities that organizations can work on more than one and necessary expertise and skills can be capitalized upon. It was expressed that coordination and sharing of information is the power of this Coalition. Someone shared the metaphor of a wooden carriage from back in the day with four distinct wheels. One is surrounded by steal- the government wheel. Two are wooden and a little broken- the family wheel and early childhood wheel and the fourth is rather tiny and is sometimes there and sometimes not- the community wheel. When the carriage starts to falter because it does not have the best support, it is always the government that is expected to provide the extra wheel. The question was posed, “Does this Coalition want to be the carriage, working to build all four wheels, or does this Coalition want to ensure that one of the wheels is made of steal, the family wheel for example?” The majority expressed the feeling that it was the kuleana of the Coalition to focus on strengthening all four wheels.

Consensus on Governance Structure

The group reached consensus on the following:

Membership

The coalition supports member “organizations” and member “individuals”. Only representatives of “organizations” will have voting rights within the coalition, . Each representative of the individual organizations will need to seek written approval by their Board of Director’s to represent their organization within the coalition. Member individuals can participate in all coalition platforms and collaborative efforts. The community at large is always welcome to attend any of the coalition meetings and share input. All members meets quarterly.

Voting

Given the group's success to date in using a consensus decision-making model, a "modified consensus" was decided upon, whereby a vote goes out to all member organizations for action items and policy initiatives using a "fist of 5" model. If a minimum of 75% of the membership supports a particular action (voting 3-5), efforts will be made to get the other 25% onboard by identifying what it would take to get to a 3 vote.

Coalition Director

A paid Coalition Director position has been allocated to support the coalition.

Purpose: The Director provides the administrative and logistical coordination to allow for the efficient and collaborative functioning of the coalition, and implementation of its strategic plan. The Director will also be responsible for legislative analyses. The Director will work closely with the Coalition's Planning Team. It was decided that The Coalition Director would be housed either within TLC or as a separate entity for the first year. The group felt that when trust is built between member organizations, housing the Coalition Director within member organizations on a rotation basis would be considered.

The Planning Team

The planning team is comprised of two members from each identified priority. The planning team is responsible for monitoring and evaluating the implementation of the strategic plan. They are also responsible for overseeing their particularly priority, collaborating with organizations with shared interests to propel HE'E's mission forward. The Planning Team will work closely with the Coalition Director. It was suggested that the planning team rotates every two years. One person from each priority team rotates out at a time. This will provide an opportunity to shadow and to benefit from different leadership.

Planning Team Co-Leaders include:

Family Engagement Team- Ann Davis and Gordon Miyamoto
Public Policy Team- Rylan Yee and Dave Tom
Trust Building Team- Rosey Potts and Cherise Imai
School Leadership Team- Loi Soa and Liam Skilling
Meeting Basic Needs Team- Dina Shek

Introduction of Action Items

It is the responsibility of the organizations putting the bills, initiatives or action items forward to package the information in a clear, informative and concise way for members to consider. Educating coalition members on the particular issues will be essential for

members to be informed when voting. A summary template will be provided by the Public Policy Team for member's to follow. Coalition action items, both program related as well as policy related will be submitted to the Coalition Director. The Director will ensure the information is packaged in a clear, concise and informative way. The Director will then send the item out to the membership for a vote. If a 75% modified consensus is reached, the item will be passed. If we find that the Director becomes too overwhelmed with submissions, we will be asking for the Planning Team's assistance in both a) ensuring the template is completed and b) the item is consistent with the Coalition's mission.

Platform Brainstorming

It took the bulk of the meeting to ensure the group was confident in the priorities and governance structure. The remaining 40 minutes were spent on platform brainstorming. The large group was broken out into three small groups. They were tasked with a) deciding what type of platform they envisioned; a broad-based platform, a direct policy platform or a hybrid platform and b) Possible action items to be included.

Type of Platform

Two of the three groups felt the platform should be inclusive and broad based. One felt it should be policy specific. All groups felt the platform should reflect the Coalition's priorities, used to leverage resources and be used to vet policy items. The platform can also be used as an internal sounding board for future priorities. Groups shared that the platform holds diversity; it endorses the masses for spinning out the "do", therefore gives power to the member organizations. This idea supports strengths in numbers for the amplified voice and working on all of the carriage wheels. The platform should be the "wind beneath the wings to help the flock fly".

Discussion about the difference between the priorities and the platform ensued and many felt that the platform should support the priorities that are currently in place and assist in enhancing opportunities for implementation. The platform should also support the mission, the action plans and education policies the Coalition deems most important. People did not want the platform brainstorming to be a repeat of the priority brainstorming. All groups felt the platform items should not solely be directed toward the Legislature but we need to sell it to the community as well. The platform should also include program action items the coalition will support.

One group designed an inverted pyramid where the platform was on top (the base of the pyramid) and answers the questions "what" and "why" The second tier includes priorities actions, framework and tools and answers the questions "thru" and "how" and the tip of the pyramid (but inverted) includes the "who" will be getting the work done. It was shared that when you work in most organizations, your what, why and thru are developed by the leadership and the who are the "foot soldiers" delivering the work. They

expressed, the coalition isn't like this- it's opposite and the platform will guide the work that we do.

Possible Platform Action Items/Ideas

Very limited time was spent thinking about possible action items. The following list will be provided to jumpstart the platform building meeting on the 18th of November.

- CTE- Career Technical Education
- P-20 Diploma
- Safety and Wellness
- Better engagement with military families
- Child-centered decisions and policies. Ensures impact on the child is the focus
- Community engagement- how can we strategize to maximize?
- Focus attention on achievement gap
- Review and change policy. Right now if a school is failing, they receive money. Once they start succeeding, the money is pulled. We need to ensure that a) succeeding schools are rewarded and b) schools that are improving continue to receive funds so that they do not slide backwards again.
- Creating key messages to explain who the HE'E Coalition is to raise the quality of public discourse
- Coalition Member designated as family/child rep on the BOE (and a military rep)
- Support career and college deadlines

Wrap-Up

The remaining two gatherings for 2010 include:

Thursday, November 4th; 4:30-6:30- Mahalo Party

Thursday November 18th, 9:00 a.m.- 3:00 p.m.- Platform Building

In attendance: Debbie Berger, Jennifer Dang, Cherise Imai,, Matt Lorin, Cheri Nakamura, Sherri Okinaga,, Rosie Potts, Norm Sakamoto, Dina Shek, Loi Soa, Fuamaila Soa, Dave Tom, Kerrie Urosevich, Steve Vannatta, Mary Weir, Teri Yamashige, Lois Yamauchi, Rylan Yee

Hui for Excellence in Education (HE'E) Coalition Platform Building Notes

Hosted by The Learning Coalition

The Japanese Cultural Center
9:00 a.m. -2:00 p.m.
11.18.2010

Expected Outcomes

- *To identify a format for the platform*
- *To create action items or policy initiatives that support HE'E Priorities*
- *To reach a modified consensus on a 3-5 year platform*

Welcome and Summary

Debbie thanked participants for dedicating so much time and energy over the last seven months, highlighting that the official planning and designing of the coalition is coming to an end. She then thanked Kerrie for her facilitation services, highlighting Kerrie's commitment to inclusive participation. Debbie announced that Cheri Nakamura would be taking over the coordination of the Coalition as Interim Director

Kerrie then thanked The Learning Coalition for the continued support in the development of the Coalition. She expressed that Coalition's usually organize and then seek funding which is exponentially more difficult and The Learning Coalition's commitment to providing the necessary start-up resources allowed the Coalition to move forward in an expedient and organized way. She also thanked everyone for his or her time and creative energy. There were a few new faces in the room so Kerrie provided a history of HE'E's development beginning in May 2010. She asked if people wanted additional information, they could email or call her for prior meeting notes.

Kerrie expressed that this would be the final large group "planning" meeting and that HE'E intends to launch at the end of January 2011. Following the launch, all Coalition members will gather quarterly and Priority Teams will gather as needed to ensure full implementation of their individual priorities. The Planning Team will meet monthly.

Platform Format

Kerrie highlighted the strength and uniqueness of how HE'E was birthed. She expressed that, "often coalitions organize around a particular legislative bill. This can be very effective, but usually what happens after the bill is passed or fails, the coalition falters organizationally. HE'E has done an exceptional job of establishing the necessary frameworks to support a sustainable coalition. A mission statement, priorities, strategies and action plans have already been institutionalized, demonstrating the programmatic work the coalition will be focusing on over the next 3-5 years. Additionally, a Coalition Director will be hired along with organizational systems to support communication, marketing and governance.

Kerrie went on to make a suggestion about the types of policies HE'E should create today. She said, given the way HE'E was designed, it would be strategic to design the policy platform around the identified priorities. Because we are designing a 3-5 year platform, we should refrain from identifying particular pieces of legislation and rather identify and design regulatory policies that would enable each priority to be successfully implemented. Then when legislative bills are introduced to the coalition for support or endorsement, the bills can be vetted against the HE'E's Policy Platform. Examples that came out of our last meeting include:

- Establishing a parent seat on the Board of Education
- Enhanced engagement with military families
- Expanding the PCNC's role so that they are able to advocate for families and students
- Supporting Career Technical Education
- Support of P-20 Diploma
- Continuing to reward schools who are succeeding (don't cut their funding)

Matt Lorin from Castle Foundation supported this idea. Matt suggested that the coalition might not focus its policy advocacy on the Legislature. He commented that there were too many chefs in the kitchen and that many in leadership were urging legislative restraint. He went on to say that much of the work that needs to be done does not require any additional legislation. He reminded everyone that top down interventions from the legislature had not been all that successful in the past. He further reminded everyone that we had a variety of legislative wins during last session. And, the coalition might consider focusing its policy advocacy at the executive branch, namely the BOE and the DOE itself, perhaps concentrating on implementation of existing legislation as well as reform under the authority of the Board and the Superintendent.

Kerrie then referenced the platform examples in the handouts and asked Jennifer Dang from Hawaii Nutrition & Physical Activity Coalition and Dave Tom from One Voice for Hawai'i's Children to share their platforms. Comparing and contrasting a variety of platforms allowed the group to look at format, language and initiatives already in place throughout the islands.

Jennifer highlighted that policies can be impacted without legislation by looking at governmental change within its on departments and felt that regulatory policies would

work well for HE'E. She expressed that HNPAC is working backwards, trying to develop the mechanisms that HE'E is currently developing. She expressed a valuable tip for HE'E to consider by suggesting the use of Survey Monkey for an efficient voting mechanism. (Anything else to add from Jen's piece?)

Dave Tom shared about One Voice for Hawaii's Children (OVHC). He expressed that it took 6 months to formalize the platform. Good Beginnings Alliance helped staff the day-to-day though many others pitched-in. Their intention was to educate, rather than lobby political candidates. Governor-elect Abercrombie included some of OVHC platform into his education platform and now OVHC wants to influence his department's policies in regards to early childhood programs. Additionally, they want to influence legislature in upcoming session. Kanoe shared that only 3% of state budget is targeted to early childhood and we need to reprioritize children in our state and flip the figures- rather than spending 12% on prisons, let's work together on prevention. (12% on budget), make it one of the legislator's top priority. OVHC is not a 501c3. Have no bylaws. It's a collection of supporters.

Priority Clusters

Participants were asked to select one of HE'E following priority clusters and then join the cluster to create policy initiatives that would help support the implementation of the particular priorities.

Note: HE'E Priority 2: *Influence Public Policy that Affects Education* and Priority 3: *Build Trust Within the Coalition* were identified as internal priorities and were not relevant for creating policy initiatives for implementation. Additionally, it was suggested that HE'E's Priority 7: *Identify Needs and Align with Stakeholder Resources* and Priority 9: *Shift Perceptions of Public Education by Demonstrating Evidence of Success* were two priorities everyone should be working on and additionally do not need policy changes to ensure implementation.

Priority Clusters included:

Priority 1: *Enhance Family Engagement in Schools and Priority 4: Promote Family Engagement as one of the key Components of School Leadership*

Priority 5: *Create Family Empowerment by Collaborating to Meet the Basic Needs of every Child*

Priority 6: *Build trusting relationships between schools, families, and community and Priority 8: Remove obstacles to good teaching*

Kerrie highlighted that Priorities 1-5 have developed strategies and action plans as First Tier Priorities. Priorities 6-9 have not been built out, but will be after HE'E first year in operation. Given that the Policy Platform will be relevant for a 3-5 year period, Kerrie

felt it was important to include the Second Tier priorities and once policies are identified, the group can go back and build their strategies and action plans.

Kerrie suggested that we go after the low hanging fruit in developing HE'E's policy platform to build trust and momentum. Once HE'E becomes more established and cohesive, it can support more progressive policies. She explained that the group would continue to use the fist of five voting but would be transitioning to a modified consensus. As long as 75% of participants voted yes on a particular policy, it would be adopted. However, time would be spent on getting the other 25% onboard. On group member facilitated each small group, while Kerrie, Sue and Cheri floated.

Kerrie suggested that each group begins with:

HE'E Supports.....and then brainstorm policies they felt the coalition could support that would ensure implementation of their priority.

Report-Out and Voting

Priority 1: Enhance Family Engagement in Schools and Priority 4: Promote Family Engagement as one of the key Components of School Leadership

HE'E Supports:

- 1. A common understanding among stakeholders, based on research and best practices of what family engagement looks like;**
- 2. The development of a family engagement policy;**
- 3. The development and implementation of DOE, family and community guidelines, based on research and best practices, to ensure family engagement;**
- 4. Accountability for family engagement through multiple measures**
- 5. The incorporation of family engagement as a component of DOE/school leadership training**

**Training and capacity building for SCCs was suggested as an additional policy. Team members didn't feel it fit.

Discussion Points:

- Difference between family engagement in child's education and parent involvement in school; family engagement is the holistic approach to student achievement while parent involvement is more focused on involvement in the school through volunteering etc.*
- Various levels of engagement include a) supporting your student at school to improve his/her outcome, b) supporting school/complex area-rules and policies*

- that improve outcomes for those students and c) supporting state-wide policies and legislation that improves the system for all students*
- *There is a BOE policy on parent/family involvement but it's not measurable nor monitored*
 - *Bullet points on groups list of policy/action items are a progression*
 - *Concentrate on one or two best practices*
 - *Compare with John Hopkins six pillars and the Harvard Project*
 - *Good time to pursue because DOE has a new strategic plan*
 - *Create systems/programs that are sustainable*
 - *Can use the DOE's School Quality Survey to compare perceptions among teachers, parents and students*
 - *Create a community dashboard with same metrics that is accessible in both on line and offline ways*
 - *As long as SCC is advisory parents don't have authority*
 - *DOE is having an internal dialogue to realign parent engagement*
 - *Be bold*
 - *Need to consider it's the principal's job that is on the line*
 - *Want HE'E to be seen as a support for the school and the school to welcome HE'E support*
 - *Need training of SCCs and principals to have effective SCCs*
 - *Use SCC effectiveness as a principal performance measure*
 - *Timeline for Academic Financial Plan to drive SCCs*
 - *SCCs don't have enough operational knowledge*
 - *Schools don't get data and budget in timely manner*
 - *Instead of what parents don't have or can't do, look at what they can offer- focus on strengths*

Priority 5: Create Family Empowerment by Collaborating to Meet the Basic Needs of every Child

HE'E Supports.....

- 6. Coordinated community services through the school complex**
- 7. Sustainable funding of a complex-level coordinator**
- 8. Coordination/sharing of information interagency**
- 9. Complex Community Councils established (C3)**
- 10. Strengthening school-level SCCs at complex level**

Discussion Points:

- *Look at students as part of a family group, so look at support systems*
- *To meet the needs of students, its larger than the DOE*
- *Interagency coordination of social services is critical*

- *This would not be a DOE function, rather DOE is a service provider*
- *Make a HE'E at complex level with a complex coordinator*
- *Kaiser Complex has an informal functioning group for culture and arts*
- *Castle Complex is in process of formalizing the Castle Complex Community Council*
- *Kokua Kalihi Valley and Parent and Children Together have been working well together, like each other, it's non-DOE, when appropriate talk about child/family that the 2 groups provide services*

Priority 6: *Build trusting relationships between schools, families, and community and*
Priority 8: *Remove obstacles to good teaching*

HE'E Supports.....

- 11) The reduction of teacher turnover to stabilize schools by:**
 - **Supporting new teachers**
 - **Investing in local teachers (residents of the community)**
 - **Mentoring teachers**
- 12) Development of a career ladder for EAs and alternate certification for outside professionals**
- 13) The enhancement of principal leadership to:**
 - **Stabilize school**
 - **Improve school culture**
 - **Increase resources**
 - **Increase capacity of SCC**
- 14) Culture-based education to:**
 - **Recognize diverse populations**
 - **Effectively assess Hawaiian Immersion**
 - **Title 2 professional development**
- 15) The Changing of Metrics of Standardized Test Results (NCLB) by Incorporation of the Growth Model**

Discussion Notes:

- *Should capacity building for SCCs be included to support Priority 6?*
- *Rationalizing placement decisions*
- *Teachers knowing their positions for next year, so can be better prepared*
- *How is data received?*
- *Alternate certification for vocational ed teachers... "highly qualified teachers" have eliminated vocational teaching*
- *ELL*
- *Tangible policy for alternative certification for vocational education*
- *Change how data is received*

- *Employability index*
- *Lifelong learning*
- *Enhanced relationship with media for emphasizing lifelong learning*

Voting and Next Steps

In preparation for voting, Kerrie suggested that people first ask themselves if the priority supports the mission of HE'E. If the answer is "yes", then ask if the policy hinders the mission of their own organization. Kerrie highlighted that the policy may not advance individual organization's mission but as long as it doesn't hinder, the vote should be a "yes".

Debbie commented that there was so much shared and participants may not have had enough time to consider the other groups ideas and then asked for everyone to review the priorities and share if any of the priorities reflected a 1 or 2 vote, meaning that they could not support it. There were no 1s or 2s. Participants agreed to have a smaller group take the proposed policy/action items generated to draft a platform for the larger group's feedback. A platform would be designed and sent to participants for a final vote.

Next Steps

Kerrie reminded everyone to get his or her Board Resolution letters signed and returned to the following address:

The Learning Coalition
4348 Waialae Ave.
Suite 322
Honolulu, HI 96816

It was recommended by one of the members that we draft a one-page description of the history and intent of the development of the Coalition to present to individual Boards as background material. You will have this document by the December 17th.

The Planning Team will convene in mid-December to set up the launch and discuss any loose ends that need to be tied before HE'E's official launch.

