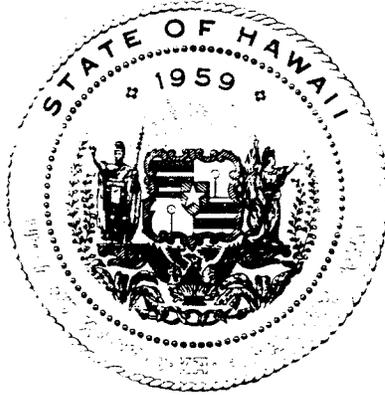


# ***The Hawaii State Plan***



# ***EDUCATION***

***1989***

# ***The Hawaii State Plan***



# ***EDUCATION***

*Preparation of this Functional Plan was coordinated by the  
**DEPARTMENT OF EDUCATION**  
in accordance with Chapter 226, Hawaii Revised Statutes.*

Submitted by Charles I. Toguchi Date March 23, 1989  
Charles I. Toguchi, Superintendent of Education

Approved by Francis R. McMillan Date March 31, 1989  
Francis R. McMillan, Chairperson, Board of Education

Approved by John Waihee Date May 8, 1989  
John Waihee, Governor, State of Hawaii



EXECUTIVE CHAMBERS  
HONOLULU

JOHN WAIHEE  
GOVERNOR

FOREWORD

For generations one of our major goals has been to give our children a better education than we received, or our parents had. In recent years parents, educators, and employers have started to question the quality of education today. Hawaii is part of a nationwide movement to improve education.

This State Education Functional Plan has been revised to include educational initiatives called for in my 1989 State of the State message, as well as recommendations from the Plan's Advisory Council and the Department of Education. As a result, the Plan represents a unified, consensus approach to innovative solutions for the issues facing our educational curriculum, staff, and facilities needs.

With this Plan we can develop an educational system where students attain high levels of knowledge, skills, and attitudes which will equip them for the 21st century.

JOHN WAIHEE



STATE OF HAWAII  
DEPARTMENT OF EDUCATION

P. O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

PREFACE

Planning is an activity engaged in by all administrators who wish to shape the future of their organizations. It is an endeavor that links vision, prediction, estimation, even intuition with analysis, prudence, and judgment. Leaders must inevitably take risks, but also proceed with caution in arriving at strategies and actions to determine not only the routes and timetables, but also the vehicles for moving toward a desired destination.

The State Education Functional Plan and Technical Reference Document were produced by many school professionals in the Department of Education to articulate a collective vision for public education and the procedures needed to achieve a desired future. The plans outline actions to be taken now to improve current conditions and to attend to various societal issues and trends. They address the goals, policies, priority guidelines of the Board of Education, the State Legislature, and the Governor who are elected representatives of the will of the people of Hawaii.

The process of producing these documents has involved analysis, review, collaboration, and substantive input from all levels and offices of the Department, the State Education Functional Plan Advisory Committee, members of the Office of State Planning, and the public, through various surveys and public meetings.

Completing all the stages of planning increases the probability of significant improvement. With commitment and follow-through from leaders in the respective areas and broad and deep support from the public to whom education belongs and benefits, we can put the plan to work and indeed create a future that is more productive, accountable, relevant and appropriate than might have otherwise been without a plan.

*Charles T. Toguchi*  
CHARLES T. TOGUCHI  
Superintendent

## THE STATE EDUCATION FUNCTIONAL PLAN ADVISORY COMMITTEE

For each functional plan, the governor shall establish an advisory committee, where an advisory body which meets the criteria set out hereunder is not already in existence, whose membership shall be composed of at least one public official from each county to be nominated by the mayor of each country; members of the public; experts in the field for which a functional plan is being prepared; and state officials . . . The committee shall advise the state agency in preparing a functional plan to be in conformance with the overall theme, goals, objectives, policies, and priority guidelines contained within this chapter. . . After the functional plan is adopted by the legislature, the committee shall advise the state agency in the implementation, monitoring and future updating of the plan. The advisory committee shall serve as a permanent advisory body to the state agency responsible for preparing each respective functional plan.  
(Section 226-57(c) Hawaii Revised Statutes)

### CHAIRPERSON of the COMMITTEE

Dr. John Thompson  
Professor, College of Education  
University of Hawaii

### STATE OFFICIALS

Dr. Sharon Miyashiro  
Deputy Director  
Department of Labor &  
Industrial Relations

Mr. Charles T. Toguchi  
Superintendent  
Department of Education

### COUNTY OFFICIALS

Mr. Gregory Mooers  
Deputy Managing Director  
Hawaii County Services

(To be appointed)  
County of Kauai

Mr. Robert Agres  
Director, Department of  
Human Concerns  
County of Maui

Ms. Maria Victoria R.  
Bunye  
Director, Office of Human  
Resources  
County of Honolulu

### EXPERTS IN THE FIELD

Dr. John P. Dolly  
Dean, College of Education  
University of Hawaii

PUBLIC MEMBERS

Ms. Rona Rodenhurst  
Education Officer  
Office of Hawaiian Affairs

Dr. Dorothy Douthit  
Principal  
Academy of the Pacific

Mr. Dexter Suzuki  
Assistant Vice-President  
Employment and Staff  
Development  
Honolulu Savings and Loan

Mr. Kent Keith  
Vice-President  
Public Relations and  
Business Development  
Oceanic Properties, Inc.

Dr. Andrew In  
Former Dean  
College of Education  
University of Hawaii

Mr. Earl Arruda  
President  
Hawaii State Teachers  
Association

Mr. Paul T. Kobayashi  
HGEA Representative

Mrs. Flora Beggs  
Former Regional  
Vice-President  
National PTA

BOARD OF EDUCATION

Mrs. Debi Hartmann  
Board of Education  
Department of Education

## ACKNOWLEDGMENTS

Producing a plan for an organization whose mission is as broad and important as public education is a vast undertaking that could not have been accomplished by just one office. The Planning Section was responsible for planning and organizing the development of the State Education Functional Plan and Technical Reference Document. The following offices were instrumental in drafting and revising their respective sections:

### Office of the Superintendent

Budget Branch	EDN 303
Mr. Lionel Aono, Director	
Communications Branch	EDN 303
Mr. Louis Torraca, Jr., Director	
Management Analysis and Compliance Branch	EDN 303
Mr. Tom Yamashita, Director	
Planning and Evaluation Branch	EDN 203, 303, 304
Dr. Kellet I. Min, Director	

### Office of Instructional Services

Dr. Herman Aizawa, Assistant Superintendent  
Dr. Mildred Higashi, Administrative Services Director

General Education Branch	EDN 105, 106, 205
Mrs. Rose Yamada, Director	
Multi-Media Services Branch	EDN 204, 205
Dr. Patsy Izumo, Director	
Special Instructional Programs and Services Branch	EDN 105, 106, 107, 108, 206, 207, 208, 406
Mrs. Evangeline Barney, Director	

### Office of Business Services

Mr. Eugene Imai, Assistant Superintendent

Administrative Services Branch	EDN 303
Mr. Chris Ito, Director	
Facilities and Support Services Branch	EDN 303, 306, 307
Mr. Thomas M. Nakai, Director	
Information System Services Branch	EDN 303
Mrs. Sadie Tanoura, Director	

School Food Services Branch Mr. Richard Hiramoto, Director	EDN 305
Office of Personnel Services Mr. Donald Nugent, Assistant Superintendent	
Personnel Management, Certification and Development Branch Mr. Albert Yoshii, Director	EDN 303
Personnel & Industrial Relations Branch Mr. Mansfield T. Doi, Director	EDN 303
Hawaii State Library System Mr. Bartholomew Kane, State Librarian	EDN 407

Throughout its development, the State Education Functional Plan Advisory Committee provided guidance and expertise from varying perspectives on both the planning process and the drafts that were developed through that process. Their careful scrutiny and nurture have been invaluable in this entire effort.

The Planning Section also appreciates the support of Superintendent Charles T. Toguchi, who made time in his schedule to provide direction and support; also appreciated is the support of the Board of Education, who, through their representative, Mr. Mike Matsuda, contributed to the development of the entire plan.

Finally, the production of the Plan and Document would not have been possible without the diligent, gracious and efficient services of our secretarial staff, Mrs. Violet Kakuno, Mrs. Joyce Torres and Miss Amy Takahashi, and that of Miss Evelyn Murashige and the staff of the Reprographic Section who printed the drafts and final versions.

STATE EDUCATION FUNCTIONAL PLAN

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# **CHAPTER I**

## **Introduction**

CHAPTER I  
INTRODUCTION

The Hawaii State Plan (Chapter 226, Hawaii Revised Statutes) provides a long-range guide for Hawaii's future. It establishes a Statewide Planning System to achieve State goals, objectives and policies. This system requires the development of State Functional Plans (SFPs) which are approved by the Governor. The functional plans guide the implementation of State and County actions in the areas of agriculture, conservation, housing, human services, recreation, tourism, transportation, water resources, and other areas as designated by the Governor.

In 1988, the State's focus has been the preparation of five Functional Plans relating to human service and resource needs:

<u>Area</u>	<u>Coordinating Agency</u>
* Education	Department of Education
* Employment	Department of Labor and Industrial Relations
* Health	Department of Health
* Housing	Housing Finance and Development Corporation
* Human Services	Department of Human Services

PURPOSE OF THE STATE FUNCTIONAL PLANS

In conjunction with County General Plans, State Functional Plans are the primary guideposts for implementing the Hawaii State Plan. While the Hawaii State Plan establishes long-term objectives for Hawaii, the State Functional Plans delineate specific strategies of policies and priority actions that should be addressed in the short-term.

In addition, there is an increased emphasis on the implementation of programs and actions. Therefore, Functional Plans contain specific, implementable actions that can be directly related to budget items.

The purposes of the State Functional Plans with respect to Chapter 226, as amended by Act 336, SLH 1987, are to:

- \* Identify major statewide priority concerns;
- \* Define current strategies for the functional area;
- \* Identify major relationships among functional areas;

- \* Provide the direction and strategies for departmental policies, programs and priorities;
- \* Provide a guide for the allocation of resources to carry out various State activities in coordination with County activities; and
- \* Assist in reconciling and coordinating State and County roles and responsibilities in the implementation of the Hawaii State Plan.

#### ROLE OF THE STATE FUNCTIONAL PLANS

The Functional Plans primarily address priority actions that should be taken within a two- to six-year period. This time frame coincides with the Biennial Budget and Capital Improvement Program budgetary cycles. The plans primarily affect State operations; however, recommendations for coordinated actions at the Federal, County and private sector levels are also included.

State Functional Plans are intended to act in a coordinated fashion with County General Plans and Development Plans. Chapter 226, Hawaii Revised Statutes, as amended by Act 336, SLH 1987, states that County General Plans and Development Plans shall be used as a basis in the formulation of State Functional Plans. Conversely, the law also states that the Counties shall use approved State Functional Plans as guidelines in formulating, amending and implementing the County General Plans and Development Plans. Thus, State Functional Plans and the County General Plans and Development Plans each draw from the knowledge embodied in the other, and all are essential to implement the Hawaii State Plan. However, State Functional Plans are still not to be interpreted as law or statutory mandates, nor do they mandate County or private sector actions. The Functional Plans assure that problems and issues of statewide importance are addressed, while the County General and Development Plans indicate desired population and physical development patterns for each County, and assure that the unique problems and needs of each County are addressed.

#### STATE FUNCTIONAL PLAN ADVISORY COMMITTEES

State Functional Plan Advisory Committees are established for each Functional Plan and play a critical role by advising State Functional Plan agencies in the review, revision and implementation of the Functional Plan. These committees have also been instrumental in providing outreach opportunities for participation by individuals and special interest groups in the review process.

Each Functional Plan Advisory Committee is composed of State officials, public officials from each County, members of the public and experts in the particular functional area. Members are appointed by the Governor in accordance with provisions of the Hawaii State Plan, Section 226-57, Hawaii Revised Statutes.

## REVIEW AND REVISION

In order to be responsive to constantly changing needs and conditions, Functional Plans are subject to review and revision every two years; the timing of which is linked to the review process of the Hawaii State Plan.

In undertaking these reviews, some of the State Functional Plan agencies have developed Technical Reference Documents (TRDs) and/or other technical studies and resource materials which provide background information and supporting rationale for policies and actions contained in the Functional Plan.

## COORDINATION

This Functional Plan document has been produced by the Department of Education through extensive meetings and consultations with the State Education Functional Plan Advisory Committee, the Office of State Planning, other affected State and County agencies, the private sector, and the general public.

The Functional Plan agencies initiate interagency coordination by identifying areas with complementary and competing interests. The review and monitoring activities conducted by their Advisory Committees provide assurance that areas of complementary and competing relationships continue to be addressed in the implementation process.

While each Functional Plan agency develops a process for public and agency input, overall responsibility for assuring coordination among functional plans on a continuing basis, rests with the Office of State Planning.

Each of the participating entities with their corresponding functions are identified in Figure 1.

Figure 1

KEY PARTICIPANTS IN THE STATE FUNCTIONAL PLAN PROCESS

KEY PARTICIPANTS	REQUIRED ACTIONS ACCORDING TO THE HAWAII STATE PLAN, CHAPTER 226, HRS, AS AMENDED
GOVERNOR	<p>The Governor establishes SFP Advisory Committees for each SFP. (§226-57).</p> <p>The Governor approves SFPs.</p> <p>The Governor transmits approved SFPs to the Legislature, Mayors and County Councils for information. (§226-58).</p>
LEGISLATURE	<p>Legislature reviews State Functional Plans approved by the Governor; which are used as guidelines to implement State policies. (§226-58 and 59).</p>
OFFICE OF STATE PLANNING	<p>OSP prepares guidelines for the development, revision, and implementation of SFPs (§226-55). It provides recommendations to the Governor and the Policy Council. OSP also provides reports and special studies for the Governor and the Policy Council. (§226-55).</p>
BUDGET AND FINANCE	<p>The budgetary review and allocation process of the Department of Budget and Finance shall be in conformance with the Overall Theme, Goals, Objectives, and Policies, and shall utilize as guidelines the Priority Guidelines contained in the Hawaii State Plan and the State Functional Plans (§226-52).</p>
FUNCTIONAL PLAN AGENCIES	<p>State agencies designated by the Governor to be responsible for SFP areas prepare the SFPs, work in close cooperation with SFP Advisory Committees, State and County officials, and solicit public views and comments. (§226-57).</p>
FUNCTIONAL PLAN ADVISORY COMMITTEES	<p>SFP Advisory Committees work in close cooperation with SFP agencies and provide advice in preparing and implementing SFPs.</p>
STATE PLAN POLICY COUNCIL	<p>The Policy Council reviews SFPs to identify areas of potential conflict and to assure conformance with the State Plan. The Council submits its findings and recommendations to the legislature on each SFP. (§226-54 and 58).</p> <p>The Council prepares a Biennial Report for the legislature which contains recommendations for legislative consideration and action. (§226-54 and 62).</p>
GENERAL PUBLIC	<p>The general public participates in Statewide SFP Informational Meetings. Members of the public also serve on SFP Advisory Committees and the State Plan Policy Council, participate in statewide surveys, and provide comments and concerns to preparing SFP agencies (§226-53 and 57).</p>

# **CHAPTER II**

## **Focus of the State Education Functional Plan**

## CHAPTER II

### FOCUS OF THE STATE EDUCATION FUNCTIONAL PLAN

The State Education Functional Plan is one of fourteen plans called for by the Chapter 226, Hawaii Revised Statutes, originally enacted in 1978 and amended in 1986 and 1987. Just as the Hawaii State Plan attempts "to provide for wise use of Hawaii's resources and to guide the future development of the State," the State Education Functional Plan attempts to provide for wise use of the Department of Education's resources and guide its future.

Together with the other Functional Plans, the State Education Functional Plan seeks to achieve the State Goals (Section 226-4) of:

1. A strong, viable economy, characterized by stability, diversity, and growth, that enables the fulfillment of the needs and expectations of Hawaii's present and future generations.
2. A desired physical environment, characterized by beauty, cleanliness, quiet, stable natural systems, and uniqueness, that enhances the mental and physical well-being of the people.
3. Physical, social, and economic well-being, for individuals and families in Hawaii, that nourishes a sense of community responsibility, of caring, and of participation in community life.

It is further unified with the other Plans by accepting the principles in the overall theme (Section 226-3).

1. Individual and family self-sufficiency . . .
2. Social and economic mobility . . .
3. Community or social well-being . . . the aloha spirit--attitudes of tolerance, respect, cooperation and unselfish giving, within which Hawaii's society can progress.

#### A. Purpose of the State Education Functional Plan

Within the parameters of the overall theme and goals of the Hawaii State Plan, the revisions called for by the amendments in 1986 and 1987, and the guidelines established by the Office of State Planning, the State Education Functional Plan seeks to achieve the purposes of identifying and implementing:

1. Current and future strategies and directions to address statewide policies and priority guidelines;
2. Current degrees of interrelationships and coordination needed between the Department of Education and other functional areas, county activities and other state and private agencies; and
3. Interrelations and coordination needed among the various offices, branches and levels of the Department of Education.

By doing the above, the State Education Functional Plan implements the Department of Education's share of the Hawaii State Plan, provides a mechanism for coordinating and integrating its efforts with that of other agencies seeking the same goals and makes possible greater collaboration within the Department for achieving the goals, policies and priority guidelines of the Board of Education and the Hawaii State Plan. The ultimate purpose of these actions would be students who attain high levels of knowledge, skills and attitudes and are thus fully equipped to live meaningful, productive lives now and in the 21st century.

#### B. Scope of the State Education Functional Plan

The State Education Functional Plan reflects the Department of Education's strategies to address the policies and priority guidelines of the Hawaii State Plan and the goals of the Board of Education and the concerns of the State Education Functional Plan Advisory Committee. As such, it serves as a mechanism for implementing the Hawaii State Plan as it relates to the directions of the Board of Education and the programs of the Department.

Chapter 226, Hawaii Revised Statutes, as amended by Act 336, 1987, identifies directions specifically for Education in two sections, Section 226-21 Objectives and policies for socio-cultural advancement--education and Section 226-107 Quality education. Fourteen of the policies and priority guidelines contained in these two sections were deemed to be appropriate for lower education. Two policies, one for basic skills and one for students with special needs, were combined with nearly identical priority guidelines which addressed these same topics. The net result is twelve policies--academic excellence, basic skills, education workforce, facilities and services, alternatives for funding and delivery, autonomy and flexibility, increased use of technology, personal development, students with special needs, early childhood education, Hawaii's cultural heritage, and research programs and [communication] activities--and these are the basis of the State Education Functional Plan.

C. Arrangement of Policies and Implementing Actions

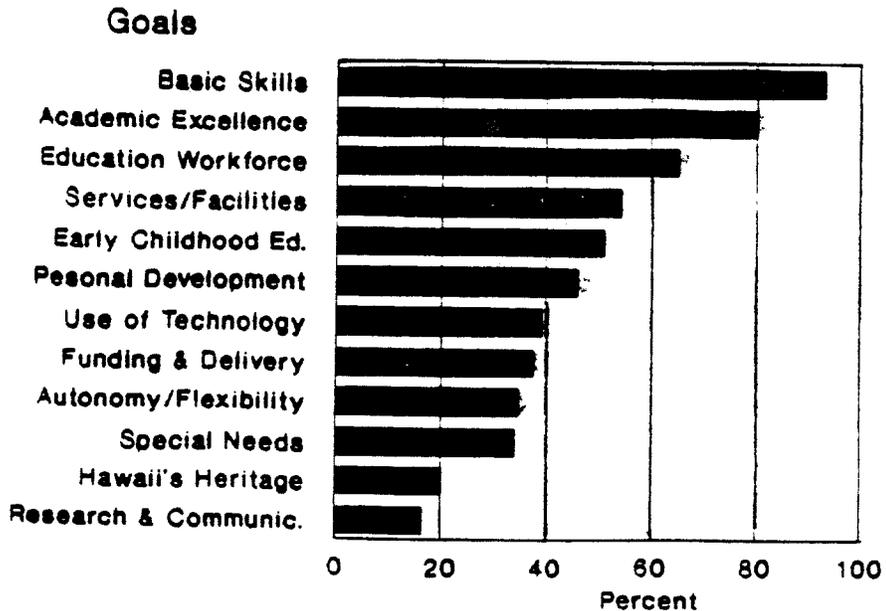
In order to provide a greater sense of focus among the twelve policies, the Department sought input from those who bear varying degrees of responsibility for decisions and implementing actions in the educational process:

1. The Board of Education
2. Educational Officers
3. Teachers

In July of 1988, all members of the first two groups and a 20% random sampling of teachers were sent a survey. (See Appendix) For purposes of the survey, the twelve policies were referred to as goals and each survey participant was asked to select six from among twelve goals listed as they appeared in the Hawaii State Plan and Working Together Toward Excellence. These six thus represented the participant's choices of goals that "most deserve the Department's attention and resources."

The survey results were tabulated for each group. The percent of respondents in each group checking each goal was calculated. These percents were averaged for each goal using a calculation that gave each group equal weight. The table below illustrates the average percent of the three survey groups that selected each goal.

## FUNCTIONAL PLAN GOALS AVERAGE PERCENT SELECTING



After reviewing the survey data, the State Education Functional Plan (SEFP) Advisory Committee members recommended that the twelve goals be grouped into three clusters. Although each cluster is in order of priority, goals within a cluster are listed alphabetically.

CLUSTER A

- A(1): Academic Excellence
- A(2): Basic Skills
- A(3): Education Workforce
- A(4): Facilities and Services

CLUSTER B

- B(1): Alternatives for Funding and Delivery
- B(2): Autonomy and Flexibility
- B(3): Increased Use of Technology
- B(4): Personal Development
- B(5): Students with Special Needs

CLUSTER C

- C(1): Early Childhood Education
- C(2): Hawaii's Cultural Heritage
- C(3): Research Programs and [Communication] Activities

Cluster A contains policies which are basic to the entire plan for education. They provide the foundation on which any improvements must rest. For example, a capable workforce and adequate facilities must be available for any new initiatives to succeed.

Cluster B contains policies which are significant for the Department because they are mandated by recent legislation (e.g., autonomy and flexibility as granted by Acts 320 and 321) or because the needs in these areas have not yet been fully met (e.g., students with special needs) or because current trends in the State and in the business sector demand immediate attention (e.g., increased use of technology).

Cluster C contains policies that have moderate significance because resources were provided in previous budgets to meet the goals. For example, Hawaii's cultural studies has funding for kupuna; and immersion classes and early childhood education recently has received millions of dollars to reduce class sizes in kindergarten and grade one to 20:1.

These clusters represent a present-day view of the policies and goals and have a short-range perspective of approximately two years or one biennium since Functional Plans are subject to review and revision every two years. A longer-range perspective is provided in the Technical Reference Document.

Once the goals were grouped into clusters, key implementing actions for each goal were then selected from the Technical Reference Document and prioritized. Representatives, which included an assistant superintendent and directors from three offices (Business, Instruction, Personnel) and two branches in the Office of the Superintendent (Budget and Planning and Evaluation) ranked the implementing actions according to whether the actions were:

1. Statements of policy;
2. Board of Education mandates/directives;
3. Budget items in the 1989-91 biennium budget;
4. Directions from the Superintendent and/or Governor.

These implementing actions are designed to reinforce current directions, obtain resources for moving ahead, or begin processes for determining future directions. Although they deal with instructional as well as administrative matters, they all seek to equip Hawaii's public school students with the skills, knowledge, understanding, creativity and attitudes that will enable them to grasp Hawaii's future and step boldly into the coming century.

# **CHAPTER III**

## **Policies, Goals and Implementing Actions**

### **CLUSTER A**

- A(1): Academic Excellence**
- A(2): Basic Skills**
- A(3): Education Workforce**
- A(4): Facilities and Services**

### **CLUSTER B**

- B(1): Alternatives for Funding  
and Delivery**
- B(2): Autonomy and Flexibility**
- B(3): Increased Use of Technology**
- B(4): Personal Development**
- B(5): Students with Special Needs**

### **CLUSTER C**

- C(1): Early Childhood Education**
- C(2): Hawaii's Cultural Heritage**
- C(3): Research Programs and  
[Communication] Activities**

A(1): ACADEMIC EXCELLENCE

POLICY: Emphasize quality educational programs in Hawaii's institutions to promote academic excellence. [Hawaii State Plan, Socio-cultural Advancement-Education 226-21(b)(8)]

GOAL: Provide the public schools with encouragement and support to reach a high level of effectiveness. [Working Together Toward Excellence B-I-3]

IMPLEMENTING ACTION A(1)(a): Improve job skills training of vocational students to meet business and industry needs. (EDN 105 - Vocational-Technical)

Lead Organization: Office of Instructional Services Special Instructional Programs and Services Branch  
 Assisting Organization: University of Hawaii Community Colleges, State Director for Vocational Education  
 Time Frame: 1989-1991  
 Program Adjustment Request: \$1,539,230 for Vocational Education: Improvements to the automotive and business education programs (EDN 106) in the 1989-91 Biennium  
 Workload Increase Request: A portion of the \$1,324,385 for Classroom Equipment is for Vocational Education

IMPLEMENTING ACTION A(1)(b): Develop an articulated K-12 second language program that promotes multilingual and multicultural understanding and communication. (EDN 106 - Asian, European and Pacific Languages)

Lead Organization: Office of Instructional Services General Education Branch  
 Assisting Organization: District Offices, University of Hawaii  
 Time Frame: 1989-1991  
 Program Adjustment Request: \$1,332,000 for Foreign Languages in the Elementary Grades (EDN 106) in the 1989-91 Biennium

IMPLEMENTING ACTION A(1)(c): Assess and evaluate the following programs and implement appropriate improvement activities to increase student achievement, provide more challenging learning opportunities, and utilize resources more effectively:

EDN 105	Art Education	EDN 105	Science
EDN 105	Language Arts	EDN 105	Social Studies
EDN 105	Mathematics	EDN 106	Environmental Education
EDN 105	Music	EDN 106	Hawaiian Studies

Lead Organization: Office of Instructional Services General Education Branch  
 Assisting Organization: District Offices  
 Time Frame: 1989-1991

IMPLEMENTING ACTION A(1)(d): Review and adjust the Social Studies program relative to the current issues:

- 1) Determine whether economics should be a required course for graduation.
- 2) Expand the infusion of citizenship education concepts at all levels.
- 3) Expand the infusion of global education concepts at all levels, giving particular attention to the Pacific Rim area.
- 4) Strengthen integration of Hawaiian studies with the rest of social studies curriculum.
- 5) Strengthen infusion of most current techniques on thinking skills, problem-solving skills, process as content and meta-cognition into the social studies total bank of teaching strategies.
- 6) Heighten participation of social studies in the Basic Academic Skills Improvement through Core Subjects (BASICS) efforts.
- 7) Strengthen infusion of geographical and historical concepts at all levels. (EDN 105 - Social Studies)

Lead Organization: Office of Instructional Services General Education Branch  
 Assisting Organization: Board of Education, District Offices  
 Time Frame: 1987-1991  
 Program Adjustment Request: \$783,841 for Social Studies Curriculum Improvement (EDN 105) in the 1989-91 Biennium

IMPLEMENTING ACTION A(1)(e): Establish Learning Centers in all districts to expand educational opportunities for students with special talents and interests, to provide public school parents with new choices on the kinds and quality of education they want for their children, and to share as models of educational excellence in the community. (EDN 106 - Learning Centers)

Lead Organization: Office of Instructional Services  
 Assisting Organization: District Offices, Respective Schools  
 Time Frame: 1989-1991  
 Program Adjustment Request: \$740,000 for Learning Centers (EDN 106) in the 1989-91 Biennium  
 Comments: The budget request is to establish six new learning centers. Funds for existing learning centers are provided through current services.

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IMPLEMENTING ACTION A(1)(f): Establish regional outdoor environmental education centers that will enable students to develop environmental literacy through direct interaction with dynamic ecosystems.

Lead Organization: Office of Instructional Services General  
Education Branch  
Assisting Organization: District Offices, Department of Land and Natural  
Resources, County Governments  
Time Frame: 1989-1991  
Program Adjustment Request: \$206,286 as requested for Outdoor Education  
Centers in the 1989-91 Biennium

IMPLEMENTING ACTION A(1)(g): Utilize the summer months as an opportunity to extend student learning time by offering all students in grades 1-12 a cost-free summer program. (EDN 106 - Other Regular Instruction)

Lead Organization: Office of Instructional Services General  
Education Branch  
Assisting Organization: District Offices  
Time Frame: 1989-1991  
Program Adjustment Request: \$3,525,000 new initiative for Summer  
Instruction (EDN 106) in the 1989-91  
Biennium

IMPLEMENTING ACTION A(1)(h): Provide for special needs and interests of students that could not be met during the school day through an after-school instruction program. (EDN 106 - Other Regular Instruction)

Lead Organization: Office of Instructional Services General  
Education Branch  
Assisting Organization: District Offices  
Time Frame: 1989-1991  
Program Adjustment Request: \$8,000,000 new initiative for After School  
Instruction (EDN 106) in the 1989-91  
Biennium

IMPLEMENTING ACTION A(1)(i): Continue the Hawaiian language immersion program for current students who are moving up in the primary grades and expand the program to a third site. (EDN 106 - Asian, European and Pacific Languages)

Lead Organization: Office of Instructional Services General  
Education Branch  
Assisting Organization: District Offices  
Time Frame: 1989-1991  
Program Adjustment Request: \$524,096 new initiative to continue and  
expand the Hawaiian Language Immersion  
Program (EDN 106) in the 1989-91 Biennium

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IMPLEMENTING ACTION A(1)(j): Recommendation made by the State Education Functional Plan Advisory Committee to assign all secondary specialized music teachers as off-ratio allocated teachers to maximize the full-time equivalency of their specialized music training and to provide music specialist services to elementary schools.

Lead Organization: Office of Personnel Services  
Assisting Organization: Respective Schools, District Offices  
Time Frame: 1990 and ongoing

IMPLEMENTING ACTION A(1)(k): Implement procedures designed to further reduce intrusions into existing teaching time for teachers and supervision time for principals. (EDN 304 - District Administration)

Lead Organization: District Offices  
Assisting Organization:  
Time Frame: 1988 and on

IMPLEMENTING ACTION A(1)(l): Assess the impact of the Academic Requirements for Participation in Co-curricular Activities (i.e., the 2.0 minimum eligibility requirement) on students and community and take action to reduce the negative aspects. (EDN 207 - Student Activities)

Lead Organization: Office of Instructional Services Special Instructional Programs and Services Branch  
Assisting Organization: Schools, Oahu Interscholastic Association  
Time Frame: 1988-1990

IMPLEMENTING ACTION A(1)(m): Seek additional resources to enable consultations with individual schools and to provide them with appropriate exemplary programs or practices that have proven to be effective. (EDN 205 - Instructional Development)

Lead Organization: Office of Instructional Services Multimedia Services Branch  
Assisting Organization:  
Time Frame: 1988-1991

A(2): BASIC SKILLS

POLICY: Promote programs and activities that facilitate the acquisition of basic skills, such as reading, writing, computing, listening, speaking, and reasoning. [Hawaii State Plan, Socio-cultural Advancement-Education 226-21(b)(7)]

GOALS: Provide a curriculum that is broad but well-balanced and related to the times and to the needs of students. [Working Together Toward Excellence C-I-1]

POLICY: Pursue effective programs which reflect the varied district, school, and student needs to strengthen basic skills achievement. [Hawaii State Plan, Quality Education 226-107(T)]

IMPLEMENTING ACTION A(2)(a): Promote the teaching of the basic skills of speaking, listening, reading, writing, computing, reasoning, and other life-role competencies in ALL program areas and obtain adequate resources to meet the needs of all learners.

- |                                     |                              |
|-------------------------------------|------------------------------|
| (EDN 105 - All areas                | EDN 206 - Counseling         |
| EDN 107 - Special Education         | EDN 207 - Student Activities |
| EDN 108 - Compensatory Education    | EDN 208 - Psychological and  |
| EDN 204 - Instructional Media       | School Social Work Services  |
| EDN 205 - Instructional Development | EDN 406 - Adult Education)   |

Lead Organization: Office of Instructional Services  
 Assisting Organization: District Offices, Schools, Office of the Superintendent Budget Branch  
 Time Frame: 1988 and on  
 Program Adjustment Request: \$3,991,978 as requested for Core Learning (EDN 106) in the 1989-91 Biennium  
 Comments: Additional resources for this implementing action are provided for within current services and the following program adjustment requests:

- EDN 105 - Social Studies Curriculum Improvement
- EDN 106 - Students of Limited English Proficiency
- EDN 106 - Academic Assistance for At-Risk Students
- EDN 406 - Adult Basic Education

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IMPLEMENTING ACTION A(2)(b): Utilize the results of the Competency Based Measures tests to monitor students' progress toward attainment of the Department's curriculum objectives and to effectively respond to students' needs. (EDN 303 - Planning and Evaluation)

Lead Organization: Office of the Superintendent Planning and Evaluation Branch  
 Assisting Organization: Office of Instructional Services  
 Time Frame: 1988-1991  
 Program Adjustment Request: \$650,360 for Statewide Testing (EDN 303) in the 1989-91 Biennium

IMPLEMENTING ACTION A(2)(c): Strengthen and expand instructional services, facilities and equipment, including direct services, enrichment activities and opportunities to enhance science education, to help students meet future demands as they face an increasingly technological society. (EDN 105 - Science Education)

Lead Organization: Office of Instructional Services General Education Branch  
 Assisting Organization: District Offices, Schools  
 Time Frame: 1988-1991  
 Workload Increase Request: A portion of the \$1,324,358 request for Classroom Equipment in the 1989-91 Biennium is for Science Education

A(3): EDUCATION WORKFORCE

POLICY: Initiate efforts to improve the quality of education by improving the capabilities of the education workforce. [Hawaii State Plan, Quality Education 226-107(3)]

GOAL: Recruit, train, motivate and retain a competent staff at all levels of the organization. [Working Together Toward Excellence D-I-I]

IMPLEMENTING ACTION A(3)(a): Develop and implement a comprehensive plan to attain a peak performing workforce that is capable, qualified and highly motivated. (EDN 303 - Personnel)

Lead Organization: Office of Personnel Services  
 Assisting Organization: District Offices, Office of the Superintendent and other appropriate Department of Education offices, University of Hawaii College of Education  
 Time Frame: 1988-1991  
 Program Adjustment Request: \$2,379,580 for Teacher Training (EDN 205) and \$847,644 as requested for Mentor/Coaches for New Teachers (EDN 205) in the 1989-91 Biennium  
 Workload Increase Request: \$124,278 for Recruitment and Certification in the 1989-91 Biennium

IMPLEMENTING ACTION A(3)(b): Seek funding to: 1) expand leadership training and skills development, Clinical Leadership Supervisor Positions (school administrator induction program), special impact area employee recruitment and retention incentives, and 2) provide more school clerical support positions.

Lead Organization: Office of Personnel Services  
 Assisting Organization: Office of the Superintendent Budget Branch  
 Time Frame: 1988-1991  
 Program Adjustment Request: \$790,033 for Inservice Training of School Administrators and Classified Staff (EDN 303); \$350,000 new initiative for Leadership Academy (EDN 303); \$1,008,000 for Recruitment and Retention of Teachers and School Administrators (EDN 303) in the 1989-91 Biennium  
 \$1,547,170 new initiative for School Administrator's Training Program (EDN 303) in the 1990-91 Fiscal Year  
 \$1,588,598 as requested for School Clerks (EDN 203) in the 1989-91 Biennium

IMPLEMENTING ACTION A(3)(c): Strengthen and expand technical assistance and inservice training to teachers and administrators for:

Art Education	(EDN 105)	Computer Education	(EDN 106)
Health Education	(EDN 105)	Early Provisions for School Success	(EDN 106)
Language Arts	(EDN 105)	Hawaiian Studies	(EDN 106)
Mathematics	(EDN 105)	Special Education	(EDN 107)
Music Education	(EDN 105)	Compensatory Education	(EDN 108)
Physical Education	(EDN 105)	Instructional Media	(EDN 204)
Science Education	(EDN 105)	Counseling	(EDN 206)
Social Studies	(EDN 105)	Psychological and School Social Work	(EDN 208)
Vocational-Technical	(EDN 105)		
Asian, European and Pacific Languages	(EDN 106)		

Lead Organization: Office of Instructional Services  
 Assisting Organization: Office of Personnel Services, Higher Education Institutions, Other Governmental Agencies and Organizations  
 Time Frame: 1988-1991  
 Comments: Resources for this implementing action are provided in the current services budgets for the above named EDNs and additionally through the budget requests for:

- o Teacher Training (EDN 205)
- o Inservice Training of School Administrators (EDN 303)
- o Mentor/Coaches for New Teachers (EDN 205)

IMPLEMENTING ACTION A(3)(d): Coordinate with the community colleges to provide in-service training to all offices including schools in the use of computers. (EDN 303 - Information System Services)

Lead Organization: Office of Business Services Information System Services Branch  
 Assisting Organization: District Offices, Community Colleges  
 Time Frame: 1988 and on

IMPLEMENTING ACTION A(3)(e): Conduct in-service training workshops for registrars on computerized scheduling and recordkeeping including attendance data. (EDN 205 - Instructional Development)

Lead Organization: Office of Instructional Services Special Instructional Programs and Services Branch  
 Assisting Organization: Office of Business Services Information System Services Branch  
 Time Frame: 1988-1990

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IMPLEMENTING ACTION A(3)(f): Develop and implement a plan for strengthening administrative skills in student programming, monitoring effective teaching and school program review, and planning to insure that selection and implementation of school- and classroom-level programs are consistent with the mission of schools and appropriate to the learning needs of the individual students. (EDN 205 - Instructional Improvement)

Lead Organization: District Offices  
 Assisting Organization: Office of Instructional Services, Office of Personnel Services  
 Time Frame: 1989-1991  
 Program Adjustment: \$1,287,600 as requested for Curriculum Coordinators for High Schools (EDN 203) in the 1989-91 Biennium

IMPLEMENTING ACTION A(3)(g): Facilitate the infusion of effective utilization of technologies, various resources, and technological literacy in all teacher and administrator education programs. (EDN 204 - Instructional Media)

Lead Organization: Office of Instructional Services  
 Assisting Organization: University of Hawaii at Manoa School of Library and Information Studies and College of Education  
 Time Frame: 1988-1991

IMPLEMENTING ACTION A(3)(h): Review progress in meeting affirmative action employment goals. Conduct another workforce utilization analysis, including student hires, to determine whether affirmative action focus and employment goals need to be revised. (EDN 303 - Management Analysis and Compliance)

Lead Organization: Office of the Superintendent Management Analysis and Compliance Branch  
 Assisting Organization: State and District Offices  
 Time Frame: 1988-1991

IMPLEMENTING ACTION A(3)(i): Examine the practice of allocating additional temporary positions to schools through special programs such as Intensive Basic Skills. If the needs being addressed are not likely to diminish, work with appropriate offices to convert the positions from temporary to permanent. (EDN 106 - Intensive Basic Skills)

Lead Organization: Office of Personnel Services  
 Assisting Organization: Office of Instructional Services General Education Branch, Office of the Superintendent Budget Branch  
 Time Frame: 1988-1991

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IMPLEMENTING ACTION A(3)(j): Explore the possibility of designing a competency-based counselor evaluation so that 1) counselors can meet competency needs through appropriate in-service training, and 2) school administrators can understand the role and function of counselors and assist them in identifying competencies to meet program needs. (EDN 206 - Counseling)

Lead Organization: Office of Instructional Services Special  
Instructional Programs and Services Branch  
Assisting Organization: Office of Personnel Services  
Time Frame: 1988-1990

IMPLEMENTING ACTION A(3)(k): Explore the possibility of requiring a course in guidance for all teachers in training at the College of Education. (EDN 105 - Guidance)

Lead Organization: Office of Instructional Services Special  
Instructional Programs and Services Branch  
Assisting Organization: Office of Personnel Services, University of  
Hawaii at Manoa College of Education  
Time Frame: 1988-1990

IMPLEMENTING ACTION A(3)(l): Strengthen the multicultural awareness of all educators through infusion of cultural understandings into basic inservice training relating to overall instructional improvement. (EDN 106 - Program for Students of Limited English Proficiency)

Lead Organization: Office of Instructional Services General  
Education Branch  
Assisting Organization: Office of Personnel Services  
Time Frame: 1988-1991

A(4): SERVICES AND FACILITIES

POLICY: Ensure the provision of adequate and accessible educational services and facilities that are designed to meet individual and community needs.  
 [Hawaii State Plan, Socio-cultural advancement-Education 226-21(b)(21)]

GOAL: Provide facilities that are sufficient in number, functional, well-paced and compatible with the physical surroundings. [Working Together Toward Excellence D-I-2]

IMPLEMENTING ACTION A(4)(a): Secure the resources necessary to implement and carry out a program to provide for safe and secure campus environments. (EDN 306 - Safety and Security Services)

Lead Organization: Office of Business Services Facilities and Support Service Branch  
 Assisting Organization: Office of the Superintendent Budget Branch  
 Time Frame: 1989-1991  
 Program Adjustment Request: \$1,215,760 as requested for General Aides and Security Alarms (EDN 306) in the 1989-91 Biennium

IMPLEMENTING ACTION A(4)(b): Seek methods of further improving the accuracy of student records upon which enrollment projections are based. (EDN 303 - State Administration)

Lead Organization: Office of Business Services Information System Services Branch  
 Assisting Organization: District Offices  
 Time Frame: 1988 and on

IMPLEMENTING ACTION A(4)(c): Pursue actions with other agencies which will insure adequate and appropriate services and facilities on a timely basis. (EDN 303 - Facilities, EDN 105 - Instruction, EDN 203 - School Administration, EDN 204 - Instructional Media, EDN 205 - Instructional Improvement, EDN 304 - District Administration, EDN 305 - School Food Services, EDN 307 - Physical Plan Operations and Maintenance)

Lead Organization: Office of Business Services Facilities and Support Service Branch (for Department of Education facilities), Department of Accounting and General Services (for State facilities)

Assisting Organization: Office of Business Services School Food Services Branch, Office of Instructional Services, Office of Personnel Services, District Offices

Time Frame: 1989-1991

Workload Increase Request: \$2,875,566 for Regular Instruction: On-ratio teachers for increased enrollment of regular students (EDN 105);  
 \$1,810,372 for Regular Instruction: Textbooks and equipment for new classrooms (EDN 105);  
 \$747,097 for School Administration: Staff, supplies and equipment for statewide enrollment increases and for six new schools (EDN 203);  
 \$548,072 for School Libraries: Staff, books, supplies and equipment for new libraries and increased enrollment (EDN 204);  
 \$119,319 for Special Instructional Programs and Services, OIS: Director and secretary positions for the branch (EDN 205);  
 \$145,061 as requested for District Administration (EDN 304);  
 \$361,218 as requested for District Administration (EDN 304) in the 1989-91 Biennium  
 \$36,898 for Special Education: Equipment for new special education classrooms to be built (EDN 107) in the 1990-91 FY  
 \$1,233,331 for School Food Services (EDN 305);  
 \$813,373 for School Custodial Services (EDN 307);  
 \$2,146,138 for Utilities (EDN 307) in the 1989-91 Biennium

IMPLEMENTING ACTION (A)(4)(d): Utilize Capital Improvement Program funds to meet the need for more classrooms and facilities, to respond to minor CIP requests on a timely basis, and to meet other requirements such as Architectural Barrier Corrections, Noise Abatement, County Requirements. (EDN 303 - Facilities and Support Services)

Lead Organization: Office of Business Services Facilities and Support Services Branch  
 Assisting Organization: District Offices, Schools, Department of Accounting and General Services, Department of Business and Economic Development, Department of Budget and Finance  
 Time Frame: 1989-1991  
 CIP Request: \$180,000,000 for Capital Improvement Program (EDN 303) in the 1989-91 Biennium

IMPLEMENTING ACTION A(4)(e): Assist the Central Services Division, Department of Accounting and General Services, to secure resources necessary to implement a cyclic maintenance program as part of the current services repair and maintenance program. (EDN 307 - Physical Plant Operations and Maintenance)

Lead Organization: Office of Business Services Facilities and Support Service Branch  
 Assisting Organization: Department of Accounting and General Services  
 Time Frame: 1988 and on

IMPLEMENTING ACTION A(4)(f): Expand parent networking centers statewide to give parents (and other adults) a place and an opportunity to seek help, involvement and support from and for themselves, their children and others. (EDN 205 - Instructional Development, EDN 406 - Adult Education)

Lead Organization: Office of Instructional Services Special Instructional Programs and Services Branch  
 Assisting Organization: Department of Health, Department of Human Services, Public Schools Foundation, Business-Schools Partnerships, School-University Partnerships  
 Time Frame: 1989-1995  
 Program Adjustment Request: \$1,728,128 for Parent-Community Networking Centers (EDN 406) in the 1989-91 Biennium

IMPLEMENTING ACTION A(4)(g): Lower the ratio of counselor-to-students at the elementary and high school levels to 1:350 (one counselor to 350 students). New counselor positions can be obtained incrementally through the budget process. (EDN 206 - Counseling)

Lead Organization: Office of Instructional Services Special Instructional Programs and Services Branch  
 Assisting Organization: Office of Personnel Services, Office of the Superintendent Budget Branch  
 Time Frame: 1989-1995  
 Program Adjustment Request: \$242,189 for Counselors for New Schools (EDN 206) in the 1989-91 Biennium  
 Workload Increase Request: \$645,820 as requested for Elementary Counselors in the 1989-91 Biennium

Functional Plan PoliciesCorresponding Board of Education Goals

IMPLEMENTING ACTION A(4)(h): Revise and update the plan for consolidating food services with the assistance of district offices. Continue to decentralize supervision and control. (EDN 305 - School Food Services)

Lead Organization: Office of Business Services School Food Services Branch  
 Assisting Organization: District Offices and Schools  
 Time Frame: 1988-1992

IMPLEMENTING ACTION A(4)(i): Seek funds to update Practical Arts Education facilities and equipment on a statewide basis. (EDN 105 - Practical Arts)

Lead Organization: Office of Instructional Services Special Instructional Programs and Services Branch  
 Assisting Organization: Office of the Superintendent Budget Branch, Office of Business Services Facilities and Support Service Branch  
 Time Frame: 1988-1995

IMPLEMENTING ACTION A(4)(j): Establish a systematic maintenance and repair program for the elementary and secondary schools which will include availability considerations for equipment, orchestrated music repertoire, and related educational materials. (EDN 105 - Music Education)

Lead Organization: Office of Instructional Services General Education Branch  
 Assisting Organization: Office of the Superintendent Budget Branch  
 Time Frame: 1988-1993  
 Workload Increase Request: A portion of the \$1,324,358 for Classroom Equipment is for Music Education

IMPLEMENTING ACTION A(4)(k): Provide adequate facilities, equipment and transportation for specialized activities involving performance and media productions. (EDN 105 - Language Arts, EDN 207 - Athletics)

Lead Organization: Office of Instructional Services General Education and Special Instructional Programs Services Branches  
 Assisting Organization: Office of Business Services Facilities and Support Service Branch, Office of the Superintendent Budget Branch  
 Time Frame: 1988-1998  
 Program Adjustment Request: \$525,600 as requested for Athletics in the 1989-91 Biennium

IMPLEMENTING ACTION A(4)(1): Develop statewide standards for school library media centers to provide more rigorous and measurable guidelines for staffing, facilities, materials evaluation and selection, and new technology. (EDN 204 - Instructional Media)

Lead Organization: Office of Instructional Services Multimedia Services Branch  
 Assisting Organization: School Librarians, Office of Business Services Facilities and Support Service Branch, Hawaii Association of School Librarians, American Association of School Librarians  
 Time Frame: 1988-1989

IMPLEMENTING ACTION A(4)(m): Seek funds to establish a statewide media delivery system that will make a wide variety of book and non-book resources readily available. (EDN 204 - Instructional Media)

Lead Organization: Office of Instructional Services Multimedia Services Branch  
 Assisting Organization: Office of the Superintendent Budget Branch  
 Time Frame: 1988-1991

IMPLEMENTING ACTION A(4)(n): Increase public library services through increased funding for staffing; security services; library books and periodicals; library equipment; library automation equipment; salary equity; facilities repair and alterations; and capital improvement projects totaling \$43,300,000. (EDN 407 - Public Libraries)

Lead Organization: Hawaii State Libraries  
 Assisting Organization: Executive, Legislature, Board of Education  
 Time Frame: 1988-1995

IMPLEMENTING ACTION A(4)(o): Obtain more resources and facilities for daytime adult basic skill classes. (EDN 406 - Adult Education)

Lead Organization: Office of Instructional Services Special Instructional Programs  
 Assisting Organization: Community businesses, Organizations, Agencies, Institutions, Office of Business Services Facilities and Support Service Branch  
 Time Frame: 1988-1991

## CLUSTER B(1): ALTERNATIVES FOR FUNDING AND DELIVERY

POLICY: Explore alternatives for funding and delivery of educational services to improve the overall quality of education. [Hawaii State Plan, Quality Education 226-107(8)]

GOAL: Obtain high levels of productivity and efficiency from our educational dollars, especially in this time of fiscal stringency, and shifting enrollments. [Working Together Toward Excellence B-I-1]

IMPLEMENTING ACTION B(1)(a): Develop and expand on the program and activities for Business-Education Partnerships and lend continuing support to the Public Schools of Hawaii Foundation. (EDN 303 - Budget)

Lead Organization: Office of the Superintendent Planning and Evaluation Branch  
 Assisting Organization: Districts, Schools, Other Department of Education Offices  
 Time Frame: 1989-1991  
 Program Adjustment Request: \$259,064 for Business Partnerships Program (EDN 303) in the 1989-91 Biennium

IMPLEMENTING ACTION B(1)(b): Use community resources to strengthen the implementation of the Health, Art, and Environmental Education programs. (EDN 105 - Art Education, Health Education; EDN 106 - Environmental Education)

Lead Organization: Office of Instructional Services General Education Branch  
 Assisting Organization: Department of Health, Other Public and Private Agencies  
 Time Frame: 1988-1993

IMPLEMENTING ACTION B(1)(c): Provide increased enrichment activities for students including opportunities to work and interact with professionals and specialists in the community. (EDN 105 - Language Arts, EDN 105 - Social Studies, EDN 105 - Science)

Lead Organization: Office of Instructional Services General Education Branch  
 Assisting Organization: District Offices  
 Time Frame: 1988-1993

IMPLEMENTING ACTION B(1)(d): Conduct a study to address the goal of providing non-traditional instructional alternatives for students. (EDN 303 - Planning and Evaluation)

Lead Organization: Office of the Superintendent Planning and Evaluation Branch  
Assisting Organization: Office of Instructional Services, District Offices, Schools, University of Hawaii  
Time Frame: 1988-1989

IMPLEMENTING ACTION B(1)(e): Explore alternative organizational structures to create a more personal and nurturing school climate and administrative and support services for students. (EDN 205 - Instructional Development)

Lead Organization: Office of Instructional Services  
Assisting Organization: District Offices, Office of the Superintendent Planning and Evaluation Branch  
Time Frame: 1988-1991

## B(2): AUTONOMY AND FLEXIBILITY

POLICY: Promote increased opportunities for greater autonomy and flexibility of educational institutions in their decision-making responsibilities. [Hawaii State Plan, Quality Education 226-107(4)]

GOAL: Obtain high levels of productivity and efficiency from our educational dollars, especially in this time of fiscal stringency, and shifting enrollments. [Working Together Toward Excellence B-I-1]

IMPLEMENTING ACTION B(2)(a): Initiate the process of giving schools and communities discretionary authority through School-Community Based Management. (EDN 203 - School Administration)

Lead Organization: Board of Education  
 Assisting Organization: State and District Offices, Schools, Collective Bargaining Representatives, Communities  
 Time Frame: 1988-1995  
 Program Adjustment Request: \$1,000,000 new initiative for School-Community Based Management (EDN 203) in the 1989-91 Biennium

IMPLEMENTING ACTION B(2)(b): Identify and develop a comprehensive financial system that integrates the accounting system with the financial aspects of the budget, inventory, payroll and personnel systems. (EDN 303 - Office of Business Services-Administrative Services)

Lead Organization: Office of Business Services Administrative Services Branch  
 Assisting Organization: Office of Business Services Information System Services Branch, Office of the Superintendent Budget Branch, Districts, and Schools  
 Time Frame: 1989-1993  
 Program Adjustment Request: \$10,333,362 for Personnel and Financial Management Systems (EDN 303) in the 1989-91 Biennium

IMPLEMENTING ACTION B(2)(c): Provide a means to quickly investigate suspected problems in financial management in order to correct them before they grow into larger problems. (EDN 303 - Office of Business Services-Administrative Services)

Lead Organization: Office of Business Services Administrative Services Branch  
 Assisting Organization: State Offices, District Offices  
 Time Frame: 1989-1991  
 Program Adjustment Request: \$140,223 as requested for Internal Audit (EDN 303) in the 1989-91 Biennium

IMPLEMENTING ACTION B(2)(d): Upon developing an organizational strategy for the (a) schools, and (b) state and district offices, determine what changes are needed in:

- 1) The controls exercised by the central executive agencies of the State over the public school system.
- 2) The internal departmental controls of the public school system.

Implement the strategic organizational plan as authority and resources permit over a multi-year schedule. (EDN 303 - Management Analysis and Compliance)

Lead Organization:	Board of Education and Superintendent's Leadership Team
Assisting Organization:	Office of the Superintendent Management Analysis and Compliance Branch and other appropriate Department of Education offices
Time Frame:	1989-1991
Program Adjustment Request:	\$650,000 as requested for <u>Management Audit and General School Audit (EDN 303) in the 1989-91 Biennium</u>

IMPLEMENTING ACTION B(2)(e): Obtain resources to expedite processing and settlement of workers compensation claims. (EDN 303 - Office of Personnel Services)

Lead Organization:	Office of Personnel Services Personnel and Industrial Relations Branch
Assisting Organization:	Office of the Superintendent Budget Branch
Time Frame:	1988-1991
Program Adjustment Request:	\$481,272 as requested for <u>Workers Compensation in the 1989-91 Biennium</u>

IMPLEMENTING ACTION B(2)(f): Establish an Education Superfund that provides the means by which the Superintendent would be able to address needs as they emerge, to respond to unanticipated opportunities, to forge partnerships or participate in joint ventures, to nurture the growth of innovative programs or ideas, and to reward excellence. (EDN 303 - State Administration)

Lead Organization:	Superintendent's Office and Board of Education
Assisting Organization:	District Offices, Schools
Time Frame:	1989-1991
Program Adjustment Request:	\$2,000,000 new initiative for <u>Education Superfund (EDN 303) in the 1989-91 Biennium</u>

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IMPLEMENTING ACTION B(2)(g): Step up efforts to obtain and give feedback on input from staff, students, parents and community when making decisions or setting priorities for State, district and school financial and improvement plans. (EDN 203 - School Administration, EDN 303 - State Administration, EDN 304 - District Administration)

Lead Organization: Schools, District and State Offices  
Assisting Organization: School Advisory Councils, School Community Councils, School Parent-Teacher Organizations  
Time Frame: 1988 and on

B(3): INCREASED USE OF TECHNOLOGY

POLICY: Increase and improve the use of information technology in education and encourage programs which increase the public's awareness and understanding of the impact of information technologies on our lives. [Hawaii State Plan, Quality Education 226-107(5)]

GOAL: Develop a plan to pinpoint, analyze and use technology to improve classroom instruction. [Working Together Toward Excellence C-I-2]

IMPLEMENTING ACTION B(3)(a): Strengthen and expand the implementation of and provide the necessary resources for the computer education program to meet student needs in keeping with the rapid technological changes and increasing applications. (EDN 106 - Computers in Instruction)

Lead Organization: Office of Instructional Services General Education Branch  
 Assisting Organization: Office of the Superintendent Budget Branch, Office of Instructional Service Multimedia Services Branch, Department of Budget and Finance  
 Time Frame: 1989-1991  
 Program Adjustment Request: \$2,294,285 for Microcomputers for the Schools (EDN 106) in the 1989-91 Biennium

IMPLEMENTING ACTION B(3)(b): Establish the administrative organization and appropriate infrastructure to implement the Distance Learning-Technology Plan. (EDN 106 - Distance Learning-Technology)

Lead Organization: Office of Instructional Services, Office of the Superintendent Planning and Evaluation Branch  
 Assisting Organization: Office of the Superintendent Management Analysis and Compliance Branch  
 Time Frame: 1989-1991  
 Program Adjustment Request: \$326,248 for Telecommunication Services (EDN 106) in the 1989-91 Biennium

IMPLEMENTING ACTION B(3)(c): Complete the development of and obtain adequate resources for an automated educational management system that will store data on:

- a. Financial management
- b. Student information (including student achievement)
- c. Personnel
- d. Curriculum and instruction
- e. Property inventory

thus providing timely, accurate and complete information for planning and accountability. (EDN 303 - State Administration)

Lead Organization: Office of Business Services  
 Assisting Organization: Office of the Superintendent Budget and Planning and Evaluation Branches, Office of Personnel Services, Office of Instructional Services  
 Time Frame: 1988-1991  
 Program Adjustment Request: \$3,261,869 new initiative for Student Information and Program Management System (EDN 303) in the 1989-91 Biennium

IMPLEMENTING ACTION B(3)(d): Promote and expand the appropriate use of technology (e.g., telecommunications, computers) to deliver distance education as well as enhance the learning process and communication competencies of students. (EDN 105 - Language Arts and Science Education; EDN 106 - Asian, European and Pacific Languages; EDN 106 - Distance Learning-Technology; EDN 204 - Instructional Media)

Lead Organization: Office of Instructional Services General Education Branch and Multimedia Services Branch  
 Assisting Organization: Office of the Superintendent Budget and Planning and Evaluation Branches, Office of Business Services  
 Time Frame: 1988-1993  
 Program Adjustment Request: \$700,209 new initiative for Distance Learning Technology (EDN 106) in the 1989-91 Biennium

IMPLEMENTING ACTION B(3)(e): Enable school library media centers to effectively manage and provide access to information and knowledge through telecommunication, computer and other technologies that can:

- a. Link public schools for purposes of cooperative information retrieval;
- b. Create essential statewide databases;
- c. Gateway to national and international databases and distance learning opportunities.

(EDN 204 - Instructional Media)

Lead Organization: Office of Instructional Services Multimedia Services Branch  
Assisting Organization: Office of Business Services Information System Services Branch, Office of the Superintendent Budget Branch  
Time Frame: 1988-1995  
Comments: Resources for this implementing action are provided through ECIA Chapter 2 federal funds and Distance Learning-Technology (EDN 106)

IMPLEMENTING ACTION B(3)(f): Promote instructional and administrative efficiency and staff development to implement a comprehensive special education student information and data management system. (EDN 107 - Special Education)

Lead Organization: Office of Instructional Services Special Instructional Programs and Services Branch, Office of Business Services Information System Services Branch  
Assisting Organization: Office of Personnel Services  
Time Frame: 1988-1990

IMPLEMENTING ACTION B(3)(g): Redesign the information computer program to provide the necessary data for reporting and planning for Students of Limited English Proficiency programs. (EDN 106 - Students of Limited English Proficiency)

Lead Organization: Office of Business Services Information System Services Branch  
Assisting Organization: Office of Instructional Services General Education Branch, Office of the Superintendent Management Analysis and Compliance Branch  
Time Frame: 1988-1990

## CLUSTER B(4): PERSONAL DEVELOPMENT

POLICY: Support education programs and activities that enhance personal development, physical fitness, recreation, and cultural pursuits of all groups. [Hawaii State Plan, Socio-cultural advancement-Education 226-21(b)(1)]

GOAL: Make learning a lifelong experience that is affordable, effectively presented, and offered at convenient times and places. [Working Together Toward Excellence B-1-5]

GOAL: Help schools effectively handle the whole length and breadth of required learning experiences. [Working Together Toward Excellence C-1-3]

GOAL: Provide for an uninterrupted flow of counseling and other non-instructional services that are essential to meeting the personal, social and career needs of all students. [Working Together Toward Excellence C-1-4]

IMPLEMENTING ACTION B(4)(a): Install a systematic program planning approach at each school site to insure that comprehensive guidance and counseling services are being delivered to all students. (EDN 206 - Counseling)

Lead Organization: Office of Instructional Services Special Instructional Programs and Services Branch  
Assisting Organization: Respective District Offices  
Time Frame: 1988-1995

IMPLEMENTING ACTION B(4)(b): Assess the extent to which values/character education is being implemented and provide appropriate support to strengthen the implementation, including community/parental participation. (EDN 105 - Social Studies)

Lead Organization: Schools, Districts  
Assisting Organization: Office of Instructional Services, Office of the Superintendent Budget Branch, Board of Education  
Time Frame: 1988-1991

IMPLEMENTING ACTION B(4)(c): Emphasize career education by:

- 1) Expanding course offerings and increasing enrollment in vocational education to provide students with increased opportunities to explore different careers;
- 2) Providing career development activities through support services to students, such as those provided by career education educational assistants;
- 3) Encouraging more effective career counseling and furthering the schools' partnership with business, industry, and organized labor.

(EDN 105 - Guidance; EDN 105 - Vocational-Technical; EDN 206 - Counseling)

Lead Organization: Office of Instructional Services Special Instructional Programs and Services Branch  
 Assisting Organization: Office of Personnel Services, Department of Labor and Industrial Relations  
 Time Frame: 1998-1995  
 Comments: Resources for this implementing action are provided through state current services funds and Federal funds for Vocational Technical Education. Item 1) is also supported by a program adjustment request for Vocational Education (EDN 105).

IMPLEMENTING ACTION B(4)(d): Strengthen the total wellness of students by fully implementing a coordinated health, physical education and nutrition education program. (EDN 105 - Health Education and Physical Education)

Lead Organization: Office of Instructional Services General Education Branch  
 Assisting Organization: Department of Health, University of Hawaii, Other Public and Private Agencies  
 Time Frame: 1988-1993

IMPLEMENTING ACTION B(4)(e): Provide adults with increased opportunities to continue their personal development through a broad range of pre-vocational, recreational, and cultural course offerings (e.g., creative and practical arts, second language acquisition, physical fitness, etc.). (EDN 406 - Adult Education)

Lead Organization: Office of Instructional Services Special Instructional Programs and Services Branch  
 Assisting Organization:  
 Time Frame: 1988-1991

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IMPLEMENTING ACTION B(4)(f): Plan activities that enhance oral and written language activities, build visual vocabulary, develop thinking skills and support personal development of criteria for beauty. (EDN 105 - Art Education)

Lead Organization: Office of Instructional Services General Education Branch  
 Assisting Organization:  
 Time Frame: 1988-1990

IMPLEMENTING ACTION B(4)(g): Pursue the goal of expanding and strengthening music programs, including technical assistance and inservice training for teachers, to meet student interests and needs. (EDN 105 - Music Education)

Lead Organization: Office of Instructional Services General Education Branch  
 Assisting Organization: Office of Business Services  
 Time Frame: 1988-1991

IMPLEMENTING ACTION B(4)(h): Provide systematic and expanded opportunities for elementary students to develop leadership skills through a comprehensive K-12 student activities program and provide appropriate resources such as School Activities Coordinators. (EDN 207 - Student Activities)

Lead Organization: Office of Instructional Services Special Instructional Programs and Services Branch  
 Assisting Organization: Office of Personnel Services, Office of the Superintendent Budget Branch  
 Time Frame: 1988-1995  
 Workload Increase Request: \$44,400 for Student Activity Coordinator (EDN 207) in the 1989-91 Biennium

IMPLEMENTING ACTION B(4)(i): Provide statewide public library services free of charge to all residents. (EDN 407 - Public Libraries)

Lead Organization: Hawaii State Library System  
 Assisting Organization: Executive, Legislature, Board of Education  
 Time Frame: 1988-1993

B(5): STUDENTS WITH SPECIAL NEEDS

POLICY: Provide appropriate educational opportunities for groups with special needs. [Hawaii State Plan, Socio-cultural advancement-Education 226-21(b)(3)]

GOAL: Assure appropriate educational services for individuals with special needs. [Working Together Toward Excellence B-1-4]

IMPLEMENTING ACTION B(5)(a): Provide for special education students by implementing:

- a. The Department's staffing goals and implementation guidelines for state-funded special educational instructional positions;
- b. A plan to provide special education assistance in the regular classroom to support appropriate instructional programming and services for certain mildly handicapped students;
- c. The Hawaii Center for the Sensory Impaired;
- d. Transition goals for special education students age 15 and older through the individualized transition planning process. The transition goals relating to post-school employment, education, and independent living will guide the development of individualized education program (IEP) plans to better prepare students for transition to adulthood;
- e. Statewide special education parent awareness and information efforts, and network to foster parent-school partnership and shared responsibility for a student's special education.

(EDN 107 - Special Education)

Lead Organization:	Office of Instructional Services Special Instructional Programs and Services Branch
Assisting Organization:	Department of Human Services, Office of Personnel Services
Time Frame:	1989-1995
Workload Increase Request:	\$7,659,381 as requested for <u>Special Education:</u>
	o <u>Full implementation of new staffing goals;</u>
	o <u>Individual Transition Plans;</u>
	o <u>Hawaii Center for Sensory Impaired.</u>
	(EDN 107) in the 1989-91 Biennium

IMPLEMENTING ACTION B(5)(b): Provide for gifted and talented students by:

- a. Increasing systematic services to all schools in the identification and programming for the gifted and talented;
- b. Increasing and stabilizing positions for the elementary and secondary level;
- c. Expanding and increasing academic experiences of gifted and talented students through after school programs, community placement (mentorships) and summer programming focusing on enrichment and acceleration opportunities.

(EDN 106 - Gifted and Talented)

Lead Organization: Office of Instructional Services General Education Branch  
Assisting Organization: Office of Personnel Services, Office the Superintendent Budget Branch, District Offices  
Time Frame: 1988-1995  
Program Adjustment: \$213,908 for Summer Enrichment Camps (EDN 106)  
Request: in the 1989-91 Biennium. Provided \$3.75 million to use the summer vacation period to improve student learning. [See Summer Instruction A(1)(g).]

IMPLEMENTING ACTION B(5)(c): Strengthen the implementation of the Program for Students of Limited English Proficiency with the following improvement efforts:

- a. Emphasis of basic language skills development within core content areas;
- b. Emphasis on the use of the intervention service delivery model;
- c. Extension of program services through the summer; and
- d. Provision of adequate assessment and follow-up services.

(EDN 106 - Students of Limited English Proficiency)

Lead Organization: Office of Instructional Services General Education Branch  
Assisting Organization:  
Time Frame: 1989-1991  
Program Adjustment: \$480,000 for Students of Limited English Proficiency (EDN 106) in the 1989-91 Biennium  
Request:

IMPLEMENTING ACTION B(5)(d): Serve the needs of at-risk/alienated students by:

- a. Providing counseling, tutoring, work-study, special motivation classes and alternative learning centers;
- b. Developing and implementing a model for mainstreaming.

(EDN 108 - Compensatory Education)

Lead Organization: Office of Instructional Services Special Instructional Programs and Services Branch

Assisting Organization:

Time Frame: 1989-1991

Program Adjustment Request: \$1,091,100 for Academic Assistance for At-Risk Students (EDN 106). A total of \$3.5 and \$4.5 million were provided for afterschool instruction for all students wanting and needing instructional help. [See Afterschool Instruction A(1)(h).]

\$1,126,410 as requested for Comprehensive School Alienation Program (EDN 108) in the 1989-91 Biennium

IMPLEMENTING ACTION B(5)(e): Provide tutorial, counseling, diagnostic, outreach and other services for educationally disadvantaged adults needing basic skills development. (EDN 406 - Adult Education)

Lead Organization: Office of Instructional Services Special Instructional Programs and Services Branch

Assisting Organization:

Time Frame: 1989-1991

Program Adjustment Request: \$421,380 as requested for Adult Basic Education (EDN 406) in the 1989-91 Biennium

IMPLEMENTING ACTION B(5)(f): Use public, non-profit and private agencies to coordinate resources that address the at-risk problem, including child abuse, student misconduct, pregnancy, nutrition, mental health and other at-risk conditions; and to build better links between schools and families. (EDN 106 - Children and Youth At-Risk)

Lead Organization: Office of Instructional Services Special Instructional Programs and Services Branch

Assisting Organization: Public, Private and Non-Profit Agencies

Time Frame: 1988 and on

IMPLEMENTING ACTION B(5)(g): Explore the possibility of creating diagnostic-prescriptive teacher (DPT) positions at the complex level. The DPT must be knowledgeable in curriculum and instruction--preferably at the level of a master teacher. The position would:

- a. Help teachers who have students exhibiting behavior and/or learning problems; and
- b. Serve as a coordinator of services between the district child study teams and school staffs to help them provide adjustments for children who are found not to be special education students--helping teachers interpret and carry out the recommendations, especially in the academic arena; providing or obtaining educational-prescriptive services; securing psycho-social-emotional-physical help in cooperation with the counselor.

(EDN 208 - Psychological and School Social Work Services)

Lead Organization:	Office of Instructional Services Special Instructional Programs and Services Branch
Assisting Organization:	Office of Personnel Services, Respective District Offices
Time Frame:	1989-1991
Program Adjustment Request:	\$500,000 new initiative for <u>Pre-referral Intervention</u> in the 1989-91 Biennium

IMPLEMENTING ACTION B(5)(h): Provide special assistance to improve the Learning at schools in which students perennially achieve at low levels. (EDN 106 - Other Regular Instruction)

Lead Organization:	Office of Instructional Services General Education Branch
Assisting Organization:	District Offices
Time Frame:	1989-1991
Program Adjustment Request:	\$4,200,000 new initiative for <u>Special Needs Schools</u> (EDN 106) in the 1989-91 Biennium

## C(1): EARLY CHILDHOOD EDUCATION

POLICY: Develop resources and programs for early childhood education. [Hawaii State Plan, Quality Education 226-107(7)]

GOAL: Make learning a lifelong experience that is affordable, effectively presented, and offered at convenient times and places. [Working Together Toward Excellence B-I-5]

GOAL: Improve the quality of children's educational experiences in early childhood education classrooms through the application of current research and methodology regarding developmentally appropriate practices [State Education Functional Plan Advisory Committee]

IMPLEMENTING ACTION C(1)(a): Develop and implement a plan for a comprehensive early childhood education program. During the 1989-1991 Biennium this program will include piloting seven pre-school classes for four-year olds whose parents are financially deprived and providing parent education programs at three sites. (EDN 106 - Early Childhood Education)

Lead Organization:	Office of Instructional Services Special Instructional Programs and Services Branch
Assisting Organization:	District Offices
Time Frame:	1989-1991
Program Adjustment Request:	\$586,816 new initiative for <u>Early Childhood Education (EDN 106)</u> in the 1989-91 Biennium

IMPLEMENTING ACTION C(1)(b): Encourage planning and development activities that promote parenting skills in early childhood education with an emphasis on the Parent-Community Networking Centers. (EDN 406 - Adult Education)

Lead Organization:	Office of Instructional Services Special Instructional Programs and Services Branch
Assisting Organization:	District Offices
Time Frame:	1988
Comments:	Resources for this implementing action are provided through <u>Parent-Community Networking Centers (EDN 406 - Adult Education)</u>

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IMPLEMENTING ACTION C(1)(c): Foster linkages with Parent/Community Networking Centers for a more broad-based support in utilizing community resources to involve parents in children's learning. (EDN 106 - Early Provisions for School Success)

Lead Organization: Office of Instructional Services Special Instructional Services and Programs Branch  
Assisting Organization:  
Time Frame: 1988-1991

IMPLEMENTING ACTION C(1)(d): Recommendation made by the State Education Functional Plan Advisory Committee to insure that developmentally appropriate practices be employed in early childhood education through the development of a plan for inservice education for kindergarten and first grade teachers who have not received previous training in early childhood education.

Lead Organization: Office of Instructional Services Special Instructional Programs and Services Branch  
Assisting Organization: University of Hawaii College of Education  
Time Frame: 1988 and ongoing

IMPLEMENTING ACTION C(1)(e): Recommendation made by the State Education Functional Plan Advisory Committee to support the provision of developmentally appropriate practices through the development of professional certification in early childhood education above and beyond the requirements for certification in elementary education.

Lead Organization: Office of Personnel Services  
Assisting Organization: University of Hawaii College of Education  
Time frame: 1990 and ongoing

IMPLEMENTING ACTION C(1)(f): Continue pre-school handicapped program improvement activities and, in participation with the Department of Health, Department of Human Services and other agencies, develop an early childhood identification and services plan. Although birth to three services for handicapped and at-risk children are not provided by the Department of Education, the plan will promote coordination of efforts to attain the full educational opportunity goal of Public Law 94-142. (EDN 107 - Special Education)

Lead Organization: Office of Instructional Services Special Instructional Programs and Services Branch  
Assisting Organization: Department of Human Services, Department of Health  
Time Frame: 1988-1992

C(2): HAWAII'S CULTURAL HERITAGE

POLICY: Promote educational programs which enhance understanding of Hawaii's cultural heritage. [Hawaii State Plan, Socio-cultural advancement-Education 226-21(b)(4)]

GOAL: Provide a curriculum that is broad but well-balanced and related to the times and to the needs of students. [Working Together Toward Excellence C-I-1]

IMPLEMENTING ACTION C(2)(a): Expand and strengthen the implementation of the various components and activities, including inservice training, of the Hawaiian Studies Program in all of Hawaii's public schools. (EDN 106 - Hawaiian Studies)

Lead Organization: Office of Instructional Services General Education Branch  
Assisting Organization: District Offices  
Time Frame: 1988-1993

## C(3): RESEARCH PROGRAMS AND [COMMUNICATION] ACTIVITIES

POLICY: Support research programs and activities that enhance the education programs of the State. [Hawaii State Plan, Socio-cultural advancement-Education 226-21(b)(7)]

GOAL: Provide the general public with timely, comprehensive, and clearly written reports on the condition--both good and bad--of public education in our State. [Working Together Toward Excellence B-I-2]

GOAL: Provide a series of activities to stimulate improvements to the organization and gain community support for the organization's goals, activities and accomplishments. [Working Together Toward Excellence E-1]

IMPLEMENTING ACTION C(3)a: Strengthen the capacity of the Board of Education to formulate policy and give direction to the State's public school and library systems through a full-time professional staff. (EDN 303 - State Administration)

Lead Organization: Board of Education  
 Assisting Organization: Office of the Superintendent Budget and Planning and Evaluation Branches  
 Time Frame: 1989-1991  
 Program Adjustment Request: \$112,023 for Analytic Assistance for the Board of Education (EDN 303) in the 1989-91 Biennium

IMPLEMENTING ACTION C(3)(b): Provide funds to support adequately the Department's new system for the evaluation of current programs and projects. (EDN 303 - Planning and Evaluation)

Lead Organization: Office of the Superintendent Planning and Evaluation Branch  
 Assisting Organization: Office of the Superintendent Budget Branch  
 Time Frame: 1989-1991  
 Program Adjustment Request: \$461,413 for Evaluation Services (EDN 303) in the 1989-91 Biennium

IMPLEMENTING ACTION C(3)(c): Implement the Five-Year Communications Plan.

Lead Organization: Office of the Superintendent Communications Branch  
Assisting Organization: Appropriate Sections of the Department  
Time Frame: 1988-1992  
Program Adjustment: \$417,330 for Communication  
Request: Improvement (EDN 303) in the 1989-91 Biennium

IMPLEMENTING ACTION C(3) (d): Assess and restructure the basic/core requirements for grades K-12 incorporating wide community involvement. (EDN 106 - Other Regular Instruction)

Lead Organization: Office of Instructional Services  
Assisting Organization: District Offices  
Time Frame: 1989-1990  
Program Adjustment: \$50,000 new initiative for Restructuring  
Request: K-12 Curriculum (EDN 106) in the 1989-90 FY

IMPLEMENTING ACTION C(3)(e): Plan and implement an integrated curriculum model and an inservice training plan which assists teachers, as well as all administrative levels, to implement the integrated curriculum model. (EDN 205 - Instructional Improvement)

Lead Organization: Office of Instructional Services General Education Branch  
Assisting Organization: District Offices  
Time Frame: 1988-1991  
Comments: Resources for this implementing action are provided for within current services and additionally through the following program adjustment requests for the 1989-91 biennium:  
o Inservice training of School Administrators and Classified Staff -EDN 303;  
o Teacher Training - EDN 205.

IMPLEMENTING ACTION C(3)(f): Work with, train, and in other ways assist School Advisory Councils to increase their effectiveness as means of public input. (EDN 304 - District Administration)

Lead Organization: District Offices  
Assisting Organization: Office of the Superintendent Communications Branch  
Time Frame: 1988-1991

IMPLEMENTING Action C(3)(g): Study and discuss the statewide findings of the Review of Elementary and Secondary Curriculum offerings and validate them within their district and school; study and discuss the range of alternatives for strengthening the academic achievement of students from retaining status quo to instituting major organizational changes in academic emphases using an assessment and improvement model; and develop and implement an improvement plan for strengthening the school curriculum. The plan should include an evaluation component to assess its effectiveness. (EDN 205 - Instructional Improvement)

Lead Organization: Respective District Offices and Schools  
Assisting Organization: Office of Instructional Services General  
Education Branch  
Time Frame: 1988-1991

IMPLEMENTING ACTION C(3)(h): Assess the need for a unit to engage in Research and Development activities. (EDN 303- Planning and Evaluation)

Identify R & D needs FY 1988-1989

Prepare proposal and staffing/  
organizational plan FY 1989-1990

Seek approvals--Department of  
Education Leadership, Superintendent,  
Board of Education FY 1989-1990

Lead Organization: Office of the Superintendent  
Assisting Organization: Leadership Group  
Time Frame: 1988-1990

# APPENDIX



STATE OF HAWAII  
DEPARTMENT OF EDUCATION

P. O. BOX 2360  
HONOLULU, HAWAII 96804

June 8, 1988

OFFICE OF THE SUPERINTENDENT

Dear Educator:

The Department is in the process of developing a State Education Functional Plan to reflect the educational priorities that will become part of the Hawaii State Plan. As much as possible, we want our plan to be a useful tool for decision-making. Moreover, the Governor, along with the Office of State Planning and the Department of Budget and Finance, expects the plan to have a close link with the budgetary process. Because our resources are not unlimited, we must determine which of the goals described below deserve incorporation into the Education Functional Plan. In order to ensure that a wide base of the Department is reflected, we are soliciting your input. Please take a few minutes to study the goals on pages 2 and 3 and indicate those which you regard as having the highest priority on the form below.

Thank you for responding to this request. With your help, we will be able to determine which goals should be given the greatest amount of time, attention, and resources.

Aloha and mahalo,

*Charles T. Toguchi*  
CHARLES T. TOGUCHI  
Superintendent

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(Please detach and return in the enclosed envelope)

YOU HAVE A TOTAL OF SIX (6) CHOICES. PLEASE READ THE GOALS ON PAGES 2 AND 3 AND DECIDE WHICH GOALS MOST DESERVE THE DEPARTMENT'S ATTENTION AND RESOURCES. THESE GOALS ARE SUMMARIZED IN THE PHRASES BELOW. PLACE A CHECK MARK ON NO MORE THAN SIX (6) OF THEM:

**Policy, Priority Guideline, Goal**

- A. Personal development, physical fitness, recreation, and cultural pursuits
- B. Adequate, accessible services and facilities
- C. Appropriate opportunities for groups with special needs
- D. Hawaii's cultural heritage
- E. Acquisition of basic skills
- F. Academic excellence
- G. Research programs and activities
- H. Capabilities of the education workforce
- I. Autonomy and flexibility
- J. Increased use of technology
- K. Early childhood education
- L. Alternatives for funding and delivery of services

TOTAL:  (NO MORE THAN 6)

**Policies and Priority Guidelines**

**Corresponding Board of Education Goals**

- A.** Support educational programs and activities that enhance **personal development, physical fitness, recreation, and cultural pursuits** of all groups. 226-21 (b) (1)

Help schools effectively handle the whole length and breadth of required learning experiences. C-I-3

Provide for an uninterrupted flow of counseling and other non-instructional services that are essential to meeting the personal, social and career needs of all students. C-I-4

- B.** Ensure the provision of **adequate and accessible** educational **services and facilities** that are designed to meet individual and community needs. 226-21 (b) (2)

Provide facilities that are sufficient in number, functional, well-placed and compatible with the physical surroundings. D-I-2

Provide a series of activities to stimulate improvements to the organization and gain community support for the organization's goals, activities and accomplishments. E-1

- C.** Provide **appropriate** educational **opportunities for groups with special needs.** 226-21 (b) (3)

Assure appropriate educational services for individuals with special needs. B-I-4

Strengthen and expand educational programs and services for students with special needs. 226-107 (9)

- D.** Promote educational programs which enhance understanding of **Hawaii's cultural heritage.** 226-21 (b) (4)

Provide a curriculum that is broad but well-balanced and related to the times and to the needs of students. C-I-1

- E.** Promote programs and activities that facilitate the **acquisition of basic skills**, such as reading, writing, computing, listening, speaking, and reasoning. 226-21 (b) (7)

Provide a curriculum that is broad but well-balanced and related to the times and to the needs of students C-I-1

Pursue effective programs which reflect the varied district, school, and student needs to strengthen basic skills achievement. 226-107 (1)

## Policies and Priority Guidelines

## Corresponding Board of Education Goals

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| F. Emphasize quality educational programs in Hawaii's institutions to promote <b>academic excellence</b> . 226-21 (b) (8) | Provide the public schools with encouragement and support to reach a high level of effectiveness. B-I-3 |
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| G. Support <b>research programs and activities</b> that enhance the education programs of the State. 226-21 (b) (9) | Provide the general public with timely, comprehensive, and clearly written reports on the condition—both good and bad— of public education in our State B-I-2 |
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| H. Initiate efforts to improve the quality of education by improving the <b>capabilities of the education work force</b> . 226-107 (3) | Recruit, train, motivate and retain a competent staff at all levels of the organization. D-I-1 |
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| I. Promote increased opportunities for greater <b>autonomy and flexibility</b> of educational institutions in their decision-making responsibilities. 226-107 (4) | Obtain high levels of productivity and efficiency from our educational dollars, especially in this time of fiscal stringency, and shifting enrollments. B-I-1 |
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| J. Increase and improve the <b>use of information technology</b> in education and encourage programs which increase the public's awareness and understanding of the impact of information technologies on our lives. 226-107 (5) | Develop a plan to pinpoint, analyze and use technology to improve classroom instruction. C-I-2<br><br>Redouble efforts to upgrade and expand the automated support systems for public schools. D-I-5 |
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| K. Develop resources and programs for <b>early childhood education</b> . 226-107 (5) | Make learning a lifelong experience that is affordable, effectively presented, and offered at convenient times and places. B-I-5 |
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| L. Explore <b>alternatives for funding and delivery of educational services</b> to improve the overall quality of education. 226-107 (8) | Obtain high levels of productivity and efficiency from our educational dollars, especially in this time of fiscal stringency, and shifting enrollments. B-I-1 |
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