

Written Testimony in Support of the Kamalani Academy Application

Item VII on the August 13, 2015 agenda of the General Business Meeting, Hawaii Public Charter School Commission

In its Final Recommendation Report, the Evaluation Team wrote:

“The Academic Plan does not provide a clear and comprehensive plan for how the proposed school will assess the progress of individual students, student cohorts, and the school as a whole on identified metrics. The plan fails to illustrate how the progress of individual students will be assessed on identified metrics or goals. For example, one of Kamalani Academy’s identified goals is for eighty percent of the students enrolled at the school for three years to achieve proficiency or higher on the annual statewide assessment. When asked to describe how the proposed school would assess or demonstrate progress toward this goal, the applicant was unable to explain how student performance would be measured, what targets would be used to demonstrate progress, and why the goal is important and relevant to the school’s mission and its students’ academic achievement.”

Attached, you will find copies of pages from Attachment A of the Kamalani Initial Proposal that show, directly and in detail, how individual students and the school as a whole will be assessed. There are a total of seven pages, containing seven metrics, covering both individual and whole school performance. In addition to the metric, there is the target, the rationale, the reliability and scoring consistency of the measure, and the beginning data point. These were a part of the Initial Proposal, submitted December 1, 2014.

We simply cannot understand how the Evaluation Team could have reached the conclusion that we did not provide a plan for how we would assess student and school-wide performance.

Steve Davidson, Ed.D.
Founding Governing Board Member
Kamalani Academy

School-Specific Measures

School-Specific Performance Goal #1	<p><i>What is the proposed school's school-specific performance goal #1?</i></p> <p>Eighty (80) percent of students enrolled at the school for a three consecutive year period will achieve proficient or advanced status on the state's annual assessment. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the third through eighth grade.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>This goal will be measured by the State's chosen standardized assessment (SBAC), and the Hawai'i State Assessment (HSA) in Science</p>
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>This data will be quantified by enrollment records for students that have been enrolled for 3 consecutive years and test results.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>Eighty (80) percent of students enrolled at the school for a three consecutive year period will achieve proficient or advanced status on the state's annual assessment. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the third through eighth grade.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>The mission is to increase academic achievement through arts integration. This goal would show that students who have been enrolled in the school for 3 consecutive years are achieving.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>This is based on the SBAC and HSA Science standardized tests that should be reliable and consistent in its scoring.</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>The baseline of the data will be collected in the School's first year.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #2	<i>What is the proposed school's school-specific performance goal #2?</i> Seventy (70) percent of students will improve at least 1 year growth in reading and mathematics skills annually.
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i> This goal will be assessed with the use of the chosen commercially available standardized assessment (AIMS Web or STAR). Strive HI growth score after 2 consecutive years of enrollment.
Metric	<i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i> The school keeps track of baseline and quarterly reports from the tool. This data will be quantified using enrollment records for students that have been enrolled for 2 consecutive years and test results.
Targets	<i>What targets will the proposed school achieve?</i> Incremental growth will be determined after baseline data has been collected, with at least 10% gains each year.
Rationale for Goal	<i>Why is this goal important to the proposed school's mission?</i> This goal is important to show that students are growing academically, as we strive to ensure for achievement for all students.
Assessment Reliability and Scoring Consistency	<i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i> Both STAR and AIMSweb are commercially available standardized tests that have validity and reliability. This is based on the Strive HI formula that should be reliable and consistent in its scoring.
Baseline Data	<i>What is the proposed school's beginning data point?</i> The baseline data will be collected at the beginning of each school year or when a student newly enrolls during the school year.
Attachments	<i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i>

School-Specific Performance Goal #3	<i>What is the proposed school's school-specific performance goal #3?</i>
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	The School will demonstrate a ninety (90) percent satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the School.
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i> The School will use a survey with a likert scale for measurement of this goal, such as the Hawai'i D.O.E. School Quality Survey and/or a school committee developed surveys based on similar survey.
Metric	<i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i> Percentage of responses per response type of likert scale.
Targets	<i>What targets will the proposed school achieve?</i> 90% satisfaction by parents, teachers, and students.
Rationale for Goal	<i>Why is this goal important to the proposed school's mission?</i> Our mission is to provide whole child learning through collaborative creative problem solving. Higher school satisfaction would indicate success in academic, social, and emotional involvement.
Assessment Reliability and Scoring Consistency	<i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i> Reliability will be based on using research-based surveys existing (like Hawai'i DOE SQS).
Baseline Data	<i>What is the proposed school's beginning data point?</i> Mid year of year 1.
Attachments	<i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i> http://arch.k12.hi.us/PDFs/sqs/SQS2014Surveys.pdf

School-Specific Performance Goal #4	<i>What is the proposed school's school-specific performance goal #4??</i> The School will work to decrease chronic absenteeism and increase school readiness.
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i>

	This goal will be measured by attendance records and the average daily attendance rate.
Metric	<i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i> By calculating the number of students with 15+ absences in a school year.
Targets	<i>What targets will the proposed school achieve?</i> Since chronic absenteeism rates fall into one of five quintiles — very low absenteeism, low absenteeism, average absenteeism, high absenteeism, very absenteeism — each of which has been assigned its own respective point value, target will be set after baseline data is taken at the end of year 1, not to exceed the score for average absenteeism.
Rationale for Goal	<i>Why is this goal important to the proposed school's mission?</i> Our mission is for whole child learning and high student achievement. Students need to be in school to fully participate in our collaborative arts integrated approach.
Assessment Reliability and Scoring Consistency	<i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i> This is based on the Strive HI formula that should be reliable and consistent in its scoring.
Baseline Data	<i>What is the proposed school's beginning data point?</i> Monthly monitoring, with beginning data point at the end of year 1.
Attachments	<i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i>

School-Specific Performance Goal #5	<i>What is the proposed school's school-specific performance goal #5?</i> The goal of the School is to maintain 5% contingency funds each school year.
Measure	<i>How will the proposed school assess and demonstrate performance toward this goal?</i> The School will have an annual audit at the end of each school year. The School will demonstrate performance toward this goal by reviewing the audit results.

	The School's Board will also review financial statements at their regularly scheduled Board Meetings to ensure that the school is maintaining/progressing towards a 5% contingency fund.
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>The School will calculate their 5% contingency by multiplying the per-pupil funding from the state by 95%. The remaining 5% of per pupil funding will be used as a contingency fund for the school.</p> <p>This School is not a conversion charter school.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>At the end of each school year the School will have a 5% contingency fund balance.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>The goal of the School to maintain a 5% contingency fund at end of each school year helps secure the future of the School's operation and can serve the purpose as emergency funding.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>N/A</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>Since Kamalani Academy will be as first year school the proposed beginning data point will be figured after the School's first funding allocation from the state.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #6	<p><i>What is the proposed school's school-specific performance goal #6?</i></p> <p>Each Governing Board member will participate in a minimum of four (4) hours of professional development every two years. Board governance professional development targets will include open government, conflicts of interest, ethics, and financial responsibilities.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>This goal will be measured by Professional Development records.</p>

Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>Board Members will keep a history/record of professional development training they received.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>Each Governing Board member will participate in a minimum of four (4) hours of professional development every two years.</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p> <p>This goal is important to the proposed school because it focuses on the Board/Governing Body of the school putting in time and effort to become more effective and efficient leaders of the school.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>N/A</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>The beginning data point will be the Board Member's acquired hourly professional development after the first two years of the school's operation.</p>
Attachments	<p><i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i></p>

School-Specific Performance Goal #7	<p><i>What is the proposed school's school-specific performance goal #7?</i></p> <p>The licensed teacher retention rate will be at least eighty (80) percent each year, not including separations for health or family reasons.</p>
Measure	<p><i>How will the proposed school assess and demonstrate performance toward this goal?</i></p> <p>This goal will be measured through personnel records.</p>
Metric	<p><i>How will the proposed school quantify this measure? For Conversion Charter School applicants, is the proposed Conversion Charter School tracking this data now?</i></p> <p>Calculated in percentage of teachers retained annually.</p>
Targets	<p><i>What targets will the proposed school achieve?</i></p> <p>80% of teachers will be retained</p>
Rationale for Goal	<p><i>Why is this goal important to the proposed school's mission?</i></p>

	Developing proficiency in arts integration strategies and understanding, evolves with experience and coaching. Our collaborative approach of shared leadership requires relationships to mature over time.
Assessment Reliability and Scoring Consistency	<p><i>How will the proposed school demonstrate both the reliability and scoring consistency of the assessment(s) the proposed school plans to use, if non-standardized?</i></p> <p>The school will strive to foster a school environment that leads to a teacher retention rate of 80%. As the school retains a greater number of teacher the School expects student scoring consistency and reliability to increase.</p>
Baseline Data	<p><i>What is the proposed school's beginning data point?</i></p> <p>At the end of year 1.</p>
Attachments	<i>Provide optional attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)</i>

Subject: Testimony in Support of the Kamalani Application-Academica roles and responsibilities
Date: Tuesday, August 11, 2015 at 1:01:34 PM Hawaii-Aleutian Standard Time
From: Steve Davidson
To: Commission Mail

Item VII on the August 13, 2015 agenda of the General Business Meeting, Hawaii Public Charter School Commission

In its second criticism of the Kamalani Organizational Plan, the Evaluation Team wrote, “The Organizational Plan does not provide a description of the roles and responsibilities of the EMO that adequately and accurately captures the EMO’s organizational structure and how such structure relates to the governance and operation of the proposed school.”

Attached, you will find copies of pages 44 and 45 of the Kamalani Final Application, Section M, Third-Party Education Service Providers and Charter Management Organizations, Part 4, Service Provider’s Organizational Structure, Question a. Provide a detailed description of the roles and responsibilities of the Service Provider. In these pages, you will see that we have provided detail of all the services that will be available to Kamalani through Academica.

We have, also, attached a copy of the draft agreement between Kamalani and Academica, again detailing the roles and responsibilities of the EMO. This document appears in the Final Application as Attachment KK on page 47. Incidentally, this agreement clearly shows that Academica works completely at the discretion of the Kamalani Board. It provides only those services requested by the Board.

Finally, Kamalani’s responses to the other questions in Section M provide everything the Evaluation Team could want to know about Academica, including their Selection, Track Record, Legal Relationships, and Organizational Structure.

We are at a loss to understand how the Evaluation Team could possibly state that this information was not provided, when this evidence is taken directly from the Kamalani application.

Thank you for your consideration,

Steve Davidson, Ed.D.
Founding Board Member
Kamalani Academy

4. Service Provider's Organizational Structure

a. Provide a detailed description of the roles and responsibilities of the Service Provider.

Kamalani Academy understands that hiring Academica will benefit the students, staff, Governing Board, and community by allowing the administration and the Board to focus on the academic aspects of the School.

As outlined by the Service Agreement (Attachment KK), Academica will work at the direction of the Governing Board.

Academica has an experienced team of professionals to provide services and solutions for every aspect of charter school establishment and operation. The company ensures the school's Governing Body has complete autonomy and control over its school academic program, staffing needs and curriculum. Academica assists charters in many ways, including, but not limited to:

- Prior to Charter Approval (assisting with the charter application, training and assistance through the application process, corporate establishment and coordination, and budget forecasting)
- Financial Services (bookkeeping and accounting services, quarterly and annual budgets, cash flow projections and obtaining financing, establishment of credit facilities, development of capital outlay plans, coordination and logistical support of financial audits)
- Human Resources (identifying staffing needs, payroll coordination, governmental compliance)

- Public Relations and Marketing (identity and brand development, student recruitment strategies, school climate surveys)
- Board Facilitation (coordination of board meetings and trainings, public notice compliance, open meetings compliance)
- Governmental Liaison (charter sponsors, municipal, state and federal agencies, advocacy, reporting)
- Facilities (site selection and acquisition, school design and development, land use approvals, providing access to award-winning facilities, compliance with fire and security requirements, planning for future facility needs)
- Strategic Planning and Implementation (long and short-term planning and budgeting, strategic positioning, identifying underserved markets, replication and scaling of the program)
- Accountability (charter compliance, reporting fulfillment, renewals and numerous annual site inspections, quality assurance, statutory compliance)

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT
BETWEEN
THE BOARD OF DIRECTORS FOR
KAMALANI ACADEMY, A HAWAII PUBLIC CHARTER SCHOOL
AND
ACADEMICA, LLC

TABLE OF CONTENTS

DUTIES OF SERVICE PROVIDER	3
1. Recitals	3
2. Engagement	3
3. Duties	3
4. Board of Directors Meetings	3
5. Record Keeping	4
6. Bookkeeping	4
7. Staff Administration	4
8. Financial Projections and Financial Statements	5
9. Designated Contact Person	5
10. Grant Solicitation	5
11. Financing Solicitation and Coordination	5
12. Other Funding Sources	5
13. Annual Reporting	6
14. Student Assessment	6
15. School Board Representation	6
16. Governmental Compliance	6
17. Charter Renewal Coordination	6
18. Curriculum Development	6
19. Facilities Identification Expansion, Design and Development	6
20. Systems Development	7
TERM OF AGREEMENT	7
21. Initial Term	7
22. Renewal	7
23. Termination	7
COMPENSATION	8
24. Base Compensation	8
25. Additional Services	8
26. Reimbursement of Costs	9
27. Incurred Expenses	9
OTHER MATTERS	9
28. Conflicts of Interest	9
29. Insurance and Indemnification	9
30. Miscellaneous	9

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

This is an Agreement to provide services and support to a Charter School by and between the **KAMALANI ACADEMY BOARD OF DIRECTORS** (“Board”) and **ACADEMICA, LLC** (“Service Provider”);

WHEREAS, KAMALANI ACADEMY BOARD OF DIRECTORS may have a contract (“the Charter”) with the **HAWAII STATE PUBLIC CHARTER SCHOOL COMMISSION** (the “State”) to operate a charter school, known as **KAMALANI ACADEMY** (the “School”);

WHEREAS, the School is governed by the **KAMALANI ACADEMY BOARD OF DIRECTORS**;

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, KAMALANI ACADEMY desires to ensure that its School is professionally operated in accordance with the requirements of the Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider has been established to provide professional services and support to public charter schools;

WHEREAS, it is Service Provider’s mission to ensure that the vision of the School’s Board of Directors is faithfully and effectively implemented;

WHEREAS, Service Provider’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider’s officials are familiar with the various local, state, and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue, and financing for other charter school programs;

WHEREAS, Service Provider’s officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Service Provider provides services and support to a network of charter schools and believes that there are benefits to having combined purchasing power, a wide variety of employment opportunities, and options available to the employees of public charter schools serviced by Service Provider;

WHEREAS, it is Service Provider’s duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors of **KAMALANI ACADEMY**, and the Board of Director’s duty to make all decisions and direct Service Provider to act accordingly on the Board’s behalf.

WHEREAS, **KAMALANI ACADEMY** and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction and to the extent instructed by the Board of Directors;

NOW, THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF SERVICE PROVIDER

1. Recitals

The forgoing recitals are true, correct, and incorporated herein.

2. Engagement

KAMALANI ACADEMY engages Service Provider to provide administrative services and support to the School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement.

3. Duties

At the direction of the Board, Service Provider will coordinate the services required to support the School. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable State and Federal rules and regulations. If instructed by the Board, Service Provider’s services may include, but not be limited to: identification, design and procurement of facilities; staffing recommendations; human resource coordination; regulatory compliance; legal and corporate upkeep; and, the maintenance of the books and records of the School, as well as bookkeeping, budgeting, and financial forecasting. The provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Hawaii requirements. The Board will review any recommendations made by Service Provider and act upon them in the manner the Board determines to be best for the School.

4. Board of Directors Meetings

Service Provider will attend the meetings of the Board. Unless otherwise instructed by the Board, Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of the

Hawaii State Charter School Commission and relevant sections of Hawaii's Sunshine Law (HRS 92), regarding such meetings and record keeping.

5. Record Keeping

Service Provider will maintain the records of the School at the location designated by the Board. The Service Provider will ensure compliance with any Charter, State, and Federal requirements for record keeping. In addition, Service Provider will ensure that designated on-site staff receives proper training by the State's appropriate departments for student school record keeping through its designated programs.

6. Bookkeeping

Service Provider will coordinate with the accounting firms selected by the Board and serve as liaison with them to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Charter, State, and Federal law.

7. Staff Administration

If instructed by the Board, Service Provider may identify and propose for employment by or on behalf of **KAMALANI ACADEMY** qualified principals, teachers, paraprofessionals, administrators, and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by HRS 302A-802. **KAMALANI ACADEMY** may employ or contract with skilled, selected non-certified personnel to assist instructional staff members as teachers' aides in the same manner. If the Board so chooses, Service Provider may coordinate with the Board or the Hiring Committee established by the Board to identify, recruit, and select individuals for school-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be **KAMALANI ACADEMY** employees or employees leased to **KAMALANI ACADEMY**, and will not be employees of Service Provider. At the Board's direction, Service Provider may prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. At the request of the Board, Service Provider may propose a professional employee management company to the Board which can perform the human resource services for the School. Once the Board approves a human resource provider, Service Provider will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Service Provider agrees to act as the liaison for the School vis-à-vis the human resource services provider. All school-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize accounting procedures at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the accounting firm, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State. **KAMALANI ACADEMY** will provide the State with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than September 15th of each year.

9. Designated Contact Person

The designated contact person of Service Provider shall be the CEO of Academica Nevada, Robert B. Howell.

10. Grant Solicitation

At the request of the Board, Service Provider may solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

If directed by the Board, Service Provider may coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

At the request of the Board, Service Provider may coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Service Provider will coordinate the preparation of the Annual Report for the School.

The Report will be submitted to the Board for approval, and Service Provider will coordinate the delivery and review process established by the-State and Charter School legislation for the Annual Report.

14. Student Assessment

If instructed by the Board, Service Provider may coordinate a student assessment methodology and retain on behalf of **KAMALANI ACADEMY**, professionals to administer and evaluate results. Service Provider will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation

The Board President will serve as primary liaison with the State Board of Education and its officials on behalf of the School. If instructed by the Board, Service Provider may also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives will attend required meetings and public hearings.

16. Governmental Compliance

If requested by the Board, Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School. Service Provider may also advise the Board on compliance with the School's Charter with the State. The School's Charter with the State is incorporated herein by reference.

17. Charter Renewal Coordination

At the direction of the Board, Service Provider may assist the Board with renewal of the School's Charter on a timely basis. If instructed by the Board, Service Provider may negotiate the terms of the renewal Charter with the State on behalf of the Board and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the State.

18. Curriculum Development

If requested by the Board, Service Provider may identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state, and local laws and regulations. All proposed curricula shall be approved by the Board prior to use.

19. Facilities Identification Expansion, Design and Development

At the direction of the Board, Service Provider may coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the

Charter Services and Support Agreement

School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Service Provider may identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principles, that relationship will be disclosed to the Board. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

20. Systems Development

If requested by the Board, Service Provider may identify and develop a Hawaii based and state compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

TERM OF AGREEMENT

21. Initial Term

The Initial term of the Agreement shall commence on August 1, 2015 and continue initial term of two (2) years, through July 31, 2017.

22. Renewal

Absent notice of termination pursuant to Section 23(a), this Agreement shall automatically renew for the full term of the initial Charter Agreement (which is expected to be for an additional four (4) years). Thereafter, this Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement by the School's sponsor unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that this Agreement shall be cancelled at the expiration of the term of the then-current Charter Agreement.

23. Termination

(a) During the Initial Term of the Agreement, either party may terminate this Agreement at any time, with or without cause, by giving thirty (30) days written notice to the other party.

(b) Following the Initial Term of the Agreement, either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above,

in the event of a significant event, **KAMALANI ACADEMY** may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a “significant event” shall be defined as an act or omission by the Service Provider which results in a breach of the School’s Charter such that the Charter is subject to immediate termination without chance for cure, interrupts the School’s operations and/or results in a threat to the School’s viability. Upon notice of termination under this Section, **KAMALANI ACADEMY** shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause.

(c) Duties upon termination. In the event this Agreement is terminated, the parties shall work cooperatively to ensure that the School’s operations continue without interruption. Service Provider shall immediately and peaceably deliver to **KAMALANI ACADEMY** any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

COMPENSATION

24. Base Compensation

KAMALANI ACADEMY shall pay Service Provider a services and support fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that **KAMALANI ACADEMY** receives such funds. The fee shall be payable in equal monthly installments, provided that **KAMALANI ACADEMY** shall have no obligation to pay such fee before receiving its FTE funding from the State of Hawaii, such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. The fee shall be adjusted annually at each anniversary of this Agreement based on the change in the prior year’s Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less. In the event that funding is decreased in future years to an amount less than the 2015-2016 state funding, either party may request review of the base compensation amount. Based upon this review, the Service provider will consider lowering the fee should the school experience severe financial distress.

25. Additional Services

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of **KAMALANI ACADEMY**, of other professionals or consultants who may be independent from Service Provider or part of Service Provider’s network of consulting professionals.

26. Reimbursement of Costs

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

27. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS:

28. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees, principals or agents and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

29. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Service Provider hereby agrees to indemnify, hold harmless and protect **KAMALANI ACADEMY** the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents.

30. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all if this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

(6) This Agreement is not intended to create any rights of a third party beneficiary.

(7) This Agreement is made and entered into in the State of Hawaii and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Honolulu County, Hawaii.

(8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.

(9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or at such other address as either party may designate by notice from time to time in accordance herewith:

If to Service Provider: **Academica Nevada, LLC**
1378 Paseo Verde Pkwy
Henderson, NV 89012
Attention: Robert Howell

If to Board: **Kamalani Academy**
[address to be determined]
Attention: Board Chair

(10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe

the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of **KAMALANI ACADEMY** held on the _____ day of _____ 20___. At that meeting, the undersigned Chair of **KAMALANI ACADEMY** was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

KAMALANI ACADEMY

By: _____ Date: _____
_____, Board President

ACADEMICA

By: _____ Date: _____
Robert Howell, CEO

Written Testimony in Support of the Kamalani Academy Application

Item VII on the August 13, 2015 agenda of the General Business Meeting, Hawaii Public Charter School Commission

In its Final Application Recommendation Report, the Evaluation Team wrote, “The Organizational Plan does not provide a detailed, comprehensive start-up plan specifying tasks, timelines, and responsible individuals aligned with the start-up budget for each major area (facility, funding, student recruitment and outreach, faculty and staff, and proposed school governing board).”

Kamalani provided its start-up plan in response to Section G. 1. Start-up Plan as Attachment GG of the Final Application.

The reason that there is not more detail to the tasks, timeline, and budget in our plan is that our model is different than most, if not all, of the current Hawaii charter schools. The Kamalani Board is delegating much of the start-up activity to its Educational Management Organization, Academica. And, Academica is providing those services at no charge during the start-up period

The role of any Board of Directors is to determine vision, mission, and direction and to set policy. It then hires an exceptional, experienced, and qualified team of professionals. It is the job of that team of professionals to break down all the tasks that need to be done, to develop the timeline for that work, and to assign those to do the work. And, it is the duty of a Board of Directors to supervise and be ultimately responsible for the professionals it hires. Delegating does not mean hands-off and uninvolved. In the case of Kamalani, it means we are making good use of the expertise we have hired.

Academica is one of the premier Educational Management Organizations in the nation. They have opened more than 100 schools in five states and the District of Columbia with outstanding results. During the start-up period, they will handle such functions as contracting with vendors, facility management, budgeting, legal compliance, union regulations, staff recruitment, and more. Academica has committed to hiring two full-time personnel in Hawaii to assist with start-up and management of the school. This should be far more effective than having volunteer board members doing the start-up tasks. As indicated in our application, Academica will not begin receiving its per-student fee until the school is opened, will provide all these services during start-up without charge, and will not be reimbursed for these services. All of this will be done under the supervision of the Kamalani Board of experienced professional project managers, educators, business owners, and attorneys.

Academically, the Board’s most important start-up task is the hiring of an outstanding principal. As indicated in our application, we have already spoken with several candidates. One of Academica’s roles will be to assist in the hiring of a principal,

teachers, and staff. The principal will be responsible for such tasks as hiring teachers, curriculum development, and professional development. The principal will have the assistance of leaders from the highly successful Doral Academy schools. Our Board contains very experienced educators who will supervise the work of the principal, while leaving the every-day operation of the school to the professionals we hire.

With these tasks being managed by our professional staff and consultants, the Board will be able to focus much of its attention on recruiting students to Kamalani. As indicated in our application, Academica will be providing \$25,000 to be used for this purpose. Since Academica will be delivering its start-up management services without charge, 100% of these funds will be used for student recruitment.

With a team of professionals responsible for the academic, financial, and organizational aspects of start-up, the Board will not need to be aware of or micromanage each task in the process. Instead, it will, in the words of the Commission's web site, be "...responsible for the financial, organizational, and academic viability of the charter school and implementation of the charter."

Thank you for your consideration.

Steve Davidson, Ed.D.
Founding Board Member
Kamalani Academy

Subject: TESTIMONY IN SUPPORT OF KAMALANI APPLICATION FOR CHARTER SCHOOL

Date: Tuesday, August 11, 2015 at 8:15:05 AM Hawaii-Aleutian Standard Time

From: Blaine Fergerstrom

To: Commission Mail

CC: Kuuipo Laumatia, Lei Ahsing, Lei Cummings, Steve Davidson, Dr. Patrick Macy, Robert Bob Howell, Ryan Reeves, VerlieAnn Malina-Wright, Alapaki Nahale-a, Mark J Kohler, Jarrett P. Macanas, Rae Decoito, Evan Anderson, Beth Uale, Jamie Simpson Steele, Blaine Fergerstrom

Blaine Fergerstrom
Board Member, Kamalani Academy
1689 Piikea Street
Honolulu, HI 96818

Hawaii State Charter Commission
1111 Bishop Street, Suite 516
Honolulu, HI 96813

August 4, 2015 and August 13, 2015

TESTIMONY IN SUPPORT OF KAMALANI APPLICATION FOR CHARTER SCHOOL

Aloha Commissioners and Staff,

I hold in my hands* the 2013 annual report from the State of Hawaii Department of Hawaiian Home Lands. I produced this report, and its two predecessors; and I prepared the 2014 report, which is awaiting release.

The annual report is filled with tables, charts, narratives, graphs, photos and other supporting data which establish collectively that the department is doing its duty for its constituents. The report is 120 pages long.

In the past 40 years, I have produced dozens of such annual reports, as well as proposals, prospectuses, bids and other printed material for high-level Hawaii businesses.

I produced the bid booklet of similar size and complexity for Starr Seigle McCombs Advertising in its pitch to gain the Hawaii Visitors and Convention Bureau advertising contract.

I produced the ITT Sheraton Response to Colony Capital Inc.'s Request for Information, Hawaiian Hotel Operations & Management in its bid to operate the Royal Hawaiian Hotel.

I participated in producing the Team Group One/Matra (France) bid to build and operate the Honolulu rail system in the early 1990s.

All of these documents and bids paint detailed pictures of the capabilities and accomplishments of the subjects involved. They are designed to show that the organizations submitting these documents can successfully execute the stated mission to attain the desired outcomes.

In its response to Kamalani Academy's bid to open and operate a Public Charter School in Honolulu, the Charter Commission staff recommends to the Commission that our application be denied. In perusing the narrative, many times throughout it is highlighted that Kamalani Academy failed to produce critical information which the staff had requested. It is pointed out frequently that we did not provide sufficient information on initial application, or that we failed to satisfactorily respond to Commission staff's request for more information.

I would submit that this is due solely to a flaw in the Charter Application Process.

The Charter School Application is submitted through the Commission website, via a form on the site which strictly enforces a 250 or 300 word response to any prompt for information. This is roughly equivalent to the space allotted to a letter to the editor in the daily newspaper.

The length restriction appears, to me at least, to be arbitrary, in that if one were truly interested in whether a charter school candidate were capable, they would allow that candidate to provide all necessary evidence in order to show the capabilities of their staff and their plan. Limiting submissions to "sound bites" of information does not invite the sort of detailed information which is purported to be the desire the Charter Commission staff.

Other state agencies accept Word docs and PDFs as legal tender for submissions. The Legislature accepts testimony from all its constituents in Word, text or PDF formats, paper and electronic communications.

It is obvious to anyone who looks beyond the artificial 300 word limit that Kamalani Academy is composed of an all-star team of exceptionally capable educators, business leaders and staff who are passionate about starting, maintaining, expanding and growing our Arts Integration (Arts Immersion) charter school into a shining example of the way a charter school should be done. To deny our application because we did not supply enough information or enough detail in our information, while restricting our responses to short text answers submitted through the Commission website only points out the shortcomings of the Application System.

Given the opportunity to submit a real proposal, I suggest that the resulting document might look more like the annual report which I have offered to you, today.

Mahalo for your time.

Blaine Fergerstrom
Communications Specialist
Kamalani Academy Board

* Since I am unable to appear in person to show you the annual reports cited in the opening paragraph, I supply URLs where they may be downloaded in PDF format at your convenience. I also left a hard copy 2013 annual report with Commission staff at the Aug. 4 Applications Committee hearing.

<http://dhhl.hawaii.gov/wp-content/uploads/2011/11/DHHL-Annual-Report-2013-Web.pdf>

<http://dhhl.hawaii.gov/wp-content/uploads/2011/11/DHHL-Annual-Report-2012-Web.pdf>

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Blaine Fergerstrom
(808) 497-9463
zztype@gmail.com
<http://www.zztype.com>
Make trouble, have fun, do good stuffs!

Subject: Kamalani Academy

Date: Monday, August 10, 2015 at 8:30:09 AM Hawaii-Aleutian Standard Time

From: Ilse Pratt

To: Commission Mail

CC: Beth Uale

To Whom It May Concern:

My daughter, along with my neice and nephews are currently piano students to Beth Uale. They have been students for the past seven years. We all live in the same household so I have not only seen progress in my own daughter, but my niece and nephews as well.

As a child growing up, my parents gave my sisters and I an option to play piano or violin. They all chose the piano, and I the violin. I started at three and took it for five years. I look back and wish I had kept with it as I grew older. As I see my daughter and her cousins grow with piano I must say that they all truly enjoy taking lessons as well as challenging themselves. All four children not only take piano but are in other extra curricular activities. Watching them practice on their own and also printing their own music to learn new pieces speaks volumes!

I believe having arts in any child's life is so important and is needed. When I heard that Kamalani Schools was up and coming I was excited, especially when I heard it was going to be in our neighborhood.

Please consider Kamalani Schools as a positive addition to our community.

Aloha,

Ilse Pratt

Subject: Support for Kamalani Academy

Date: Tuesday, August 11, 2015 at 10:07:02 AM Hawaii-Aleutian Standard Time

From: Beth Uale

To: Commission Mail

To the Charter School Commission Board,

This written testimony is on behalf of the charter school application for **Kamalani Academy** – to be discussed at the Charter School Committee Meeting on Thursday, August 13, 2015.. I write on behalf of Kamalani Academy based on a working knowledge of the leaders who spearhead the organization of the school. The educational opportunities afforded by this school satisfies a need for a learning style that cannot be met by any existing public education institution in the State of Hawai'i.

Fine arts instruction, which includes music, art, dance and drama have been minimized and or eliminated in public education. The decision to extend the time allowed for core subjects has reduced the importance of art as a vital tool in the learning experience. Existing empirical evidence demonstrates that the arts help students retain information, score higher on academic tests, enjoy school, and make connections to information outside of their own discipline. Schools that include music or art have part-time teachers and limited instructional time in the arts. Kamalani Academy has the philosophy of arts-integrated education, which allows for the arts to be woven into all subject areas.

As a member of the Advisory Board for Kamalani Academy, I know each of the people who provide knowledge, expertise, and support for the school. The plans for the school are solid and are backed by financial, legal, educational, and cultural experts who lead the decision-making process. We come from a standpoint of years of expertise in our own respective fields. Our ability to start and lead a school is strong and without a doubt this school will succeed due to the fact that all the right people are in the right places.

My role in this school is to provide educational leadership as an administrator or curriculum professional. I am currently a full-time music instructor at Ka Waihona o Ka Na'auao Public Charter school, an institution that has demonstrated the success of charter schools on the West side of the island. I am an integral part of the decision-making process at our school and I am aware of how the charter schools work. I hold a doctorate degree in Educational Leadership from USC, and I have completed all but my dissertation for a Doctorate Degree in Music Education from Boston University. My experience includes over 30 years in education and music education for grades pre-K-Higher Ed.

I have also served in community organizations as a member of the Beta Chapter of Delta Kappa Gamma, an educational association for the development of educational opportunities for students; as President of the American Choral Directors Association for Hawaii; as the President of the Music Educators Association for Hawaii; as a director for Hawaii Youth Opera Chorus; and as a choir director for the LDS Church.

The Hawaii Kai community (my home for 31years) demonstrated strong support for Kamalani Academy ever since news of the school was made public. With boundaries that extend far beyond Hawaii Kai, I am confident that the number of students interested demonstrates a sufficient population to start a school. Hundreds of students are awaiting the application process.

I understand the need to carefully scrutinize the process of granting clearance for charter school applications, however I believe that all of the qualifications for a successful school are present in the leadership team and educational plans for Kamalani Academy. In order for any charter school to succeed, there must be sufficient evidence of academic success or parents will send their children to neighboring schools within in their own community. Charter School teachers and administrators must work incredibly hard to be sure that the academic and social needs are met for their students in order for their school to survive. I am confident that Kamalani Academy's Executive Board and Advisory Board have the tools necessary

to provide and sustain an integrated arts school that will benefit the state. I encourage the Commission Board to carefully consider the application for Kamalani Academy based on the experience and expertise of the individuals on Kamalani's school board and their quest for educational excellence.

Mahalo,

Beth P. Uale, Ed.D.

bpuale@gmail.com

[\(808\) 292-6550](tel:(808)292-6550)

Subject: Letter of support

Date: Monday, August 10, 2015 at 6:57:19 AM Hawaii-Aleutian Standard Time

From: Travis Uale

To: Commission Mail

CC: Beth Uale

To whom this may concern,

I support Kamalani Arts Integrated Charter School. I believe they have the right tools to be a great educational facility for my kids.

Aloha,

Travis U.

Sent from my iPhone

To whom it may concern,

My name is Crichton Uale and I am a father of two young girls in Hawaii Kai. I am a graduate of Kaiser High School, Kapiolani Community College and Chaminade University. I have worked for many years at Hahaione Elementary School in the A+ After School Program and as a 5th Grade and Kindergarten Teacher. I have also served as a substitute teacher at Kamiloiki Elementary and Koko Head Elementary, all of which are Hawaii Kai schools.

My daughters - ages two and a half and four - have shown interest and skill in art, music, dance and drama at very young ages and I would really like to continue to cultivate that. Both my daughters take voice and piano lessons. I have looked into the art departments of the Mid-Pacific Institute, Punahou, Kamehameha and Iolani. While there are many great options around the world, our family budget would not be able to accommodate the tuitions of the above mentioned schools. We would need an option such as Kamalani Academy.

Having taught at Maunawili Elementary and Hahaione Elementary, I do not believe the public school system places nearly enough emphasis on the arts, Physical Education, nutrition and personal finance. In attending two meetings for the Kamalani Academy, I believe they are an institution that will provide many educational opportunities for Hawaii Kai families that we otherwise would have travel elsewhere for. I am also very interested in their integration of the arts throughout their curriculum.

I am writing to urge you to please allow this institution to open. The impact and it would have on the children of this community and others would greatly benefit our state. I am positive that the board they have assembled would be a force for good and offer our children a chance to excel in the areas they most enjoy.

Thank you for your time. I hope you will consider my request.

Aloha,

Crichton Uale

Letter of Support for Kamalani Academy

Evan Anderson [evananderson2@gmail.com]

Sent: Wednesday, August 12, 2015 8:56 AM

To: Commission Mail

Attachments: eScholarship UC item 3pt13-1.pdf (256 KB)

August 12, 2015

Dear Charter School Commissioners,

My name is Evan Anderson, and I write this letter in support of Kamalani Academy's application to become a Hawai'i public charter school. My expertise is in the area of arts integrated curriculum, and I write to allay the Commission's concerns about Kamalani's application in the areas of Academic Plan and Capacity.

For nine years, I have taught and supported teachers at Voyager Public Charter School, which was recently awarded Charter School of the Year in the area of student achievement. One of Voyager's founding teaching methodologies is arts integration, an approach to teaching that uses the arts to enhance and deepen our students' understanding of core curricular content. I believe that our unequaled academic success is due in large part to our arts integrated approach to teaching.

Arts integration is not a "curriculum", in the traditional sense. It is an *approach* to facilitating learning that can be applied to a wide range of curricular content at every grade level and every level of student ability. It provides a natural way of differentiating curriculum for our diverse learners, and perhaps most importantly, it infuses our lessons with a sense of joy and self-expression.

I have attached, for your reference, a summary of the research supporting an arts integrated approach to learning, provided by the Kennedy Center for the Performing Arts in Washington, D.C. National leaders are recognizing the power of this approach, adopting three O'ahu schools as "turnaround arts" schools for the next few years.

With a teaching approach at the center of our school model, we of course still require a teaching curriculum—the scope and sequence of *content* that we will teach at each grade level that will satisfy the Common Core State Standards and as well as our own standards for students' character and leadership development. At Voyager, rather than selecting a curriculum or series of textbooks from the mainland publishing houses, we have curated a school-specific and Hawai'i relevant set of curricular resources that best address our unique needs. Our curriculum has been a work in progress involving our staff, our students, our parents, and community stakeholders.

We know from research and experience that one size does not fit all when it comes to curriculum, and that a grassroots, partnership-based approach to place-based curriculum design is the surest way to long-term curriculum viability. We enjoy an embarrassment of curricular riches here in the islands, generated by established organizations such as the Pacific American Foundation, the Bishop Museum, and the Polynesian Voyaging Society, among others. Nevertheless, it would be unwise for Kamalani to prescribe a curriculum at this point, before we have a chance to get input from the school community. Every educator knows that the strongest curriculum is forged over time, by those responsible for its implementation.

With regard to Kamalani's board having the capacity to carry out its vision, I would also like to cast my

vote of confidence. As an advisory member to the prospective governing board, I have worked closely with the applicants over the course of many months. In my judgment, the prospective board of this school possesses an even greater capacity to hire a highly-qualified leader and govern its charter school than most of the Voyager boards have demonstrated over the life of our school. I have served three terms as teacher representative on our school's governing board, and I understand the commitment and competencies required to guide a school to success. Ku'uipo and the board she has assembled run well-facilitated meetings, leverage experts and resources when they need guidance and support, and keep the students' interests at the heart of every choice and decision they make regarding the school. They have prioritized this school by devoting considerable time and resources to make sure the application represents the vision of the school, and they are obviously committed to supporting the school over the long term.

What makes Hawai'i charter schools unique is their capacity to tailor their curriculum to the needs of their place and their people. Our charter school culture here may have its shortcomings, but our refusal to adopt cookie-cutter school replication is not one of them. I encourage you to support the application of this promising charter school and its board.

Mahalo for your service to Hawai'i's children,

Evan Anderson
Arts Integration Coach and Music Specialist
Voyager Public Charter School
Honolulu, HI
Evan Anderson



Peer Reviewed

Title:

A View into a Decade of Arts Integration

Journal Issue:

[Journal for Learning through the Arts, 10\(1\)](#)

Author:

[Duma, Amy](#), The John F. Kennedy Center for the Performing Arts
[Silverstein, Lynne](#), The John F. Kennedy Center for the Performing Arts

Publication Date:

2014

Permalink:

<http://escholarship.org/uc/item/3pt13398>

Acknowledgements:

Support for Changing Education Through the Arts is provided by the U.S. Department of Education. The content of this program was developed under a grant from the U.S. Department of Education but does not necessarily represent the policy of the U.S. Department of Education. You should not assume endorsement by the federal government. Support for Changing Education Through the Arts is provided by the U.S. Department of Education.

Author Bio:

Director, Teacher and School Programs, Education Department

As senior program consultant to the Kennedy Center's education programs and an independent arts education consultant, Lynne Silverstein's work centers on creating resources for arts education. She has developed publications, written conference proceedings, articles, and web content, produced films, and created numerous performance guides for students. She is the co-creator of the Kennedy Center's series of seminars for teaching artists. Previously she led the Kennedy Center's local programs for teachers and designed its national Partners in Education program.

Keywords:

arts integration, The Kennedy Center, Changing Education through the Arts, professional learning

Local Identifier:

class_lta_19197

Abstract:

The John F. Kennedy Center for the Performing Arts has been involved in an intensive, sustained partnership with schools, Changing Education Through the Arts (CETA), since 1999. The CETA



program is a whole school reform model designed to impact student learning and attitudes by building teachers' capacities to make arts integration one of their primary approaches to teaching across the curriculum. During its first decade (1999 to 2009), the program formally examined its impact through three independent, multi-year evaluation studies. Examined together, the three studies shed light on a decade of arts integration outcomes for students, teachers, and schools. Findings are reported in four areas—the CETA program design, and the program's impact on students, teachers, and schools. Findings for the program design include: the structure of the CETA program's professional learning model was integral to its success in schools and the most critical factor for improving practice; and the importance of opportunities for arts coaching in the classroom and participation in study groups as ongoing program supports. Findings for the impact on students include: increased student engagement, both socially and academically; a moderately high positive relationship between student engagement and the extent of teachers' professional development; growth in students' cognitive and social skills; and gains in standardized test scores for lower performing students. Findings for the impact on teachers include: development of strong support for the value of arts integration for reaching all kinds of learners, widening the opportunity for all students to be successful, and providing multiple ways for students to express knowledge and understanding; teachers' increased use of collaborative learning strategies with students; change in the role arts specialists play in schools; and time as a critical factor for effective implementation. Findings for the impact on schools include: changes in school culture, including increased teacher collaboration resulting in a more positive and cohesive, and child-centered environment; growth of the school as a learning community; and the importance of administrative support and leadership.

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Cross-Study Findings: A View into a Decade of Arts Integration

Amy L. Duma and Lynne B. Silverstein

The John F. Kennedy Center for the Performing Arts

Education Department

Abstract

The John F. Kennedy Center for the Performing Arts has been involved in an intensive, sustained partnership with schools, Changing Education Through the Arts (CETA), since 1999. The CETA program is a whole school reform model designed to impact student learning and attitudes by building teachers' capacities to make arts integration one of their primary approaches to teaching across the curriculum. During its first decade (1999 to 2009), the program formally examined its impact through three independent, multi-year evaluation studies. Examined together, the three studies shed light on a decade of arts integration outcomes for students, teachers, and schools. Findings are reported in four areas—the CETA program design, and the program's impact on students, teachers, and schools. Findings for the program design include: the structure of the CETA program's professional learning model was integral to its success in schools and the most critical factor for improving practice; and the importance of opportunities for arts coaching in the classroom and participation in study groups as ongoing program supports. Findings for the impact on students include: increased student engagement, both socially and academically; a moderately high positive relationship between student engagement and the extent of teachers' professional development; growth in students' cognitive and social skills; and gains in standardized test scores for lower performing students. Findings for the impact on teachers include: development of strong support for the value of arts integration for reaching all kinds of learners, widening the opportunity for all students to be successful, and providing multiple ways for students to express knowledge and understanding; teachers' increased use of collaborative learning strategies with students; change in the role arts specialists play in schools; and time as a critical factor for effective implementation. Findings for the impact on schools include: changes in school culture, including increased teacher collaboration resulting in a more positive and cohesive, and child-centered environment; growth of the school as a learning community; and the importance of administrative support and leadership.

Keywords: arts integration, The Kennedy Center, Changing Education through the Arts, professional learning

A View into a Decade of Arts Integration

Since 1976, the John F. Kennedy Center for the Performing Arts in Washington, DC, has partnered with schools locally and nationally to make the arts an integral part of every child's education. To support the development of arts education within whole schools, the Kennedy Center began partnerships in 1999 with five Washington, DC metropolitan area schools interested in complementing their discipline-based arts instruction with a school-wide focus on arts integration. This intensive, sustained partnership, Changing Education Through the Arts (CETA) program, is a professional development program designed to build teachers' capacity to make arts integration one of their primary approaches to teaching across the curriculum.

Through rigorous professional development workshops and courses and continuing with demonstration teaching, in-classroom coaching, and study groups, teachers learn about arts integration and specific strategies and are supported as they implement the instruction. The professional learning model is designed to meet the needs of adult learners, using an active, social approach to learning with direct application to the classroom.

Since its inception, the CETA program has examined and refined its strategies and processes. To understand the impact of arts integration on teachers, students, and schools, three independent evaluation studies were conducted over a decade, from 1999 to 2009. The Kennedy Center commissioned two studies (Kruger, 2005; Isenberg, McCreadie, Durham, & Pearson, 2009) to examine the impact of the CETA program. This article also draws on the findings from a third study (RealVisions, 2007) commissioned by Montgomery County Public Schools, Maryland which examined three CETA schools in the Arts Integration Model Schools (AIMS) program. The design of each study was quasi-experimental, examining a variety of questions relevant to the program's development during the years of study. Examined together, the studies shed light on almost a decade of outcomes for program design, teachers, students, and school culture.

All three studies were guided by the hypothesis that providing capacity-building arts integration professional development opportunities for teachers would improve instruction by enabling teachers to effectively integrate the arts throughout the curriculum. This change would, in turn, engage children in learning in such a way that their academic performance, attitudes about learning, and their engagement would improve. Further, these changes would impact the individual school's culture, establishing a shared vision and mission and creating stronger teacher collaboration.

Several theories about why and how arts integration activities can result in deepening learning provide a basis for this hypothesis. The arts have the ability to improve general cognition through the development of executive attention (Posner and Patoine, 2009). Arts integration extends how learners process and retain information by combining several learning modalities (visual, aural, and kinesthetic), thus "increasing the probability that learning will occur" (Scheinfeld, 2004). Further, arts integration leverages eight factors that have positive effects on long-term memory (Rinne, Gregory, Yarmolinskaya & Hardiman, 2011). These factors include: 1) rehearsal—repeated elaborative rehearsal of information; 2) elaboration—the process of creating a surrounding context; 3) generation—generating information in response to a cue (verbal or visual) rather than simply reading that information; 4) enactment—or physically acting out material, rather than simply reading or listening; 5) oral production—producing a word orally; 6) effort after meaning—effort to understand material, outside of a conscious attempt to commit material to memory; 7) emotional arousal—emotional response to the material; and 8) pictorial representation—information presented in the form of pictures is retained better than

information presented in words. In addition, Scheinfeld (2004) describes how arts integration focused on drama and reading comprehension “strengthens students’ visualization of the text and their emotional engagement with it, both of which contribute to greater retention and understanding” (p. 4). Additionally, research by Shanahan *et al.*, (2010) supports the connection between visualization and gains in reading comprehension.

Descriptions of arts programs (Stevenson & Deasy, 2005) further support theories that students’ engagement in the arts:

- Connects them to authentic learning that matters to them
- Provides opportunities for all learners—even struggling learners—to be successful
- Develops feelings of self-efficacy
- Increases intrinsic motivation to learn, and
- Develops students’ abilities to apply learning to new situations and experiences.

Theories about teachers’ professional development indicate that effective teacher learning linked to student growth involves a network of experiences including attendance at sessions, engagement in dialog with colleagues about their learning, consistent documentation of their practice, a commitment to arts integration and partnership with teaching artists (Scripp, Burnaford, Vazquez, Paradis, & Sienkiewicz, 2013). In addition, effective professional development helps teachers differentiate their instruction, become more culturally responsive in their teaching, and feel rejuvenated and renewed in their commitment to teach (Bellisario & Donovan, 2012; Stevenson & Deasy, 2005). Effective professional development also helps teachers grow in their confidence and enthusiasm for arts integration and their ability to create an effective learning environment, reduce classroom management issues, and facilitate deep learning for their students (Garett, 2010).

Defining Arts Integration

The CETA program’s focus on arts integration is part of a national trend that reflects a change in thinking about the purpose of the arts in education. Wakeford (2004) explains that this new thinking has “framed the arts as facilitators of the cognitive learning process” and underscores “how the emotional and affective dimensions of artistic experience can be a key part of what makes authentic learning happen in the classroom” (p. 83).

According to Rabkin (2004), arts integration is “the arts for learning’s sake” (p. 8). He continues:

At its best, arts integration makes the arts an interdisciplinary partner with other subjects. Students receive rigorous instruction in the arts and thoughtful integrated curriculum that makes deep structural connections between the arts and other subjects. It enables students to learn both deeply. The practice of making art, and its performance or exhibition, becomes an essential part of pedagogy and assessment, but not just in art or music class. These activities become part of the routine of studying history, science, reading and writing, and math (pp. 8-9).

Similarly, the Kennedy Center’s definition (Silverstein & Layne, 2010) states that arts integration is an “approach to teaching,” which implies that teachers use it daily. It also references engagement in the creative process as a fundamental criterion and extends the idea of connections between the art form and the curriculum to include the concept that strong connections are mutually reinforcing. The definition states:

Arts integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in the creative process to explore

mutually-reinforcing connections between an art form and another curriculum area to meet evolving objectives in both (Tab 2, p. 1).

Impact on Students

The impact of arts integration on students has been documented in a range of studies focusing on test scores. Over a six year period, students in the arts integration programs directed by Chicago Arts Partnership in Education (CAPE) performed better in reading and mathematics than students from comparison schools. However, the difference was statistically significant only at the elementary school level (Catterall & Waldorf, 1999). A five year study of Oklahoma A+ (OAS) arts integration schools revealed that students' performance on standardized tests generally met or significantly exceeded state and district averages (Barry, 2010). Since OAS schools serve a greater proportion of ethnic minorities and economically-disadvantaged students, this finding adds further support to claims that arts integration's effects are significant for all students, but may have its strongest impact on low-performing students (Barry 2010; Caterall & Waldorf, 1999; Heath & Roach, 1999). Ingram & Reidel's (2003) longitudinal study for Minnesota's Arts for Academic Achievement (AAA program) demonstrated higher reading scores for third grade students when teachers integrated the arts into English/reading lessons. The results were strongest for economically disadvantaged students and English language learners. In addition, students in North Carolina's A+ Schools achieved gains over the three year period in reading and mathematics assessments equal to those of students throughout the state, even though A+ Schools serve a higher proportion of disadvantaged and minority students (Corbitt, McKenney, Noblit, & Wilson, 2001; Marron, 2003). Rabkin and Redmond's (2004) analysis of six arts integration programs led them to a similar conclusion: "Arts integration can be a powerful lever for positive change, particularly in low-income schools and with disadvantaged learners, and it has distinct advantages over more conventional arts education" (p. 132).

In various research studies, arts integration and arts education have been positively and consistently linked to student engagement, motivation, and persistence as well as other outcomes (Asbury & Rich, 2008; Deasy, 2002; Fiske, 1999; Hetland et al., 2007; Stevenson & Deasy, 2005). According to Isenberg et al. (2009), "Arts learning is participatory and active and requires students to interact with content and materials using both their bodies and minds. This way of learning engages students by offering them many ways to gain understanding and express their knowledge" (p. 6).

CAPE researchers, DeMoss & Morris (2002), also examined how arts integration supports student engagement in learning. The researchers found that units incorporating the arts resulted in improved student motivation and ability to assess their own learning. Further, studies have indicated the arts can engage students who are not typically reached through traditional teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities (Deasy, 2002; Fiske, 1999; Rabkin & Redmond, 2004).

Impact on Teachers and Schools

According to Isenberg et al., (2009):

The benefits of arts integration extend beyond students, affecting teachers and schools as well. While a multitude of arts integration models are currently being applied in schools, almost all are built upon the collaborative efforts of classroom teachers and arts specialists (which may include artists in residence, visiting

artists, school-based arts teachers, arts coaches, or some combination of these) (p. 7).

These collaborative efforts help teachers develop a strong sense of community. Their relationships result in increased satisfaction, interest, and success (Burton et al., 1999; Stevenson & Deasy, 2005; Werner & Freeman, 2001). Collaboration often results in teachers who are more willing to take risks, are innovative in their teaching, persist in integrating the arts despite obstacles, and use a child-centered rather than adult-centered approach to teaching (Burton et al., 1999; Werner & Freeman, 2001).

If arts integration is going to take root, the entire school community must be involved (Betts, 1995). Support from school and school district administrators is needed to build and sustain any partnership or program (Borden, DeMoss, & Preskill, 2006; Burton et al., 1999). For teachers to risk to learn new instructional strategies, they need support and encouragement from their principals (Burton et al., 1999). To adopt arts integration teaching methods, teachers need professional development that explicitly informs them about the purpose, theory, and benefits of this pedagogy (Betts, 1995; Borden et al., 2006; Werner & Freeman, 2001). This allows teachers to understand arts integration as an approach to teaching that helps them meet national and state curriculum standards rather than as something extra and time-consuming (Werner & Freeman, 2001).

With this research as a backdrop, the CETA program director was interested in finding out the impact of its professional learning model on students, teachers, and school culture and whether the results extended previous work. The questions that guided the project were:

1. Did the program's capacity-building professional development enable teachers to effectively integrate the arts across the curriculum?
2. Would teachers' professional development result in changes in student learning, attitudes, and engagement?
3. Would the CETA program have a positive impact on teachers and the school culture and, if so, in what ways?

Method

The first evaluation study (Kruger, 2005), conducted between 1999-2003, analyzed teacher implementation of arts integration and corresponding student achievement data from seven teacher participants and six comparison teachers in Fairfax County Public Schools (FCPS), Virginia, with 725 students in the data set. Teachers completed a survey measuring the degree to which they used or integrated the arts during their Pre-CETA year and two subsequent years of participation. Teachers' responses to each question were recorded for each year. A summary score of their average response to the five questions for each year was also constructed to yield an overall implementation score for each year. FCPS supplied data for each year that included the grade of instruction, demographic data for the students in the data set (including gender, ethnicity, SES, language status, and special education status of each teacher's students), student report card grades, student Virginia Standards of Learning (SOL) scores, and attendance information. Data records were organized with the teacher as the unit of analysis. The school district provided report card grades for students in grades 2 through 5. The individual subject grades were collapsed into basic scores for Academic Achievement (combining reading, writing, oral expression, math, science, social studies, and spelling) and Academic Effort, among others.

According to Kruger (2005), limitations of the study data set included the small sample size and incomplete data sets, and the quasi-experimental design. Teachers were not randomly assigned to participate in CETA training, nor were students randomly assigned to attend schools

that support CETA as a professional development opportunity for teachers. As a result, absolute causality cannot be inferred. Variables other than the CETA program that may have affected student performance may have differed among the groups. The second evaluation study (RealVisions, 2007), conducted between 2004–2007, examined the process of program delivery, both professional development for teachers and arts integrated instruction for students; the outcomes for teachers and students; and the mechanisms that mediated between program delivery and the emergence of outcomes. The evaluation followed a quasi-experimental design with carefully matched comparison conditions, including demographic characteristics and the number of students participating in special education, in English for Speakers of Other Languages programs, and in free and reduced price meal systems.

The study employed both broad-based and targeted data collection that supported triangulation of data. Data collection methods included observations, surveys, interviews, focus groups, and document analysis. Subjects of the investigation included 101 teachers and 1478 students from three model schools and 1296 students from comparison schools. Student outcome data in the form of test scores was provided by the Maryland State Department of Education's *Maryland Report Card*. Limitations of the study were not reported.

The third evaluation study (Isenberg et al., 2009), conducted between 2005–2008, was designed to provide the Kennedy Center with an analysis of the effectiveness of the CETA program in relation to its goals and objectives. Quantitative and qualitative data sources allowed the researchers to triangulate them to enrich one another. Information was gathered from different sources, using multiple methods of data collection and analysis: (a) Document review-- This included CETA program documents, past evaluation reports, school-level standardized test scores, and examples of student work; (b) Observation--The researchers used three separate protocols to record observations of professional development courses, coaching in classrooms, and study group meetings; (c) Individual interviews--Interviews were conducted with case study school principals and CETA school coordinators; (d) Focus group interviews--Interviews were conducted at each case study school, using a protocol; (e) Annual surveys--Classroom teachers and arts specialists, CETA school coordinators, guidance counselors, principals, and assistant principals completed surveys which included a variety of open-ended and fix-choice questions; (f) Four case study schools--These case studies provided detailed narrative descriptions derived from multiple sources of data using multiple methods. The evaluation team visited each case study site multiple times during one or more years of the evaluation period. One hundred and sixty (160) teachers were included in the study. The authors acknowledged the limitations of this three-year evaluation. First, the study evaluated the entire CETA program as a singular unit. Data collection and analysis were conducted to portray the operating context of the CETA program as a whole. Second, while student test score data were included in this evaluation, they were not being used to imply cause or attribute academic effects to the CETA program. Additionally, scores were compiled at the school level and could not be disaggregated by individual teachers or by students.

Results and Discussion

The findings described below are drawn from each of the three studies (Kruger, 2005; RealVisions, 2007; Isenberg et al., 2009). They examine four areas: the effectiveness of the CETA program design, impact of students, teachers, and schools. Data tables are included in the original studies.

Effectiveness of the CETA Program Design

The CETA program, which relies on arts integration as its core, has positively influenced schools through its professional learning model (Kruger, 2005; RealVisions, 2007; Isenberg et al., 2009). The CETA program's professional learning model includes orientation activities that help teachers understand the program and its philosophy, formal instruction (e.g., workshops and courses), implementation supports (e.g., demonstration teaching, coaching, study groups, action research) designed to provide follow-up support in the classroom, and recognition events that celebrate teachers' efforts and accomplishments. According to Isenberg et al. (2009), "All sources of evidence support the structure of [the] CETA [program] as being integral to its effectiveness in the schools" (p. 26). This finding is supported by the RealVisions (2007) study, which indicated that teachers and school leaders regard professional development as the foundation for their school's arts integration program and the most critical factor in improving their practice. Further, teachers reported that they were "drawn to the CETA program and maintain their participation because it is one of the few professional development models that treats them as 'professionals'" (Isenberg et al., 2009, p. 22).

Teachers appreciate that the professional development has provided them with both the theoretical and practical knowledge needed to change their practice (RealVisions, 2007; Isenberg et al., 2009). Isenberg et al. (2009) found that materials provided in CETA courses and workshops helped teachers move from course to classroom implementation by providing clear steps and lesson examples for teacher use. Further, "as teachers grow in their comfort and ease with integrating the arts, applying CETA strategies has become more natural and internalized" (p. 15). RealVisions (2007) found that, "The more training teachers had, the more they taught in and assessed both arts and non-arts content areas in their arts-integrated lessons and units" (p.28).

Isenberg et al. (2009) noted that the ongoing nature of the CETA professional learning model keeps teacher learning "on the front burner unlike other professional development models that meet only once or over the summer months" (p. 22). The authors also found that personalized coaching is a fundamental aspect of the CETA professional learning model:

Arts coaches support teachers throughout the year by observing classes, modeling and co-teaching lessons, and helping teachers to plan integrated units. Knowing that an arts coach will be supporting them in the classroom helps teachers to integrate, refine, change, and grow. Teachers report that as arts coaches get to know them and their students, the coaches are uniquely poised to know when teachers need to be pushed, helped, or directed to other resources in the school (pp. 22-23).

Teacher participation in study group meetings was another important support for ongoing development (Isenberg et al., 2009). Study group meetings brought "teachers together in a small group setting to collaborate, support, and learn from one another about specific arts integration topics. Teachers feel supported by their colleagues and use study groups to plan and reflect on integrated lessons" (p. 23).

According to Isenberg et al., (2009), the opportunity for sustained development through the CETA program has had a positive impact on teachers. The longer teachers remain in the CETA program, participating in courses, working with arts coaches and with peers in study groups, the more arts integration becomes a part of their pedagogy. The study by RealVisions (2007) reported the impact of ongoing and substantial professional development: "Teachers with the most arts integration professional development also perceived more impact on their teaching practice, their students, and their school than teachers with less training" (p. 28).

The impact of the CETA program's professional development was evident in teachers' reports about the sources of their knowledge of arts integration. In the earliest study (Kruger, 2005), teachers initially cited "Prior Experience" most often as their source of arts knowledge. This response waned over the years as "Coaching by Teaching Artists" was more frequently identified as the source of knowledge. "In-School Study Groups," which were initially mentioned infrequently, grew during Years 1-3. Workshops were consistently and frequently cited as sources of knowledge. While CETA teachers reported steady growth in knowledge over time, control teachers cited a stable amount of knowledge over time, achieved only as a result of "Prior Experience."

Professional development also influenced the growth of teacher participation in the program and was a factor in the development of teacher leadership. According to RealVisions (2007), when the professional development was followed by sustained instructional efforts, it triggered "significant professional growth for a number of model school teachers" (p. 24). Further, "It appears that the amount and consistency of arts integration professional development played a significant role in the emergence of an effective cadre of teacher leaders within a strong community of learners" (p. 28). Teacher leaders engaged in activities such as leading formal presentations to colleagues within and outside of the model schools as well as to school system superintendents and state fine arts supervisors. Teacher leaders also became "effective ambassadors for the program as well as potential trainers of other teachers, thus building the capacity of the school system and the state to support the development of an effective arts integration program" (p. 24).

In summary, the results of the studies (Kruger, 2005; RealVisions, 2007; Isenberg et al., 2009) indicated that the CETA program's capacity-building professional development enabled teachers to effectively integrate the arts across the curriculum. In particular, the ongoing nature of the professional development contributed to teachers' growth in their understanding, knowledge, and practice in arts integration.

Impact on Students

Isenberg et al. (2009) found that, "Across all schools, both teachers and administrators reported that repeated exposure to arts integration has helped students to make connections between and among content areas" (p. 17). The study also found that students were more likely to take risks in their learning and show their knowledge in multiple ways.

Student engagement. Two studies (RealVisions, 2007; Isenberg et al., 2009) examined the impact of arts integration on student engagement. According to the RealVisions study:

Commenting on the impact of arts integration on their students, they [teachers] repeatedly pointed to the high level of student engagement as a barometer of the success of their arts integration efforts. They described students as being more engaged socially and academically and viewed such engagement as a powerful factor in motivating student involvement with learning experiences (pp. 13-14).

The RealVisions study also noted that increased student engagement was a thread running through teachers' comments in their monthly arts integration reflection sheets. They described their students as "enthusiastic, excited, eager to participate, and enjoying learning in a creative way" (p. 14).

To assist in classroom observations, the RealVisions researchers identified indicators of student engagement. One indicator, engagement in collaborative learning, showed strong findings.

Student engagement on this indicator in 2007 contrasted sharply between the model schools at an overall 32% and the comparison schools at slightly better than 10%. This finding is in contrast with only a 6% difference in favor of the model schools found in the study's first year (p. 23).

According to RealVisions (2007), teachers saw arts integration as offering all students opportunities to be successful, thus motivating more students to be engaged in learning. Many teachers reported that arts integration "had encouraged engagement (even and especially their unfocused and frustrated learners), and increased every student's level of attention so that 100% of the students in the class were eager to participate." (p. 14) Additionally, the study's authors reported, "Special education teachers who embraced arts integration as a means of reaching their students reported that they had seen their students benefit greatly from the process" (p. 14).

Several factors influenced student engagement. The study by RealVisions (2007) attributed increased student engagement to the opportunity for "students to make and express personal connections with the curriculum" (p. 17) and to "become invested in projects with real-life connections" (p. 14). Further, teachers felt arts integration helped students "find their voices" and gain a feeling of "ownership" of what they were learning. Teachers also felt that students' excitement and engagement impacted students' retention of information.

Student engagement was also related to the level of their teachers' professional development. According to RealVisions (2007), there was a moderately high positive relationship between student engagement and the total number of professional development hours completed by teachers. Additionally, "In changing students' level of engagement in learning experiences, arts integration impacted students' attitudes toward learning and the arts. With these changed attitudes came improved student achievement" (p. 29).

Growth in students' cognitive and social skills. Across the three years of the RealVisions (2007) study, students developed improved cognitive skills, among other things. Teachers and school leaders believed that arts integration encouraged students to give more thoughtful and thought-provoking responses to questions rather than quick answers; assisted students in developing their critical thinking and problem solving skills; and helped students to better articulate and justify their opinions. Teachers also gave high ratings to the impact of arts integration instruction on students' ability to approach ideas from multiple perspectives.

According to RealVisions (2007), teachers and school leaders made repeated comments about the positive impact of arts integration on students' development of social skills, including the ability to cooperate, as well as on their self-concept as learners and appreciation for their classmates. Additionally, the study's authors report that teachers and school leaders repeatedly commented on "the increase in students' self-confidence and enhanced ability to take risks" (p. 16) and that these observations were confirmed by teachers' survey responses.

Report cards and standardized test scores. In the earliest study of the CETA program, over a four year span, students of CETA teachers showed significantly improved report card grades in Academic Achievement and Academic Effort over time than did students of control teachers (Kruger, 2005).

The study also reported student growth in English and history as evidenced in standardized test scores. Among students of CETA teachers, third grade SOL subtest scores in English and history improved significantly over a four-year span compared to the scores of students of control teachers. Kruger (2005) stated:

The CETA and control students' absolute level of performance may be due to random variation between the groups, but the rate of *improvement* over time (as seen in English and history) may plausibly be interpreted as related to the training and experience of the CETA teachers (p. 30).

In the study's conclusion, Kruger (2005) stated that although standardized test scores are notoriously difficult to affect:

It is reasonable to believe that any intervention tackling such a complex task would require multiple years of effort. It is remarkable that an arts integration program may have contributed to the improvement, since the role of the arts in academic achievement has been difficult to demonstrate empirically (p. 42).

Over the three-year period, RealVisions (2007) examined students' scores in reading and math on the Maryland School Assessment (MSA) in both the model and comparison schools. The study looked at the percentage of students in the advanced plus proficient levels for the cohort that was in the third grade during the study's first year.

The findings for reading demonstrated:

In the schools where the percentage of students scoring in the advanced plus proficient levels was lower (below 80%), in the first year of the grant period... the model school percentage rose by 12.7% while the percentage at the comparison school dropped by 5.7%. In the schools where the percentage of students scoring in the advanced proficient levels was relatively high (above 88%) in the first year of the grant period,...[two schools] and their comparisons either maintained that high percentage or increased it slightly, while one comparison school rose slightly and the other dropped slightly (p. 29).

The findings for math demonstrated:

In the schools where the percentage of students scoring in the advanced plus proficient levels was lower (below 65%), the percentage increased by 23.2% while the comparison school dropped from 85.5% to 81%. (p. 30) In schools where the percentage of students scoring in the advanced plus proficient levels was relatively high (above 92%), ...the model schools dropped between .9% and 2.4%, and the comparison schools dropped at a greater rate to between 3.6% and 7.2% (p. 29).

The study's authors (RealVisions, 2007) comment that arts integration seems to allow model schools with a relatively high percentage of students scoring in the advanced plus proficient levels in reading and math to maintain their level of achievement. They also point out that model schools with a lower percentage of students in the advanced plus proficient levels in reading and math, increased the percentage of students achieving at that level.

The most dramatic differences occurred in the model school which started the grant period with the lowest percentage. Providing model school teachers with the knowledge and opportunity to implement arts-integrated instruction appears to have made it possible for students to score at a higher level on standardized tests (p. 30).

The study's authors cautioned that arts integration in the model schools may have been only one of a number of variables affecting the increase or maintenance of students' scores on MSA reading and math tests. "Yet, coupled with the perceptions of model school teachers and leaders that arts-integrated instruction made it possible for them to engage all students in learning, it is reasonable to consider arts integration a positive factor in increasing student achievement" (p. 30).

In summary, the three studies (Kruger, 2005; RealVisions, 2007; Isenberg et al., 2009) indicate that arts integration has positively impacted student engagement and motivation to learn as well as cognitive and social skills. Student report card grades and standardized test scores show improvement over time with the most dramatic improvement in schools that started at a lower level of achievement.

Impact on Teachers

Strong support for the value of arts integration. Teachers' experiences in learning about and implementing arts integration resulted in strong support of its value for student learning (RealVisions, 2007; Isenberg et al., 2009). Between 89% and 93% of the teachers surveyed each year reported that integrating the arts added value to their repertoire of instructional strategies (Isenberg et al., 2009, p. 191). Additionally, the CETA program's professional development helped teachers feel empowered as practitioners of a method of instruction that they saw as making a difference for their students (RealVisions, 2007).

Both studies (Isenberg et al., 2009; RealVisions, 2007) cited several reasons why teachers value arts integration. Arts integration gives teachers the ability to:

Reach all kinds of learners. Teachers indicated they believe that the CETA program's focus on arts integration has provided them with the tools and ideas to reach and engage all types of learners. Survey data from 2008 (Isenberg et al., 2009) alone showed that:

Ninety-three percent of the teachers use arts integration to address the variety of students' learning styles. As one teacher reports, 'I have been given the resources to get students really involved in learning. They are able to demonstrate genuine learning, transfer across the curriculum, and enthusiasm for the subjects and techniques.' (p. 17)

Widen the opportunity for all students to be successful. Teachers and leaders (in focus groups and on reflection sheets) indicated that they believe that arts integration offers all students opportunities to be successful, thus motivating more students to be engaged in learning. They witnessed high achievers becoming engaged because of the opportunity to accelerate and apply higher order thinking skills and creativity as well as special learners becoming involved and benefiting from arts integration (RealVisions, 2007).

Provide multiple ways for students to express knowledge and understanding. Across all data sources for the entire evaluation period, Isenberg et al., (2009) found that teachers felt that arts integration is "particularly beneficial for students who might not be able to succeed or express themselves through traditional teaching methods" (p. 17). Increased use of arts integration provided teachers the ability to "engage students' attention and interest and unlock the potential of those who might not otherwise be able to express their knowledge" (p. 17). Additionally, "Across all three years of this evaluation, more than 90% of the teacher survey respondents used arts integration most frequently to help students demonstrate understanding in different ways and to address a variety of learning styles" (p. 17). These findings align with the RealVisions (2007) study in which teachers reported arts integration as "providing engaging alternative approaches that met divergent student needs" (p. 15).

Increased Use of Collaborative Learning. Arts integration had a positive impact on teachers' pedagogy. After three years of arts integration, students in all three model schools participated in collaborative learning more frequently than students at the comparison schools. Similarly, teacher use of collaborative learning strategies was more frequent at the model schools (RealVisions, 2007). One CETA model school saw a steady increase in teachers' use of collaborative learning strategies over the three-year period, climbing from around 16% in 2005, to 36% in 2006, and 41% in 2007. The study's authors noted that, "If indeed arts integration

instruction contributed to increased student achievement for students, then perhaps it did so by increasing the time students spent in collaborative learning experiences” (p. 30).

Range of Implementation. According to Isenberg et al. (2009), teachers (90%) across all CETA schools reported substantial comfort in replicating specific activities/units as well as adapting or extending the arts integration techniques they learned in workshops. The amount of the integration in the classroom varied—some teachers integrated sporadically while others integrated on a daily basis as part of their approach to teaching. “Although each school looks very different in its levels of use, implementation, and extension of arts integration techniques, all are using what has been learned through [the] CETA [program]” (p. 16). During the final year of the three-year study, “Teachers spoke less of the struggle to master techniques and more about how CETA has inspired, renewed, and energized their practice” (p. 16).

Changing Role of Arts Specialists. The CETA program has had benefits for arts specialists too. In the study by RealVisions (2007), arts specialists reported that they were becoming “more familiar with non-arts curriculum and more aware of students in a holistic way” (p. 9). They also “felt more integrated into the school because of their enhanced value and credibility” and “felt empowered because of the positive influence they had on classroom teachers’ ability to work effectively in the arts” (p. 9). The impact of arts specialists was considerable, given that teachers regarded them as one of the three supports crucial to their arts integration efforts (along with planning and co-teaching).

Development of Teachers’ Skills Requires Time. The study by RealVisions (2007) indicated that “a critical mass of teacher leaders” did not emerge until the third year. After three years, teachers were “more comfortable teaching arts integrated lessons and units, taught them with more frequency, and regarded their efforts to be more effective” (p. 28). In summary, two studies (RealVisions, 2007; Isenberg et al., 2009) provided support for arts integration as a strategy that teachers felt added value to their instructional practices. Student engagement increased as teachers used more collaborative learning strategies in classrooms. Although there was a wide range of implementation, all teachers were using what they had learned through the CETA program. The role of arts specialists changed, making them a strong support for teachers. Lastly, time was a factor in developing teacher expertise, with results emerging in year three.

Impact on Schools

Changes in School Culture and Growth of Teacher Collaboration. Two studies (RealVisions, 2007 and Isenberg et al., 2009) reported ways that the arts integration program has impacted the schools. According to RealVisions (2007), the program, in varying degrees, “precipitated whole school change” (p. 19). Teachers reported that arts integration “made the entire atmosphere of their school more positive and cohesive, and helped make their school more child-centered” (p. 19). Further, teachers reported that they developed a common language for arts integration and benefited from “a set of common experiences that in turn positively affected the growth of a school-wide culture of arts integration” (p. 7).

According to Isenberg et al. (2009), across all data sources, teachers cited the most profound change since joining the CETA program was increased collaboration among peers. RealVisions (2007) survey responses also “revealed that teachers viewed arts integration as having had the most impact on helping to create an environment conducive to teacher innovation and increasing teacher collaboration” (p. 19). Arts integration planning and co-teaching helped teachers “get to know one another better, made them more accepting of one another and of feedback and suggestions, and helped them be more comfortable asking for the sharing of ideas and resources” (p. 19).

The RealVisions (2007) study reported that teachers and school leaders at one CETA school often referred to their school's growing learning community as a significant success. "Many felt that the staff's substantive involvement with arts integration professional development had created a professional learning community model that positively affected all areas of the curriculum and made them better teachers" (p. 19).

Need for Administrative Support. RealVisions (2007) recognized the importance of administrative support particularly from the principal and an arts integration resource teacher. According to Isenberg et al. (2009):

Administrative support of the CETA program has been integral to the successful implementation and transformation of the school culture related to arts-integrated teaching. Interview, observation, and survey data indicate that the amount of support provided is positively related to the participation, growth, and sustainability of the CETA program. Teachers and administrators across all sites acknowledge the importance of this support (p. 20).

Further, Isenberg et al. (2009) cited the power of principal leaders who defined and articulated a vision for the school's growth, developed goals that deepened the quality of arts integrated instruction, and gathered needed resources. These principals were clear and vocal about their belief in arts-integrated teaching and their expectations for teachers and encouraged teachers to implement CETA strategies.

This study also examined the importance of leadership by an arts integration resource teacher. Resource teachers are an in-house resource with a range of responsibilities, including organizing professional development courses, co-teaching and leading demonstration lessons in the classroom, and helping teachers plan arts-integrated lessons. This interaction "increases teachers' exposure, use, beliefs, and knowledge" about arts integration (p. 21). Both teachers and principals reported that this resource person can promote arts integration as a school-wide focus and can help to bring a school to a higher level of implementation of CETA strategies, as well as program sustainability and growth.

In summary, studies by RealVisions (2005) and Isenberg et al. (2009) indicate that the CETA program has (a) positively impacted school culture; (b) increased collaboration among teachers; and (c) recognized the importance of administrative support from principals and arts integration resource teachers for program growth and sustainability.

Conclusion

Since 1999, The John F. Kennedy Center for the Performing Arts has been involved in an intensive, sustained partnership with schools, Changing Education Through the Arts (CETA). As a whole school reform model, the CETA program is designed to impact student learning and attitudes by building teachers' capacities to make arts integration one of their primary approaches to teaching across the curriculum.

Throughout its development, the CETA program has continually examined and refined its strategies and processes. During its first decade (1999 to 2009), the program formally examined its impact through three independent, multi-year evaluation studies. Examined together, the findings from the three studies (Kruger, 2005; RealVisions, 2007; Isenberg et al., 2009) support the hypothesis that providing capacity-building arts integration professional development opportunities for teachers improves instruction by enabling teachers to effectively integrate the arts across the curriculum. This growth in turn engages children in learning in such a way that their academic performance, attitudes about learning, and engagement improves. These changes

would impact the schools' culture, establishing a shared vision and mission and creating stronger collaboration between and among teachers.

In summary, the three studies found the positive impact of:

- Arts integration on student learning, engagement, and attitudes about learning, especially for low-performing students.
- Ongoing professional development in arts integration on changing teachers' beliefs and practice in arts integration and reenergizing their teaching.
- Arts integration on transforming the whole school by creating a collaborative culture.

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Kamalani Arts Integrated Charter School - is needed in Hawaii Kai

Crystal Kaahaaina [kolohe858@gmail.com]

Sent: Tuesday, August 11, 2015 8:25 PM

To: Commission Mail

Cc: Beth Uale [bpuale@gmail.com]

Aloha Commission Board,

Thank you for the consideration of Kamalani Arts Integrated Charter School! Our family, extended family, friends, and community are so excited at the possibility of having this unique opportunity so close to home.

I've had the privilege to meet many of the school board members and share in their curriculum ideas and vision. I believe they have a great understanding of our keiki's needs both inside and outside of the classroom - and also the experience and resources to get the job done. I am 100% confident my daughter needs this school and will thrive in ways she currently doesn't have the opportunity to. We look forward to Kamalani being her gateway into a great middle school experience.

Mahalo for your consideration - we sincerely hope for board approval.

Crystal Ka`aha`aina

Fwd: Kamalani Academy (Arts Integrated Charter School)

Beth Uale [bpuale@gmail.com]

Sent: Wednesday, August 12, 2015 9:01 AM

To: Commission Mail

----- Forwarded message -----

From: **Beth Uale** <bpuale@gmail.com>

Date: Fri, Jul 24, 2015 at 6:46 PM

Subject: Kamalani Academy (Arts Integrated Charter School)

To:

Aloha,

Please read the information below to find out the current status of our arts-integrated charter school. **Kamalani Academy is asking for your assistance by submitting a letter of support to: commission.mail@spesc.hawaii.gov**

For those of you who are interested in the arts-integrated charter school (Kamalani Academy) which is due to open in 2016, our Executive Board met with opposition earlier this month from the Hawaii State Charter School Commission Board. Due to inappropriate management at other charter schools in Hawaii, the commission is questioning our ability to lead a charter school (we responded with information on a strong leadership team who are all highly qualified). They also expressed concern over the number of families interested in the Hawaii Kai area – they doubt we could get the numbers needed to start a school in this area.

Our next meeting with the Charter School Commission Board is on August 4. The more support we have the better our chances are of receiving full clearance by the end of August 2015. **We have the option to submit letters directly to the Charter School Commission. We are asking if you would support us by writing a letter to the Charter School Commission Board and sending it via email to: commission.mail@spesc.hawaii.gov by August 3 (please cc me on the email).** You may make the letter as long or short as you want, but we are hoping to show evidence that there is a growing list of families who want an arts-integrated K-8 school in the Hawaii Kai area. *An important announcement was made that the commission will NOT be accepting applications for new charter schools next year, so we are working hard to push our application through now.*

We believe that many students would benefit from this unique learning opportunity which at the present time cannot be found in any school in the state of Hawaii. **Please send this email to any friends or family members who may be interested in supporting our mission.** If we show strong support it may be just a matter of weeks before we see the results of our efforts. If you have any questions feel free to contact me. Thank you in advance for your assistance.

Mahalo,

Beth Uale

Fwd: In Favor of Kamalani Academy Charter School

Beth Uale [bpuale@gmail.com]

Sent: Wednesday, August 12, 2015 9:01 AM

To: Commission Mail

----- Forwarded message -----

From: Pam Love <pamelalove@gmail.com>

Date: Sat, Jul 25, 2015 at 9:54 AM

Subject: In Favor of Kamalani Academy Charter School

To: "commission.mail@spcsc.hawaii.gov" <commission.mail@spcsc.hawaii.gov>

Cc: Beth Uale <bpuale@gmail.com>

Dear Charter School Commission Board,

Our family is strongly in favor of the proposed Kamalani Academy charter school. It is a unique public education opportunity in Hawaii. I am a mother of six children, three of whom would potentially attend Kamalani Academy. I have found, through 20 years as a mother and 14 years as an educator, that my children learn best in an environment where art and music are integrated into their education. Kamalani Academy provides that opportunity, which is not so readily available to us, via a public charter school. We are very much looking forward to its opening in 2016!

Sincerely,
Pam Love

Fwd: Charter School

Beth Uale [bpuale@gmail.com]

Sent: Wednesday, August 12, 2015 9:00 AM

To: Commission Mail

----- Forwarded message -----

From: **aaron mair** <aaroncarrie2003@yahoo.com>

Date: Mon, Jul 27, 2015 at 12:20 PM

Subject: Charter School

To: "commission.mail@spcsc.hawaii.gov" <commission.mail@spcsc.hawaii.gov>Cc: Beth Uale <bpuale@gmail.com>

To whom this may concern,

As a Hawaii Kai resident with 4 children from grades 11th to Kindergarten I see a need for this charter school. I currently have two children attending elemetrey school in the public school system. I feel as though there is to many expectation put on my kids. It is hard for my kids to love school when they are faced with so much homework and very little time to be a kid. I value education and want my children to love learning but having such high expectation at early ages I feel is only discouraging. I feel like what this charter school has to offer will provide a fun, loving, and learning environment for my children. And allow for my children to spend more time being kids and gaining a love for education through music and art. All of my children have learned to play the piano at the age of 8. I have seen there reading abilities excel upon learning to read music. I see value in incorporating music and learning together.

I support Kamalani Academy!