

House District(s) _____

Senate District(s) _____

THE TWENTY-NINTH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES

Log No: _____

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST - OPERATING

GRANT REQUEST - CAPITAL

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Recipient" means any organization or person receiving a grant.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN): University of Hawaii - Leeward CC
STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN): _____

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:

Leeward Community College

Dbas:

Street Address: 96-045 Ala Ike

Mailing Address: Pearl City, HI 96782

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name Christina Keaulana

Title Instructor

Phone # 808-469-5006

Fax # 808-454-4874

E-mail ctk8@hawaii.edu

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION INCORPORATED IN HAWAII
- FOR PROFIT CORPORATION INCORPORATED IN HAWAII
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL
- OTHER

Institute of Higher Education

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

Alternative Pathways to Special Education Teacher Licensure at Leeward Community College

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2019: \$ 1,161,781

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)
- EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE \$ 0

FEDERAL \$ 0

COUNTY \$ 0

PRIVATE/OTHER \$ 0

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE

Christina T. Keaulana

NAME & TITLE

1/17/2018

DATE SIGNED

Application for Grants

Please check the box when item/section has been completed. If any item is not applicable to the request, the applicant should enter "not applicable".

I. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Please include the following:

1. A brief description of the applicant's background;
2. The goals and objectives related to the request;
3. The public purpose and need to be served;
4. Describe the target population to be served; and
5. Describe the geographic coverage.

II. Service Summary and Outcomes

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

1. Describe the scope of work, tasks and responsibilities;
2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;
3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and
4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

III. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds ([Link](#))
 - b. Personnel salaries and wages ([Link](#))
 - c. Equipment and motor vehicles ([Link](#))
 - d. Capital project details ([Link](#))
 - e. Government contracts, grants, and grants in aid ([Link](#))

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2019.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
517,170.25	63,720.25	517,170.25	63,720.25	1,161,781.00

3. *n/a* The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2019.

4. *n/a* The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

5. *n/a* The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2019 for program funding.

6. *n/a* The applicant shall provide the balance of its unrestricted current assets as of December 31, 2017.

IV. Experience and Capability

1. **Necessary Skills and Experience**

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

2. **Facilities**

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

V. Personnel: Project Organization and Staffing

1. **Proposed Staffing, Staff Qualifications, Supervision and Training**

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

2. **Organization Chart**

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.

3. **Compensation**

The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position.

VI. Other

1. *n/a* **Litigation**

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

2. **Licensure or Accreditation**

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

3. *n/a* **Private Educational Institutions**

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see Article X, Section 1, of the State Constitution for the relevance of this question.

Applicant Leeward Community College

4. **Future Sustainability Plan**

The applicant shall provide a plan for sustaining after fiscal year 2018-19 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2018-19, but
- (b) Not received by the applicant thereafter.

5. ~~n/a~~ **Certificate of Good Standing (If the Applicant is an Organization)**

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2017.

6. **Declaration Statement**

The applicant shall submit a declaration statement affirming its compliance with Section 42F-103, Hawaii Revised Statutes. ([Link](#))

7. **Public Purpose**

The applicant shall specify whether the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes. ([Link](#))

Application for Grant
University of Hawaii- Leeward Community College (LeeCC)
Alternative Pathways to Special Education Teacher Licensure

I. Background and Summary

1. A brief description of the applicant's background

The University of Hawai'i, Leeward Community College's Teacher Education Program, in partnership with The Institute for Native Pacific Education and Culture (INPEACE), requests an Operating Grant to implement Alternative Pathways to Special Education Teacher Licensure.

APPLICANT BACKGROUND

Leeward Community College (LeeCC)

Leeward Community College's (LeeCC) Teacher Education Program began in 2005 in response to the need for paraprofessionals to become highly qualified under the No Child Left Behind (NCLB) requirements. To accomplish this, LeeCC designed a curriculum tailored to incumbent paraprofessionals that resulted in a terminal Associate of Arts in Teaching degree. However, faculty began to identify difficulties with the recruitment and retention of public school teachers in historically underserved areas statewide. Therefore, LeeCC developed formal articulation agreements with early college high school programs and Hawaii's existing baccalaureate programs leading to teacher licensure. Community colleges are nationally recognized as providing access and affordability to a large population of new students whose progress toward teacher certification can be expedited by establishing alternative pathways of licensure.

In 2016, the Hawaii Teacher Standards Board called together all the teacher education programs statewide as well as stakeholders in teacher preparation to a series of Alternative Pathway to Licensure Workgroup Task Force meetings to create new pathways for paraeducators, emergency hires and substitute teachers to become licensed teachers. LeeCC focused on taking the pulse of prospective teacher candidates in the communities most affected by chronic teacher turnover and disproportionately higher percentages of non-highly qualified special educators. Extensive outreach revealed that this non-traditional student population required a flexible, accessible and affordable program that would enable them to remain employed and/or available to fulfill family obligations.

By 2017, LeeCC forged two new pathways to teacher licensure specifically in the field of special education, which continues to be the state's and nation's largest teacher shortage area. The first pathway is for those without a bachelor's degree to complete 3 years (90cr.) of coursework at Leeward CC then transfer to a bachelor degree granting university for their fourth and final year. This innovative "3+1" pathway enables candidates to take a majority of their coursework online and/or at the Waianae Moku satellite LeeCC campus in Ma'ili or the main LeeCC campus in Pearl City at the community college tuition rate (\$126/cr and \$300/cr for the 300-level courses). The second pathway is for those with a bachelor's degree in a non-education field to complete a 19 cr. Advanced Professional Certificate in

SPED K-6/6-12 (APC-SPED). Both programs allow students to self-pace by taking as few or as many courses as they wish based on their unique work/family commitments.

PARTNER ORGANIZATION BACKGROUND

The Institute for Native Pacific Education and Culture (INPEACE)

In 1994, three visionary community-minded educators who had been working in Native Hawaiian education for years were compelled by their strong commitment to community and culture-based to create The Institute for Native Pacific Education and Culture (INPEACE). The core principles and beliefs that ground the agency are:

1. Education will improve quality of life.
2. Community partnerships are essential to the educational process.
3. Communities have resources and assets.
4. Communities have the right to self-determination.
5. Culturally grounded experiences are essential to the educational process.
6. Cultural strengths support education.

The marriage of these ideas, along with relationships in the funding world, led to the birth of the first program Ka Lama O Ke Kaialulu. This program is a “grow-your-own-teacher” model, where community members are recruited to become teachers in their own community’s schools. INPEACE has grown statewide, while maintaining 155 employees serving more than 2,000 individuals annually through three Early Childhood Programs, three Workforce Development programs, and two Language and Culture Programs. The Kūlia & Ka Lama Education Academy (KKLEA), conveniently located in the Community Learning Center at Mā‘ili, works with community members who want to be teachers in their communities. This is a growing model that supports the social and economic well-being of the community. KKLEA works to overcome the inequity that exists in schools for which the teachers do not reflect the community. Over the last seventeen years, KKLEA has helped to employ more than 400 individuals, the majority of which have been Native Hawaiians from the community they serve.

INPEACE, LeeCC and the Hawaii Department of Education (HIDOE) have partnered to design an alternative pathway to special education teacher licensure tailored to suit the needs of paraeducators, emergency hires, substitutes, and other staff currently serving in Nanakuli Elementary, Nanaikapono Elementary and Nanakuli High and Intermediate School. The Nanakuli EA-Teacher Pilot Program was designed in response to numerous collaborative outreach efforts with community members and stakeholders who voiced the specific barriers preventing them from pursuing a teaching license: commute time, accessibility, work/family obligations, affordability, flexible pacing, and student support. In this pilot program, LeeCC will offer candidates a customized 3-year academic plan for the 62 cr. AAT that includes accelerated 5 week education courses, online courses, and on-site hybrid courses at Nanakuli Elementary School that will enable them to enroll as part-time students, maintain full employment, remain in their communities, and complete a degree in a reasonable timeframe. This pilot program is estimated to launch in Fall 2018 and the first cohort of candidates with a high school diploma only could potentially complete their AAT degree by Spring 2021.

2. The goals and objectives related to the request

Priority 1: Supporting Effective Teachers--To increase the number of highly qualified, effective special education (SPED) teachers in schools with high concentrations of high-need students.

The project will target both existing educators who require additional training to become highly qualified and prospective teachers from target area high schools. LeeCC requests \$1,086,092 to provide two Administrative/Professional/Technical (APT) staff positions imperative to the operation of the program and 150 tuition stipends for LeeCC's various degree/certificate programs leading to teacher licensure in special education. These alternative pathways to special education teacher licensure utilize a rigorous, research-based curriculum that lead to teacher licensure in our state's highest teacher shortage area using a delivery model specifically designed to accommodate the unique challenges of our non-traditional candidates in remote, rural, and underserved communities. LeeCC is deeply committed to meeting critical workforce needs and supporting non-traditional students. In fact, LeeCC is currently the only UH community college campus with 4 full-time educational media staff dedicated to supporting distance learning education. LeeCC requests funding to support special education teacher licensure pathways for candidates at various levels of educational attainment and offers the state's most affordable tuition rates enabling students to pursue higher education efficiently and affordably.

1. For those with a H.S. diploma-**50 scholarships** for an entry-level Associate in Arts in Teaching (AAT) degree, the first 2 years of a bachelor's degree.
2. For those with an AAT- **50 scholarships** for a Special Education Certificate of Competence II (SPED Cert II), third year coursework for BS in SPED K-12)
3. For those with a bachelor's degree-**50 scholarships** for an Advanced Professional Certificate in Special Education K-6/6-12 (APC-SPED), which leads directly to teacher licensure).

Priority 2: Promoting Diversity in the Workforce

The shortage of qualified teachers in public education is a statewide problem that is particularly acute in rural Hawaiian communities, putting Native Hawaiian children at risk for educational failure or underachievement (Brayboy & Castagno, 2008; Kana'iaupuni, Malone & Ishibashi, 2005). The proposed project will address the problem of an inequitable distribution of committed, qualified teachers and funding resources for schools, especially those in more geographically isolated areas. Recruitment efforts will focus on building a core of well-trained and effective teachers in challenged schools by recruiting from these schools (non-highly qualified emergency hires) and their surrounding communities (recent high school graduates). Our efforts are expected to significantly impact the potential for Native Hawaiian children to succeed, particularly those who have been identified as special needs students, often because behavior and learning problems are misdiagnosed (Naone & Au, 2010). In fact, there is a disproportionate number of Native Hawaiians in the public school SPED population (Hawai'i Department of Education, 2016). Though Native Hawaiian students represent only 27.1% of the total student population, they make up a staggering 43.9% of the SPED population. Researchers have attributed this to a "mismatch between western schooling and Hawaiian culture and [Hawaiian students] speaking Pidgin English as their first language" (Ogata, Sheehy & Noonan, 2006). In addition to overrepresentation, special education issues for Native Hawaiians include biased assessment, lack of culturally-relevant instruction or behavior

management, and an inability to engage with families of students with disabilities (Leake & Stodden, 2002; Yamauchi, 2003; Ogata, Sheehey & Noonan, 2006). These issues contribute to challenges in recruiting and retaining Native Hawaiians in special education teacher preparation programs and developing special educators who are culturally competent. LeeCC's coursework leading to special education teacher licensure embeds assignments on cultural competence and responsiveness to promote a more inclusive school culture.

LeeCC's Teacher Education Program is the only teacher training program in the State that requires students to complete Kamehameha Schools' A'o Kumu Curriculum. The A'o Kumu courses provide educators with tools and skills to seamlessly integrate culture-based education (CBE) with 21st century skills and relevant standards, such as the Common Core State Standards (CCSS). The curriculum addresses the Hawai'i Teacher Standards Board (HTSB) requirement for inclusion—a key aspect of special education instruction—and provides training in Hawaiian language, culture, and history.

Participants will also learn how to use data to inform their instruction. Due to demands for accountability in education and the influence of applied behavior modification in education, when the Individuals with Disabilities Education Act (IDEA) was reauthorized in 1997, it required the use of Functional Behavior Assessment (FBA) for all special education teachers. "As a result, FBA is commonly used as part of the Individualized Education Program (IEP) development process after a child has been classified with an emotional disturbance, and is exhibiting behaviors such as disruptive and off-task behaviors, noncompliance, and inappropriate social interactions (WWC, 2016)." FBA-based interventions have been shown in recent research to effectively reduce problem behaviors among SPED students with no negative effects. FBA is a comprehensive and individualized strategy to identify the purpose or function of a student's disruptive behavior; develop and implement a plan to modify the variables that maintain the behavior; and then teach appropriate behaviors using positive interventions" (IDEA Partnership, 2017). FBA is a key component of both the proposed coursework and the in-classroom practicum. Participants will learn to define the problem behavior and ensure that it is both observable and measurable. Using this information, participants will learn how to devise a plan for data collection, using both direct and indirect methods. Indirect methods use data such as students' records or interviews. Direct methods entail observation of the student and recording occurrences of the behavior and situational factors. Project program participants will be exposed to concepts and theories of FBA in special education coursework.

In 2015 Hawai'i became the 42nd state in the U.S. to pass Autism Spectrum Disorder (ASD) insurance reform under Luke's Law. Children with ASD now have better options for receiving quality services and treatment to help them thrive and lead healthier lives. The law requires most medical insurances in Hawai'i to pay for necessary ASD healthcare services. Only "qualified" personnel can provide the ASD services covered by medical insurance. Therefore, in the case of direct service workers, "qualified" personnel must have a Registered Behavior Technician (RBT) credential. Over 2,000 students, ages 3-18 have been identified with ASD in Hawai'i public schools and individuals with an RBT credential are in high demand. By 2019 all para-educators who work with children with Autism must complete this training in order to remain employed to work with Autistic children. Participants in the LeeCC APC in SPED program will also complete a Registered Behavior Technician (RBT) credential course, ED 298B/143. The RBT Training Credential is of huge importance in improving educators' capacity to

effectively work with students with behavioral needs: it equips students to directly implement evidence-based behavior-analytic skills and is required for those working with children with Autism Spectrum Disorder (ASD) who have Applied Behavior Analysis (ABA) therapy services written into their IEPs. ABA is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in behavior (Baer, Wolf & Risley, 1968; Sulzer-Azaroff & Mayer, 1991). Over the past 40 years, several thousand published research studies have documented the effectiveness of ABA across a wide range of populations.

During the clinical practice or classroom teaching-observation-feedback portion of the certificate, student teachers will have the opportunity to apply their knowledge of FBA with students with special needs. Their practice will be supported by mentors or cooperating teachers who will observe and provide feedback during the student teaching. Cooperating teachers will mentor teachers in training and conduct two formal evaluations per semester, using the evaluations to assess the student-teacher to make a determination on whether or not to recommend him/her for licensure. The assessments are based on nationally-recognized InTASC and CEC standards. The candidate must attain 80% proficiency on all standards to be eligible for recommendation for licensure.

The proposed project will greatly impact the recruitment, support and retention of educators from diverse backgrounds. Project activities are specifically designed to alleviate the chronic shortage of special education teachers statewide by recruiting candidates who have demonstrated experience and commitment to working with students with special needs and who themselves are representatives of the large culturally and linguistically diverse populations they serve. Recruitment will focus on teachers who are not highly qualified, meaning they do not have licensure in their field of teaching. Tailored marketing will include video clips of program graduates who represent the target population. The vast majority of these teachers do not have a teaching license because they have not completed a State-Approved Teaching Education Program (SATEP). They may have content knowledge in a specific subject but they have not received any training on how to teach, how students learn, and perhaps most importantly for this project, how to work effectively with students with special needs. Marketing will highlight the accessibility of the program and important benefits such as higher pay and better preparedness. New SPED teachers report they are under-prepared in behavior management (Wenglinksy, 2000). Research shows new teachers' most pressing concern with teaching students with special needs is not differentiated instruction, physical accommodations, or even individual educational programs (IEPs). In fact, in their first year, behavioral challenges are most often cited as cause for burnout and job dissatisfaction (Trevis, 2017). The proposed project will address teacher retention issues by providing training and support that will result in better prepared teachers and improved retention rates, particularly at target area schools.

Priority 3: Support for Personalized Learning Environments

The proposed project will support teachers by providing training on how to implement personalized learning environments in their classrooms. One critical strategy is training on

how to use a differentiated lesson plan template, a tool for designing inclusive instruction that allows teachers to adapt and differentiate instruction based on student needs (Causton-Theoharis & Theoharis, 2008). Participants will gain an understanding of how to tailor pedagogy, curriculum and learning environments to meet the needs and goals of individual learners, critical in a special education classroom. Assistive technology—tools that help students with learning disabilities complete tasks or communicate—will be introduced so that teacher candidates will learn how to utilize this technology in the classroom. Participants also complete several trainings that cover educational theory and learn methods for increasing student engagement, voice and choice in their learning. Two educational theorists prominent in the curriculum are Vygotsky and Freire. Both saw learning as a social act, where teachers and students dialogue and all create knowledge together, rather than teachers filling the students with content and information as if they were empty vessels (Vygotskaya, 2016). This is called co-constructing knowledge and the concept is introduced in the special education coursework. Later, during the field practicum (student teaching), participants are observed in the classroom to assess their ability to apply this concept.

Priority 4: Support for the Use of Micro-Credentials

The proposed training feeds into a seamless K-12 career pathway that can award three stackable degrees and certificates:

- Associate in Arts in Teaching
- Special Education Certificate of Competence II
- Advanced Professional Certificate in Special Education K-12

3. The public purpose and need to be served

The Hawai'i Department of Education hires about 1,500 new teachers annually. According to the Hawai'i Public Schools Employment Report (2014-2015), out of the newly hired teachers, 68% have no previous teaching experience and 43.1% hold out-of-state SATEP College Degrees. Close to 25% of new teachers have not completed a SATEP or are Teach for America (TFA) teachers. An average of 70% of these new hires leave the teaching profession within the first three years (New Teacher Retention Report, November 2016; Darling-Hammond, 2005). Despite the \$1,500-\$6,000 retention bonuses used as relocation incentives to recruit and retain mainland teachers in hard-to-fill placements (particularly special education positions in high poverty schools), a study of the state's compensation system conducted by Augenblick, Palaich and Associates (2016) noted that "retention of licensed SPED teacher's bonuses were received by fewer than 10 teachers per year."

While the entire state of Hawai'i is experiencing a shortage of highly qualified teachers, the target schools are particularly hard-hit. The proposed project will offer the state's most affordable and accessible SATEP pathway. This prominent feature of the project is expected to attract a non-transient teacher workforce with job-related experience, thereby reducing the heavy dependency on continuous external recruitment of unqualified, inexperienced, and short-lived teachers. Since recruitment will focus on the two school complex areas that had previously been designated as Federal Zones of School Innovation (ZSI), non-highly qualified teachers at target schools

who are residents of these communities and, in many cases, have already dedicated years serving in the local education system, can further their teaching career in a community they are deeply committed to. The program's flexible delivery (100% online), makes it accessible to teachers statewide, thereby meeting critical special education teacher shortages in historically underserved rural communities across Hawai'i. Moreover, training includes experiential learning, personalized instruction from peer mentors and on-site instructor support and teach strategies for addressing behavioral challenges which are most cited as cause for burnout and job dissatisfaction.

Students in target schools will also benefit from improvements in SPED teacher effectiveness and greater staff retention. The curriculum and practicum components provide teachers with training on how to differentiate instruction thus addressing a wide range of behavioral and academic needs. Recruitment of teachers from target school communities—an important retention strategy—is also likely to enhance learning if students can connect with their teachers on other levels. The research supports this assumption.

Communities will benefit in a variety of ways by the proposed project. Recruitment and placement of teachers in their own communities will increase the educational attainment level of the community which in turn is reflected in increased income levels. The online nature of the program and the ability to complete student teaching in their own communities also addresses the geographical barriers of being a rural community.

Funding will allow LeeCC to pilot an alternative pathway to licensure at 17 schools with a large proportion of high-need students. Approximately 150 participants will be recruited 50 for the AAT, 50 for the SPED Certificate of Competence 50 for the APC-SPED. These participants have the potential to impact approximately 13,500 students across the state of Hawai'i. There are a total of 102,291 residents in target communities who will benefit from project activities. Evidence-based practices implemented in the proposed project are very likely to result in a greater number of highly qualified special education teachers in traditionally hard-to-place, geographically isolated schools. Recruitment practices are likely to result in a greater percentage of highly qualified teachers who reside in the target communities and are thus more likely to remain in those communities—addressing the state's poor rates of teacher retention. Positive teacher retention is correlated with student engagement and learning (Ronfeldt, Loeb & Wyckoff, 2012). It is also correlated with family engagement which in turn supports student learning (Weiss, Lopez, Kreider & Chatman-Nelson, 2014). Because of the nature of special education and the challenges of working with a variety of behavioral and learning disorders, teachers must be given specific, proven effective strategies.

The proposed project will provide teachers with the training they need to feel more confident in the classroom and in their ability to assess students individually, prescribe an intervention, and evaluate it over time. The proposed training will give them the skills to collaborate with other teachers—which also benefits students with special needs (Mountain, 2015; Kaplan, 2012). Most importantly, beneficiaries of the proposed project are students with special needs, many of whom will be Native Hawaiians. As discussed earlier, there are a disproportionate number of

Native Hawaiian students in special education. Research suggests this is due to a cultural “disconnect” and a lack of understanding of the unique learning needs of Native Hawaiians. The curriculum will equip teachers with knowledge of these needs and strategies—including engaging parents and family—which is expected to result in fewer disruptive behaviors and thus improvements in learning (Wehby, Lane & Falk, 2003; Oliver & Reschly, 2007).

Funding will allow the Teacher Education Program to pilot an alternative pathway to licensure at 17 schools with a large proportion of high-need students (students in target schools qualify as ‘high-need’ in that they are Native Hawaiian, low-income, and special needs). Approximately 150 participants will be recruited and these 150 participants have the potential to impact approximately 4,500 students across the state of Hawai‘i. There are a total of 102,291 residents in target communities who will benefit from project activities. Evidence-based practices implemented in the proposed project are very likely to result in a greater number of highly qualified special education teachers in traditionally hard-to-fill/retain, geographically isolated schools. Recruitment practices are likely to result in a greater percentage of highly qualified teachers who reside in the target communities and are thus more likely to remain in those communities—addressing the state's poor rates of teacher retention.

Positive teacher retention is correlated with student engagement and learning (Ronfeldt, Loeb & Wyckoff, 2012). It is also correlated with family engagement which in turn supports student learning (Weiss, Lopez, Kreider & Chatman-Nelson, 2014). Because of the nature of special education and the challenges of working with a variety of behavioral and learning disorders, teachers must be given specific, proven effective strategies. The proposed project will provide teachers with the training they need to feel more confident in the classroom and in their ability to assess students individually, prescribe an intervention, and evaluate it over time. The proposed training will give them the skills to collaborate with other teachers—which also benefits students with special needs (Mountain, 2015; Kaplan, 2012). Most importantly, beneficiaries of the proposed project are students with special needs, many of whom will be Native Hawaiians. As discussed earlier, there are a disproportionate number of Native Hawaiian students in special education. Research suggests this is due to a cultural “disconnect” and a lack of understanding of the unique learning needs of Native Hawaiians. The curriculum will equip teachers with knowledge of these needs and strategies—including engaging parents and family—which is expected to result in fewer disruptive behaviors and thus improvements in learning (Wehby, Lane & Falk, 2003; Oliver & Reschly, 2007).

4. Describe the target population to be served

The target populations for the proposed project are paraeducators, emergency hires, substitutes and other educational professionals with a demonstrated commitment to serving in economically disadvantaged communities with large percentages of students with special needs. Current state practices rely too heavily on short-term solutions such as recruitment of a transient workforce, incentives for recent college graduates with no classroom experience, and unethical overrepresentation of non-highly qualified educators working in the special education field in communities with higher percentages of Native Hawaiian students. Incidentally, target schools are home to the top four schools in the state with SPED emergency hire teachers in 2016-2017 (HTSB, 2017).

In Spring 2018, 37 candidates enrolled in the APC-SPED leading directly to SPED teacher licensure. The demographic data for these 37 applicants shows trends of attracting our targeted population.

- 29% Male
- 37% Native Hawaiian
- 30% Emergency Hires in SPED
- 20% Para-educators
- 17% Substitute Teachers
- 24% 96792 (Waianae)
- 20% 96786 (Wahiawa)
-

TABLE 1. DEMOGRAPHIC OVERVIEW OF TARGET SCHOOL COMPLEXES – TEACHERS

Demographics	Ka'ū-Kea'au-Pahoa Complex Area ⁶	Nānakuli-Wai'anae Complex Area ⁷	Statewide ⁸
All Teachers	363	567	10,942
Highly Qualified ⁹	33.9%	30.2%	36.6%
Average Number of Years	10	9	12.4
Emergency Hire ¹⁰	17.6%	9.0%	26.4%
New Hires	28.5%	28.2%	13.3%
No Previous Experience	71.1%	69.3%	66.5%
Native Hawaiian	7.3%	10.3%	9.9%
Special Education Teachers	23.0%	22.6%	27.7%
Safety and Wellness Survey Data (Teachers) for School Year 2014-15			
Safety	67.7%	68.2%	72.9%
Well-Being	68.3%	68.7%	72.3%
Satisfaction	55.2%	60.2%	60.8%
Involvement/Engagement	64.6%	67.3%	69.1%
Sources: Hawai'i Department of Education (2016) Trend Report: Education and Fiscal Accountability; School Status and Improvement Report; Employment Report; Safety and Wellness Survey Data Report for School Year 2015-2016			

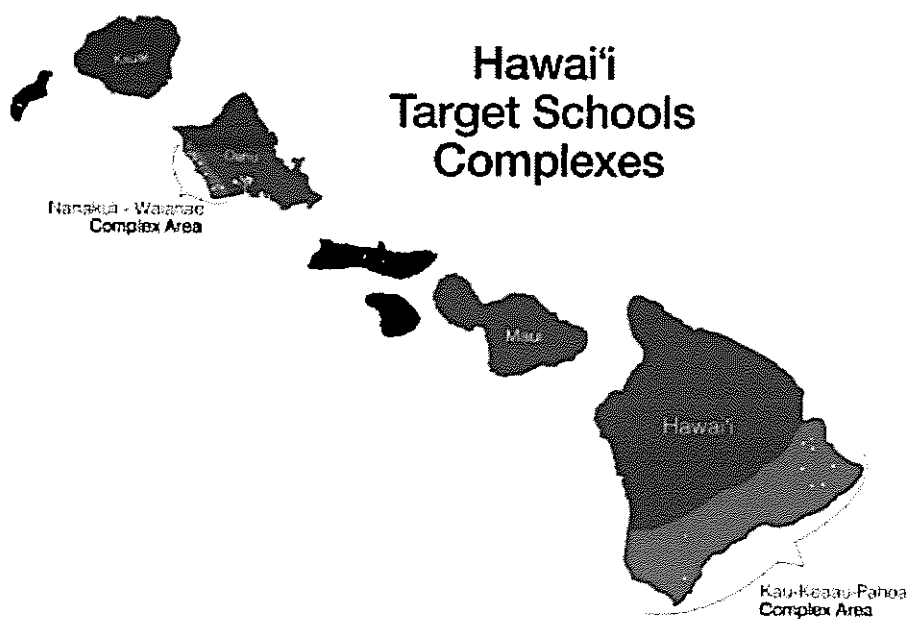
⁹ Hold at least a Bachelor's Degree and a valid Hawai'i teaching license

¹⁰ Hold at least a Bachelor's Degree but no valid Hawai'i teaching license

Also included in the data is a measure of safety and well-being among teachers. This survey is administered annually to teachers, students and parents. Captured above are numbers that reflect a lower than average sense of safety, well-being, satisfaction and overall involvement among teachers at target school complexes.

5. Describe the geographic coverage

In Hawai‘i, about 51% of the students attending public schools come from families who qualify for free or reduced-price meals. For these reasons, the focus of this project will be on Hawai‘i’s two federally designated Zones of School Innovation (ZSI). A key focus of Hawai‘i’s Race to the Top agenda rested on a commitment to close achievement gaps, turn around persistently low- performing schools and ensure all students are prepared for college, career and citizenship. Zones for School Innovation target struggling schools in rural or remote, hard-to-staff areas serving the largest population of Native Hawaiian and economically-disadvantaged students in the state. Five of the state’s six “Priority Schools” (the state’s lowest-performing schools) are in the ZSI. These priority schools, plus neighboring and feeder schools, are in the communities of Nānākuli and Wai‘anae in west O‘ahu, and in Ka‘ū, Kea‘au and Pahoa in east Hawai‘i.



The Ka‘ū-Kea‘au-Pahoa Complex Area covers a wide geographic area from Hilo to Naalehu (65 miles). Eight in 10 students are economically disadvantaged, while nearly half are Native Hawaiian—student groups that consistently rank below non-disadvantaged, non-Hawaiian children in reading and math proficiency. The picture is similar in the Nānākuli-Wai‘anae Complex Area, where seven out of 10 students are disadvantaged, up to two-thirds are of Native Hawaiian descent, and many are homeless. Both target areas are rural and geographically isolated from urban areas and resources.

TABLE 2. DEMOGRAPHIC OVERVIEW OF TARGET SCHOOL COMPLEXES – STUDENTS

Demographics	Ka'ū-Kea'au-Pahoa Complex Area	Nānākuli-Wai'anae Complex Area	Statewide
Special Education	13.3%	15.5%	10.0%
Disadvantaged ¹¹	86.5%	79.8%	50.2%
Native Hawaiian	43.9%	65.7%	27.7%
Reading Proficiency ¹²	34.9%	24.3%	51.3%
Math Proficiency	24.3%	19.4%	41.2%
School Suspensions	12.4%	9.1%	3.9%
Chronic Absenteeism ¹³	26.7%	26.0%	11.0%
On-Time Graduation Rate ¹⁴	75.4%	73.6%	82.7%
Total Students	5,353	8,228	169,987
Sources: Hawai'i Department of Education (2016) Superintendent's 26th Annual Report; STRIVE HI School Accountability Report School Year 2015-2016; School Status and Improvement Report			

¹¹ Qualifying for free or reduced price lunches

¹² English Language Arts (ELA)

¹³ the number of students who miss 15 or more days of school

¹⁴ the number of students who graduate in four years with a regular high school diploma

In a 2015 Center on the Family community profile, both target communities ranked poorly on measures of child and family well-being, including unemployment, per-capita income, children in poverty, child abuse rates and school safety. Educational attainment falls well below state and national averages.

TABLE 3. DEMOGRAPHIC OVERVIEW OF TARGET SCHOOL COMPLEXES – FAMILIES AND COMMUNITIES

Demographics	Ka'ū-Kea'au-Pahoa Complex Area	Nānakuli-Wai'anāe Complex Area	Statewide
Poverty ¹⁵	30.6%	24.2%	11.2%
Educational Attainment ¹⁶	21.0%	7.8%	29.6%
Native Hawaiian	30.7%	57.6%	21.3%
Total Population	53,773	48,518	1,362,730
Sources: Office of Hawaiian Affairs Databook (2016); US Census Bureau, American Community Survey (2015); Hawai'i Department of Business, Economic Development & Tourism Research and Economic Analysis Division, Hawai'i State Data Center (2016)			

¹⁵ US Census Bureau definition of families with school-age children living below the poverty level in Hawaii

¹⁶ Bachelor's degree or higher

II. Service Summary and Outcomes

1. Describe the scope of work, tasks and responsibilities

According to Darling-Hammond, et al, (2005), certified teachers consistently produce stronger student achievement gains than do uncertified teachers. Teachers' effectiveness appears strongly related to the preparation they have received for teaching. The proposed project will offer a high quality alternative pathway to teaching licensure in special education that is equal in intensity and rigor to traditional programs. Teacher candidates meet identical standards and measures in order to receive a professional teaching license in Hawai'i. The Hawai'i Teachers Standards Board (HTSB) has ensured that the content of the alternative pathway to licensure adequately addresses the skills, knowledge, and dispositions needed for effective teaching. While the duration of the program is shorter than a traditional teacher education program, it intentionally builds upon the experience and prior education of each candidate and supports experiential learning by providing coaching and mentoring in the actual classroom.

The project will be coordinated by the LeeCC Teacher Education Program whose vision is to improve equity and access to teacher education for underrepresented groups and non-traditional students. The Program seeks to address the critical teacher shortage in the state of Hawai'i by producing quality pre-service teachers who are locally educated and culturally sensitive to schools in their own communities. This is accomplished by delivering a high quality teacher education program that infuses

multicultural perspectives, constructivist principles, social justice, and an ethic of caring in order to create a community of learners. The project proposes funding to support a diverse range of candidates with stipends to pursue the appropriate degree/certificate based on their highest level of education.

TABLE 4. SPECIAL EDUCATION PATHWAYS

Highest level of education	LeeCC Degree/Certificate
H.S.Diploma or equivalent	62 cr. Associate in Arts in Teaching (AAT)
Associate level degree	16 cr. Special Education Certificate of Competence II (SPED Cert II)
Bachelor level degree	19 cr. Advanced Professional Certificate in SPED K-6/6-12 (APC-SPED)

The LeeCC coursework is directly aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Standards and Council for Exceptional Children (CEC)’s Special Educator Preparation Standards. Course learning outcomes, assessments, and rubrics use precise language from each of the Preparation Standards. All education courses will be taught by full-time Teacher Education Program faculty members and lecturers who will instruct courses in which they have the specified qualifications and expertise (minimum Master’s degree in Education and 5+ year of K-12 experience). Students can complete the degree/certificate at their own pace depending on how many courses they are able to commit to due to their work, family, or personal schedule.

For candidates who have completed the AAT, they are eligible to enroll in the 16 cr. Special Education Certificate of Competence II which includes third year coursework (5 SPED courses and RBT Training Credential) that articulates with a Chaminade University PACE Undergraduate Program’s online BS in SPED K-12. An official Memorandum of Agreement for the BS in SPED K-12 was approved in August 2017.

For candidates with a bachelor’s degree are eligible for the 19 cr. APC-SPED who will complete rigorous special education coursework and 450 hours of field practicum in a classroom serving students with special education services in the grade level of licensure they are pursuing.

TRACK I: This pathway is for those with a high school diploma or equivalent wishing to pursue a 62 cr. Associate in Arts in Teaching (AAT), which articulates with a bachelor degree leading to teacher licensure.

TRACK II: This pathway is for those who have earned an AAT and are eligible to enter a 3rd/junior year at LeeCC to complete the 16 cr. Special Education Certificate of Competence II as well as additional general education requirements that articulates with a “3+1” consortium agreement leading to a Bachelor’s Degree of Science (BS) in SPED Mild/Moderate K-12 at Chaminade University.

TRACK III: This pathway is for those with a bachelor’s degree or higher and are eligible to enroll in the 19 cr. APC-SPED. This track can be completed in 9-18 months and is an alternative, accelerated route to

SPED licensure which enables education professionals to continue to work while earning their teaching license. The Hawai'i Teachers Standards Board requirement of 110 hours of observation and participation is met by completing 22 hours of field experience in each of the five core SPED courses—at the grade level of license being pursued—with a special focus on the specific InTASC/CEC standard(s) addressed in each course. The required 340 hours of full-time student teaching are completed over one school semester (approximately 15 weeks) in ED 314B: Field Practicum.

The Teacher Education Program's main partner is the Hawai'i Department of Education (HIDOE)—Hawai'i's statewide district—employing approximately 13,000 teachers in 286 regular public and charter schools. Common goals in career and technical education (CTE), special education (SPED), and professional development have galvanized this relationship over the years. Moreover, the Teacher Education Program has a long history of responding to Hawai'i's education workforce needs—ranging from strategically aligning the AAT curriculum with nationally recognized InTASC standards to a focus on placing of completers in hard-to-place schools with a disproportionate number of high-need students. The proposed project also directly responds to HIDOE's "Race to the Top" mandate for ongoing professional development. Most recently, HIDOE's Office of Human Resources approved LeeCC's education coursework for reclassification credits which allows completers to move up the pay scale incrementally.

HIDOE has submitted a letter of commitment (see Appendix C) that specifies that they will support recruitment efforts by providing names of emergency hires, paraeducators, and substitutes with strong records. Further, HIDOE will support training efforts by allowing "emergency hire" teachers to remain in their classrooms while conducting their field practicum; assisting in connecting teacher candidates with a cooperating teacher, (a highly qualified SPED teacher); and providing access classrooms for the purposes of observation, filming and data collection.

An official Memorandum of Agreement has been established with Chaminade University of Honolulu and discussions have been initiated with both University of Hawaii, Mānoa (UHM) and University of Hawaii, West O'ahu (UHWO) regarding a comparable 3+1 pathway. Chaminade, in a letter of support, has specifically agreed to waive the \$25 application fee for all Leeward CC students transferring through the 3+1 pathway; provide a counselor to ensure timely and accurate advising information on pre-admission, admission, degree requirements, and other relevant advising information for all 3+1 pathway participants; and jointly market the program.

In 2014, LeeCC' Teacher Education Program collaborated with Kamehemeha Schools (KS) to incorporate their A'o Kumu curriculum into the teacher preparation courses at LeeCC. This relationship has continued with the organization's Distance Learning 'Ohana in the online delivery of the A'o Kumu components of the curriculum which will be carried over with the delivery of this training. And finally, the two organizations participate in a professional learning community to share best practices in the education of Native Hawaiians. See the attached letter of support.

2. Provide a projected annual timeline for accomplishing the results or outcomes of the service

TABLE 5. MANAGEMENT PLAN

<p>Q1 = October 1 – December 31 Q2 = January 1 – March 31 Q3 = April 1 – June 30 Q4 = July 1 – September 30</p>	<p>FPC = Field Placement Coordinator AA = Academic Advisor SM = (Student) Peer Mentors CI = Course Instructors CT = Cooperating Teacher CS = College Supervisor PC = Program Coordinator PM= Project Manager</p>		
Key Steps	Personnel	Timeframe	Outcomes
Marketing and recruitment			
Develop targeted marketing materials in print, film, and on social media, utilizing perceptions of target audience for both tracks.	PC AA FPC	10/17 – 11/17	Q1 – Materials developed, website and social media sites created
Reach out to principals in target schools to secure names of emergency hires working in SPED classrooms.	PC AA FPC	10/17 – 06/18 07/18 – 06/19 07/18 – 06/20	Q1 – Materials developed, website and social media sites created
Conduct presentations at target area high schools, in Teacher Academies, with school principals	PC AA FPC	11/17 – 06/18 07/18 – 06/19 07/18 – 06/20	Q3 – At least 2 presentations at each target school
Create or identify a database that will track all potential and new scholarship participants.	PC AA	10/17 – 12/17	Q1 – Project database in place
Create referral systems with all organizations, project partners, etc.	PC AA FPC	10/17 – 12/17 07/18 – 06/19 07/18 – 06/20	Q1 – All partners notified; referral system in place
Recruit participants for AAT	CI FPC AA	12/17 – 04/18 07/18 – 04/19 07/19 – 04/20	Q1 – 50 potential participants recruited
Recruit participants for 3+1	PC FPC AA	12/17 – 04/18 07/18 – 04/19 07/19 – 04/20	Q1 – 50 potential participants recruited

Recruit Participants for APC	PC FPC AA	12/17 – 04/18 07/18 – 04/19 07/19 – 04/20	Q1 – 50 potential participants recruited
Screening, Assessment, Enrollment			
Screen potential participants for level of commitment, educational goals, and ability to complete program in an online environment; determine final candidates.	PC FPC AA	12/17 – 04/18 07/18 – 04/19 07/19 – 04/20	Q2 – all potential participants screened and selected
Assess all final candidates for educational levels, academic and career goals, work load and other barriers; create academic plan.	PC FPC AA	12/17 – 04/18 07/18 – 04/19 07/19 – 04/20	Q2 – all participants assessed; academic plan created
Assist participants to enroll in AAT track (rolling enrollment for spring, summer and fall semesters)	FPC AA	10/17 – 06/18 07/18 – 06/19 07/19 – 06/20	Q2 – 50 participants enrolled
Assist participants to enroll in 3+1 track (rolling enrollment for spring, summer and fall semesters)	FPC AA	10/17 – 06/18 07/18 – 06/19 07/19 – 06/20	Q2 – 50 participants enrolled
Assist participants to enroll in APC track (rolling enrollment for spring, summer and fall semesters)	FPC AA		Q2 – 50 participants enrolled
Coursework, Support Services and Field Placement			
Provide support services as needed: course selection, peer mentoring/tutoring, referrals, laptop, adaptive technology, etc.	FPC AA	01/17 – 07/18 08/18 – 07/19 08/19 – 07/20	Q4 – all participants receive support services needed

Track participant retention for AAT track	FPC AA	01/17 – 08/18 07/18 – 08/19 07/19 – 08/20	Q4-75% participants retained
Track participant retention for 3+1 track	FPC AA	01/17 – 08/18 07/18 – 08/19 07/19 – 08/20	Q4-75% participants retained
Track participant retention for APC track	FPC AA	01/17 – 08/18 07/18 – 08/19 07/19 – 08/20	Q4-75% participants retained
Identify field placement schools, cooperating teachers and college supervisor for clinical practice portion of APC-SPED track	FPC	01/17 – 08/18 07/18 – 08/19 07/19 – 08/20	Q4- field placement complete for all candidates
Conduct formal observations of student teachers	CT CS	01/17 – 08/18 07/18 – 08/19 07/19 – 08/20	Q4 – 4 observations completed for all candidates
Track transfers of AAT participants and facilitate seamless transfer as needed.	FPC AA	01/17 – 08/18 07/18 – 08/19 07/19 – 08/20	Q4 – At least 25 students commit to the 3+1 program
Track transfers of 3+1 participants and facilitate seamless transfer as needed.	FPC AA	01/17 – 08/18 07/18 – 08/19 07/19 – 08/20	Q4 – At least 25 students transfer to 4-year program
Track completion rates of APC-SPED track participants.	FPC AA	01/17 – 08/18 07/18 – 08/19 07/19 – 08/20	Q4 – At least 20 participants complete APC- SPED.
Track licensure rates of APC-SPED track participants.	FPC AA	01/17 – 08/18 07/18 – 08/19 07/19 – 08/20	Q4 – At least 20 participants are licensed in SPED
Track placement rates and by school type/location of APC-SPED track participants.	FPC AA	01/17 – 08/18 07/18 – 08/19 07/19 – 08/20	Q4 – At least 20 teachers are placed in target schools
Project Evaluation			

Secure comparison teachers for APC-SPED candidate	PE PM	10/17 – 09/20	Each participant has comparison SPED teacher for QED
Gather observational data about teacher effectiveness	PE PM	10/17 – 09/20	All observational data is gathered and categorized
Gather student-level data about behavior episodes	PE PM	10/17 – 09/20	At least baseline and 2 measures have been gathered for 1 or more students in new teacher classrooms and comparison teacher classrooms
Conduct focus groups to assess anecdotal information about the quality of the program and its ability to prepare teachers for SPED instruction	PE PM	10/17 – 09/20	Over the course of the project, at least 5 focus groups will be conducted representing a wide variety of locations, schools types (K-12) and teachers/school leaders
Implement teacher surveys that assess teachers' perception of preparedness, safety and engagement	PE PM	10/17 – 09/20	By the close of the grant, at least 75% of participating and comparison teachers will complete and return a survey
Conduct formative (implementation) evaluation, by holding quarterly meetings with project team.	PE PM	10/17 – 09/20	Quarterly meetings held
Analyze observational data to assess percentage of teacher candidates rated as effective by their cooperating teachers and their college supervisor and describe patterns and differences among candidates based on a variety of baseline measures: demographics, prior experience and education, etc.	PE PM	06/20 – 07/20	Q4 – Informational data about candidates' levels of effectiveness will be available for review and be included in the final evaluation report.
Complete summative evaluation providing project impact data for control and	PE PM	06/20 – 09/20	Q4 – Summative evaluation completed

comparison schools and analysis of project implementation.			
Project Management, Reporting and Compliance			
Convene monthly meetings team meetings to report on progress, identify barriers, address challenges and track budget expenditures.	CI PC		At least 8 meetings were held each year.
Maintain regular communication with project partners regarding progress.	CI PC	10/17 – 09/20	Q1/Q3 – At least 2 meetings with partners held
Complete ED-required travel.	CI PC	10/17 – 09/20	All ED-required travel will be completed.
Attend suitable conferences for professional development and dissemination of project model and results, as appropriate.	CI PC	10/17 – 09/20	Q4 – At least 2 conferences attended
Complete quarterly and annual/final reports.	CI PC		Annual project and fiscal reports will be submitted on time and complete for all proposed objectives, performance measures and expenditures.
Widely disseminate project results.	CI PC	08/20 – 09/2023	Q4 – The final evaluation report will be published and distributed all key partners; a press release will take place both within UH and with HIDOE; and all social media sites and the project website will be updated with the information.

3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results

Multiple checks and balances will ensure the project is implemented with fidelity, with ample opportunities for feedback, formative assessment and ongoing improvements to implementation. A full-time project manager and a well-designed management plan are integral to efficient project management. The Project Manager for Leeward Community College is housed in the Office of Planning, Policy and Assessment (OPPA). This individual will work with a highly capable project team ensuring that key steps from the management plan occur and milestones are met. The Project Manager has strong budget skills and will regularly monitor expenditures and ensure compliance, seeking guidance from administrative supporters and the fiscal officer as needed. Bi-monthly updates from staff and quarterly meetings with the evaluators—as part of the formative evaluation—will round out the project implementation with qualitative and quantitative data that can be used for adjustments (or additions) to service delivery or shifts in project implementation. This comprehensive approach to project management is appropriate to the objectives because it ensures systematic tracking of progress toward and achievement of the objectives and a mechanism for making programmatic changes earlier enough that the success of the project is not compromised.

QUALITY OF THE PROJECT EVALUATION

(1) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. The two key components of any program evaluation will be addressed by the Evaluation Team : (1) process (or formative) evaluation, the extent to which responsible individuals are implementing project activities fully and on time, and (2) outcome (or summative) evaluation, the extent to which the program achieves its proposed outcomes (US General Accounting Office, 1998). As much as possible, both process and outcome evaluation activities will use data routinely collected in order to impose the least possible burden on personnel at participating institutions. LeeCC will be responsible for obtaining approval for evaluation activities from the Institutional Review Boards (IRB) at both UHM and HIDOE. The process evaluation will focus on implementation of the Management Plan shown above. The CDS Evaluation Team will track the conduct of proposed activities and the achievement of milestones according to the timeline, and summarize the results in quarterly progress reports. These reports will also describe emerging results from the outcome evaluation that reflect on the quality of project activities and possible barriers that need to be addressed. In addition, an important source of insight into program quality will be the perceptions of participants gathered through focus groups. Quarterly progress reports will summarize project strengths and challenges and provide recommendations for continuous quality improvement, with a focus on addressing identified barriers. Each quarter, the Evaluation Team will meet with project leadership to discuss evaluation findings and, if needed, develop strategic plans to take corrective actions and improve project performance. Results of corrective actions will be assessed in each succeeding quarter and adjustments made as needed.

(2) The extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.

All of the process indicators (milestones) in the Management Plan have face validity because they directly reflect whether the proposed activities have been implemented according to the timeline. The outcome measures specified in the Management Plan and Logic Model also have face validity because they are based on and directly reflect project objectives. The intended outcomes shown in the Management Plan (for enrollment, program completion, and school placement targets) will be evaluated using data considered highly reliable because they are routinely collected by the partner institutions and maintained in well-established databases. These data will be used to evaluate the short-term outcomes listed in the Logic Model as follows:

Increase Certificate and Degree Program Completion. The number of individuals completing Track I, Track II, and Track III will be determined annually along with the number of individuals obtaining SPED-related certificates and degrees. The percentages of the total number of certificates and of degrees produced by the LeeCC program will be calculated.

Increase SPED Licensures. The number of individuals obtaining SPED licensures through the LeeCC program and through other avenues will be determined annually. The percentage of the total number of licensures produced by the LeeCC program will be calculated.

Increase Number of Participants Who Transfer through the AAT and 3+1 Pathway. The number of individuals transferring will be determined annually, and this number will be compared with previous annual results since initiation.

A quasi-experimental design (QED) will be used to evaluate the effectiveness of programming for teachers having a bachelor's degree and seeking an APC-SPED. In view of the importance of maximizing the participation and retention of participants in the evaluation, prospective members of both treatment and control groups will be offered incentives.

Formation of Treatment and Control Groups

The treatment group will consist of teachers who are new or emergency hires in schools in Hawai'i. The comparison group will be formed by identifying and recruiting a teacher match for each participant in their school. To achieve the statistical power needed for effect sizes, an estimated 80 teachers in the treatment and control groups combined will be needed, assuming no covariates, based on the PowerUp! Calculator and confirmed with the Optimal Design Calculator. As shown in the Management Plan, a total of 50 participants are expected to be enrolled in this track and at least 40 to be retained over the year translating to as many as 80 participants in the treatment and control groups combined.

Determining Group Equivalence at Baseline

In accord with standards for determining group equivalence at baseline (What Works Clearinghouse, 2014), measures will be used that reflect intended outcomes shown in the Logic Model. The interim outcome Teaches report feeling more prepared for SPED in the classroom will be assessed through the Teachers Sense of Efficacy Scale, which meets standards for validity and reliability (Tschannen-Moran & Woolfolk-Hoy, 2001) and appears to be the most widely used teacher self-efficacy scale. The long-term

outcome Disruptive behavior in classrooms is significantly reduced will be assessed using data disciplinary referrals. Measures of such problem behavior are authorized for such students as those with emotional disturbances whose behaviors are likely to impede the academic progress of themselves and their classmates (What Works Clearinghouse, 2015). In addition to discipline data, other indicators (as listed in What Works Clearinghouse, 2014) that will be used to assess the equivalence of the classrooms taught by treatment and control teachers will include: (1) grade level being taught (K-3, 4-6, 7-9, 10-12), (2) student race/ethnicity, and (3) students' free and reduced-price lunch status. According to WWC standards, the treatment and control groups will be considered equivalent if effect-size differences are less than or equal to 0.05 standard deviations. If there are moderate effect size differences, defined as greater than 0.05 and less than or equal to 0.25 standard deviations, then statistical corrections will be made in later group comparison analyses through use of a regression model, such as an OLS, ANCOVA, or HLM, that includes the baseline measure as a covariant.

Data Sources to Be Used

The Teachers Sense of Efficacy Scale will be administered at the start of each program year and at the end of the final year of the project. Baseline discipline data will be collected for the students in each of the evaluation classrooms retrospectively to cover the year before the start of the project, and then at the end of each project year. In addition, the student perspective will be assessed through the Tripod survey completed anonymously by students in grades 3-12 at the end of each school year. In particular, Tripod results for the classroom "control" domain will be analyzed to see if students themselves are experiencing changes in teacher classroom management practices.

A substantial amount of observational data will also be collected. Teachers seeking an APC in SPED K-12 are required to complete 450 hours of clinical practice or a practicum, during which their skill levels are frequently assessed through observations by their teachers or mentors. These assessments are based on the InTASC Model Core Teaching Standards, which align with the CEC standards and have been approved by the Hawai'i Teacher Standards Board for use in the state. Additional observational data for comparing the treatment and control groups of teachers will be obtained from the HDOE Educator Effectiveness System, which employs a rubric adapted from the Charlotte Danielson's Framework for Teaching, listed by the What Works Clearinghouse (2014) as an "eligible evidence-based assessment of the quality of teacher outcomes." These classroom observations include ratings of 2 out of 5 items from the Classroom Environment domain (namely Establishing a Culture for Learning and Managing Student Behavior) and 3 out of 5 items from the Instruction domain (Using Questioning & Discussion Techniques, Engaging Students in Learning, and Using Assessment in Instruction). Classroom observations are typically conducted twice per school year, or three times if teachers are found to have substantial challenges, allowing comparison of the observed skill levels of treatment and control teachers. However, these observations will not be suited for assessing baseline equivalence because they are in the process of being instituted and may not be in full operation until 2018-2019.

Focus Groups

Focus groups will be convened to gain more in-depth understanding of the relevant experiences of evaluation participants, and will be conducted in a way that allows comparison of the treatment and control groups. At the start of the Education Program year, 8-10 focus group members will be recruited for each of the two comparison groups. Each focus group will meet once early in the year and once near the end. The sessions will be structured so that both treatment and control focus groups are asked the same probe questions concerning self-perceptions about their capacity for working with and managing the behavior of students with disabilities. Descriptions of specific illustrative experiences will be elicited along with what respondents feel they need to better support students with disabilities. For focus groups under the treatment condition, further probe questions will elicit perceptions about the strengths and weaknesses of the Education Program, which will contribute significantly to the process evaluation component. The focus group sessions will be recorded and transcribed then analyzed using the constant comparison method (Dye, Schatz, Rosenberg & Coleman, 2000) with the latest version of NVivo, a qualitative data analysis software package. Analysis involves: (1) identifying key issues for the respondents and recurrent events and activities of significance to them; (2) sorting identified components into nested categories that emerge (e.g., under a category of “Barriers to Classroom Management” might be subcategories such as “Lack of Training” and “Resource Limitations”); (3) comparing reported experiences in each category to identify common patterns; and (4) creating “models” of the relationships found between such factors as personal characteristics, perceptions of the strengths and weaknesses of PD activities, relevance and usefulness of coaching received, and expected or perceived impacts on students.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency).

The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

The proposed project's goal is to address Hawai'i's shortage of highly qualified and effective SPED teachers, particularly in schools with high need students. The following objectives support this goal and are quantified by their performance measures.

1. To increase the number of highly qualified SPED teachers.

- 1.1. At least 50 participants will enroll in the 2+2 SPED Pathway.
- 1.2. At least 50 participants will enroll in the 3+1 SPED Pathway.
- 1.3. At least 50 participants will enroll the APC-SPED.
- 1.4. By the end of one year, at least 75% AAT participants will be retained.
- 1.5. By the end of one year, at least 75% 3+1 participants will be retained.
- 1.6. By the end of one year, at least 75% APC-SPED participants will be retained.
- 1.7. By the end of one year, at least 50 participants will have transferred to a 4-year university to complete their final year of SPED teacher training.

1.8. By the close of the grant, at least 20 participants will have completed the APC-SPED.

1.9. By the close of the grant, at least 20 participants will be licensed teachers in SPED.

1.10. By the close of the grant, at least 20 highly qualified SPED teachers will be placed in target schools characterized by a large percentage of high need students.

2. To increase the effectiveness of SPED teachers among high need students.

2.1. At least 90% of completers will feel well-prepared to address behavior issues in their classroom.

2.2. At least 90% of completers who are licensed and are placed in a classroom will be rated as effective by their mentor teacher and/or school leader.

2.3. At least 75% of completers who are licensed and are placed in a classroom will be able to demonstrate the ability to reduce the rate of disruptive behavior in their classroom over the course of the school year.

III. Financial Budget

Budget Narrative

Salaries (\$129,832)

- **Total amount of salaries being requested is for \$129,832**
- Request for 1.00 FTE (40 hours per week, 12 month hire) Academic Advisor \$55,596 to assist students with planning process for course registration, follow-up with course load/work, assist students with scheduling counseling sessions, maintaining internal database tracking system for student records, recruitment at college fairs held at local high schools
- Request for 1.00 FTE (40 hours per week, 12 month hire) Field Placement Coordinator \$55,596 to assist with working with local high schools on SPED certified students in classroom settings, maintaining and tracking students upon completion of the SPED certification for any additional course or professional work and/or training
- Request for two Peer Mentors will be hired to provide trainees with academic support. Costs are calculated by multiplying an hourly rate of \$11.65 x 20 hours per week x 40 weeks equaling \$9,320 each. Two peer mentors x \$9,320 equals \$18,640.

Fringe (\$64,636)

- **Total amount of fringe being requested is \$64,636**
- Fringe amount is listed at 58.13% for faculty/staff, including health benefits (<http://www.ors.hawaii.edu/index.php/rates/102-quick-links/rates/98-fringe-benefit-rates>)

Travel – Domestic (\$25,000)

- **Total amount of intra-state travel being requested is \$19,200**

- Intra-state travel is being requested to support all local high schools in need of SPED certified instructors/teachers; Field Placement Coordinator will primarily be responsible for following up on these students
 - o Airfare: 12 months x 5 times per month x estimated \$250 roundtrip airfare = \$15,000
 - o Car Rental: 12 months x 5 times per month x estimated \$50 = \$3,000
 - o Per Diem: 12 months x 5 times per month x \$20 = \$1,200
- **Total amount of domestic travel/mileage being requested is \$6,213**
- Domestic travel is being requested for the PI (Dr. C. Keaulana) to attend networking events, to recruit candidates, cooperating teachers, college supervisors, and for College Supervisors to conduct 4 observations per candidate X 20 candidates.
 - o Current mileage rate is \$54.5 cents per mile x estimated 11,400 miles = \$621

Services – Fee Basis (\$10,000)

- **Total amount of fringe being requested is \$10,000**
- Annual services for an external project evaluator to be paid \$10,000 for data analysis, compliance to project goals/activities/objectives

Tuition (\$906,900)

- **Total amount of fringe being requested is \$906,900**
- 50 AAT students will receive \$7,812 for attending 62 credit hours of classes at \$126 per credit = \$390,600
- 50 SPED Certification II students will receive \$4,626 for attending 15 credit hours of classes at \$300 per credit + 1 credit hour class at \$126 = \$231,300
- 50 APC SPED students will receive \$5,700 for attending 19 credit hours of classes at \$300 per credit = \$285,000
- These students will be issued award letters and the PI, Dr. C. Keaulana, will work with the Leeward CC Cashier's Office in regards to submitting the identified and/or approved students for the classes, to include but not limited to the course reference number, student's name, student's ID number by the first day of each semester

Stipends (\$15,000)

- **Total amount of fringe being requested is \$15,000**
- 50 cooperating teachers will be awarded \$150 for their assistance to coach/mentor the students in the AAT, SPED Certification II and/or APC SPED classes for their time commitment. The teachers will be expected to provide feedback to the students through actual classroom use, providing best practices, helpful insights with working with the State of Hawaii Department of Education system, and/or providing resources students will be able to use/take with them for their use in the classroom upon completion of the program through AAT graduation, SPED certification and/or APC SPED certification. This expenditure will be processed through the University of Hawaii's Kualii Financial System Disbursing Voucher and each cooperating teacher will need to provide a WH-1 for processing.

Supplies (\$10,000)

- **Total amount of supplies being requested is \$10,000**
- \$10,000 is requested for supplies. This includes \$5,500 for 5 laptops for new college supervisors at \$1,100 each. These laptops will allow the college supervisors to conduct their observations and evaluations of APC SPED participants during their field practicums. \$3,000 is budgeted towards office supplies for new hires (specifically the Academic Advisor and Field Placement Coordinator and Field Placement Coordinator) such as desktop computers and printers. \$1,500 is budgeted for consumable office supplies such as paper, pens, and printer cartridges.

GRAND TOTAL

The total project cost over three years is **\$1,356,249**. All funds will support the project goal of increasing the number of highly qualified and effective SPED teachers by implementing an alternative pathway to licensure.

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2019.

None

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

N/A

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2019 for program funding.

N/A

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2017.

N/A

IV. Experience and Capability

1. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

A team of highly qualified individuals, including key administrators, will be responsible for implementing this project—on time and within budget. Their resumes have been included in Appendix A. The Program Coordinator, Dr. Christina Keaulana, will oversee the project for LeeCC. Dr. Keaulana reports to Teacher Education Program Coordinator, Ms. Roberta Martel, who will oversee this project as one of the Teacher Education Program's initiatives, providing support with administration, policy, and fiscal matters. Ms. Della Teraoka, the Vice Chancellor for Academic Affairs, will commit .05 FTE of her time as a demonstration of her commitment to the project. As such, she will review all outcome data to make recommendations to the administration about institutionalization of successful activities or effective positions. The College's Grants Manager (listed as Project Manager in Management table), Adam Halemano, will dedicate .15 FTE of his time to ensuring compliance and timely reporting. A 1.0 FTE Academic Advisor (AA) will be hired to recruit, retain, provide assistance, and track progress of students through the program and their outcomes. The AA will be supported by a cadre of two student/peer mentors (SM) who will assist students academically. A 1.0 FTE Field Placement Coordinator (FPC) will also be hired and will be responsible for identifying school sites and cooperating teachers for the student-teaching portion of the program as well as additional duties pertaining to student retention. The program's lead SPED instructor will be Dr. Keaulana, supported by 4 additional education Course Instructors (CI): Dr. Sandra Cameli, Dr. Joy Mahiko, Mr. Josh Hoppe, and Ms. Melanie Nakashima. In addition, Dr. Kimberley Mills will teach the RBT course. Five College Supervisors (CS) will be responsible for a minimum of four formal observations during each student's field practicum (student teaching) and for recommending teacher candidates for licensure. The CI and CS will be hired as lecturers and salaries will be covered by tuition revenue. Each student teacher will be hosted by a Cooperating Teachers (CT) in a classroom serving students who received special education services. Twenty CTs who are highly qualified SPED teachers will be hired to coach/mentor the student teachers and will receive a \$200 stipend in return for their time commitment.

2. Facilities

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

LeeCC will deliver all of the courses offered in the special education pathways 100% on-line and will utilize both the Pearl City LeeCC campus and Waianae Moku LeeCC satellite campus in Waianae. All students of Leeward CC are entitled to campus benefits including, but not limited to: educational technology support specialists, laptop lending, free tutoring, resources for Distance Education (DE) students, Learning Resource Center/Writing Center, MySuccess, online access to counselors and academic resources, and the students with disabilities Kāko'o Ike office.

V. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

A 1.0 FTE Academic Advisor will be hired for this project. Under the general direction of the Teacher Education Coordinator and in working in close collaboration with the Teacher Education Program Counselor, faculty, and staff, provides a broad spectrum of academic and student support services to prospective and enrolled students in the alternative pathways in Special Education to promote and enhance student success.

Duties to include:

Recruitment:

Promote program recruitment by developing, facilitating, and/or participating in workshops, presentations, career/college fairs, and other marketing strategies to inform and attract prospective students and interested parties, to careers in Special Education. Participates in identifying and targeting underrepresented or underutilized groups in the teaching profession and develop appropriate strategies for outreaching and encouraging group members to consider a teaching profession in Special Education (K-12). Identify and develop appropriate admissions and tracking processes such as STAR in the development and implementation of academic and transition planning. Assist in developing and conducting student and graduate surveys and program effectiveness assessments. Assist students during the application, admission, and/or registration process.

Transition Activities:

Increase and enhance the prospective candidates' college preparedness and transition into a postsecondary environment. In conjunction with other members the Education program cadre and campus community, plan and implement initiatives that orient incoming Advanced Professional Certificate in Special Education (APC SPED) candidates to program purpose, academic program tracks (e.g., traditional, cohort, and alternative) and related requirements, program and campus resources and services, and other Special Education-specific information. Ensure provision of information for and assistance to APC SPED students to transition into the workforce or continued educational pursuits. Develop employment partnerships with HIDOE and assist students with job preparation and placement in SPED K-12 classrooms. Work with Job Prep Services office with assisting students transitioning into the workforce or continued education.

Monitoring and Intervention:

Coordinate/conduct the periodical evaluations of all APC SPED program students to monitor and assess academic progress and success. Train, oversee, and manage the Education Peer Mentor Program consisting of Education program graduates or pending graduates who provide one-on-one assistance to SPED program students in need. Develop and conduct student and graduate surveys and program effectiveness assessments for the APC in SPED in conjunction with the Teacher Education program faculty and counselor. Develops, implements, and maintains an electronic data tracking system to identify and recruit students; problems/issues and intervention provided; projected graduation and post-APC transition plans. Monitor and assess the academic progress and success of all APC SPED program students; Identify struggling and high-risk students, assess nature of problem(s), and recommend appropriate intervention that may include counseling, resource provision, plans of assistance,

mentoring/tutoring and life/study/test taking skills training. Provide equivalent support for online and traditional students statewide, including live classroom video streaming and/or captured face to face class meetings, and comprehensive support service options for distance or hybrid students.

A 1.0 FTE Field Placement Coordinator will be hired for this project. Under the general direction of the Teacher Education Coordinator and in working in close collaboration with the Teacher Education Program Counselor, Academic Advisor, faculty, and staff, provides a broad spectrum of academic and student support services to enrolled candidates in the alternative pathways in Special Education to promote and enhance student success.

He/she is responsible for assisting with, managing and coordinating field experience placements for practicum and internship students in the SPED educator preparation programs and for serving as the LeeCC certification coordinator by conveying certification recommendations to Hawai'i Teacher Standards Board (HTSB) for APC SPED program completers. The job includes responsibility for maintaining contact with practicum/internship sites, cataloguing practicum/ internship site data and establishing protocols, guidelines, and procedures for uniform field placement operations. This position is responsible for coordinating all field placements and providing for mentor and supervisor training and professional development.

Duties to include:

Establish field experience placements for SPED teacher preparation candidates and interns. Coordinate the assignments of Cooperating Teachers and College Supervisors. Maintain and update all legal contracts for placement and ensure all parties comply with the agreements. Develop and revise the database with current roster of placement and internship locations used for practicum. Upon recommendation of faculty, meet with candidates who have been deemed appropriate for internship/student teaching experiences and place them into appropriate sites. Develop, maintain and regularly update all handbooks, materials relevant to field-based practicum and candidate internship activities (in coordination with program support staff). Develop, distribute, collect and maintain results of evaluations of field placement experiences. Provide leadership in establishing and maintaining high quality field placement, mentoring, and supervision practices. Document internship hours for all students. Establish data collection procedures and database for recording and reporting hours. Serve as LeeCC certification coordinator by conveying certification recommendations for APC SPED program completers. Conduct transcript analyses to ensure that all program and certification requirements have been met. Coordinate University Title II processes for state and federal teacher education reporting requirements. Establish and maintain effective processes for collecting, analyzing, and reporting data related to applications, admissions, retention, completion, and graduation of teacher education students.

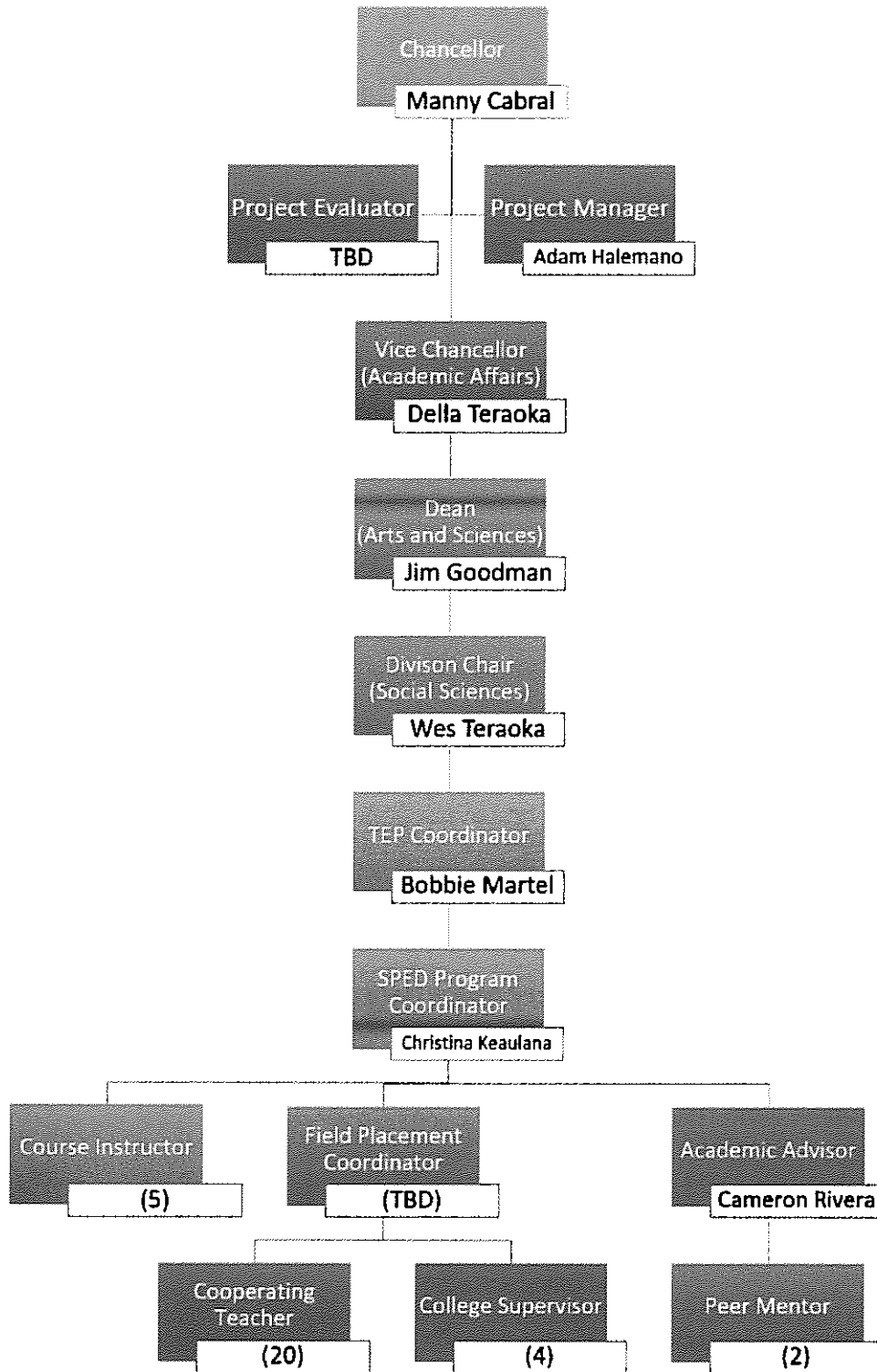
Two Peer Mentors will be hired to provide trainees with academic support. Under the general direction of the Academic Advisor working in close collaboration with the Teacher Education Program Counselor, faculty, and staff, provides a broad spectrum of academic and student support services to prospective and enrolled students in the alternative pathways in Special Education to promote and enhance student success.

Duties include:

Participate in individual and group sessions to identify obstacles to successful program completion and develop action plans. Work with students to ensure completion of course assignments, provide explanations and individualized instruction. Assist in the identification of barriers to candidate success and propose appropriate solutions. Follow up with student progress. Participate in recruitment and retention activities, coordinate and/or present academic support and success workshops, collect and report student data and perform other general clerical and administrative duties as assigned.

2. Organization Chart

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.



3. Compensation

The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position.

Manuel Cabral, Chancellor, CC-- \$164,016

Della Teraoka, Vice Chancellor of Academic Affairs, CC-- \$128,496

Ron Umehira, Dean, CC-- \$117,960

VI. Other

1. Litigation

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

N/A

2. Licensure or Accreditation

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

Leeward Community College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education. It assures the public that Leeward meets or exceeds specific standards of quality; makes us eligible to participate in Title IV student financial aid programs; and provides us with self and peer review and encourages us to improve. In addition, institutions rely on accreditation in their decisions to recognize transfer credit.

3. Private Educational Institutions

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see Article X, Section 1, of the State Constitution for the relevance of this question.

N/A

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2018-19 the activity funded by the grant if the grant of this application is:

(a) Received by the applicant for fiscal year 2018-19, but

(b) Not received by the applicant thereafter.

Leeward CC will continue to pursue federal and state grants.

5. Certificate of Good Standing (If the Applicant is an Organization)

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2017.

N/A

6. Declaration Statement

The applicant shall submit a declaration statement affirming its compliance with Section 42F- 103, Hawaii Revised Statutes.

See attached

7. Public Purpose

The applicant shall specify whether the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

- (1) The name of the requesting organization or individual:** Leeward Community College
- (2) The public purpose for the grant:** to increase the number of special education teachers
- (3) The services to be supported by the grant:** alternative pathways to SPED teacher licensure
- (4) The target group:** locally sourced educational assistants, emergency hires, and substitute teachers serving in communities with high percentages of Native Hawaiian/Other Pacific Islanders and/or in economically disadvantaged communities with low teacher retention and disproportionately higher rates of non-highly qualified SPED teachers.
- (5) The cost of the grant and the budget:** \$1,161,781

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BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2018 to June 30, 2019

Applicant: Leeward Community College

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	129,832			
2. Payroll Taxes & Assessments				
3. Fringe Benefits	64,636			
TOTAL PERSONNEL COST	194,468			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	19,200			
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	10,000			
7. Telecommunication				
8. Utilities				
9. <u>Travel, domestic</u>	<u>6,213</u>			
10. <u>Services, Fee Basis</u>	<u>10,000</u>			
11. <u>Tuition</u>	<u>906,900</u>			
12. <u>Stipends</u>	<u>15,000</u>			
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES				
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	1,161,781			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	1,161,781	<u>Christina Keaulana 808-469-5006</u>		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested		[REDACTED]		
(d) Total Private/Other Funds Requested		Date <u>11/7/18</u>		
TOTAL BUDGET	1,161,781	Signature of Authorized Official <u>Christina Keaulana, Instructor</u>		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2018 to June 30, 2019

Applicant: Leeward Community College

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Academic Advisor	1.00 FTE	55,596	100 %	\$ 55,596 -
Field Placement Coordinator	1.00 FTE	55,596	100 %	\$ 55,596 -
Peer Mentor 11.65 x 20 hrs x 40 wks		9,320	100%	\$ 9,320 -
Peer Mentor 11.65 x 20 hrs x 40 wks		9,320	100%	\$ 9,320 -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				\$ 129,832
JUSTIFICATION/COMMENTS:				

GIA Budget Leeward CC January 2018	
Salaries	\$ 129,832.00
Fringe	\$ 64,636.00
Services - Fee Basis	\$ 10,000.00
Travel - Domestic	\$ 25,413.00
Supplies	\$ 10,000.00
Tuition	\$ 906,900.00
Stipends	\$ 15,000.00
TOTAL	\$ 1,161,781.00

	July - September 2018	October - December 2018	January - March 2019	April - June 2019	
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Annual Requested
Salaries	\$ 32,458.00	\$ 32,458.00	\$ 32,458.00	\$ 32,458.00	\$ 129,832.00
Fringe	\$ 16,159.00	\$ 16,159.00	\$ 16,159.00	\$ 16,159.00	\$ 64,636.00
Services - Fee Basis	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 10,000.00
Travel - Domestic	\$ 6,353.25	\$ 6,353.25	\$ 6,353.25	\$ 6,353.25	\$ 25,413.00
Supplies	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 10,000.00
Tuition	\$ 453,450.00	\$ -	\$ 453,450.00	\$ -	\$ 906,900.00
Stipends	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 15,000.00
Quarterly Total	\$ 517,170.25	\$ 63,720.25	\$ 517,170.25	\$ 63,720.25	\$ 1,161,781.00

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISIED STATUTES**

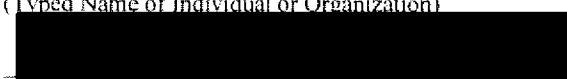
The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawai'i Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

do Christina Keaulana, Leeward Community College
(Typed Name of Individual or Organization)



(Signature)

1/17/2018

(Date)

Christina T. Keaulana

(Typed Name)

Instructor

(Title)

DAVID Y. IGE
GOVERNOR



Dr. Christina M. Kishimoto
Superintendent

STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA'U/KEA'AU/PAHOA COMPLEX AREA
16-588 KEA'AU-PAHOA ROAD
KEA'AU, HAWAII 96749

OFFICE OF THE COMPLEX AREA SUPERINTENDENT

January 12, 2018

Dr. Christina T. Keaulana
University of Hawaii, Leeward Community College
96-045 Ala Ike St.
Pearl City, HI 96782

Re: Grant in Aid-Operating Grant Leeward CC

Dear Dr. Keaulana,

I am writing this letter in support of your proposed project, Alternative Pathways to SPED Teacher Licensure. We understand the project will target the Federally-identified Zones of School Innovation in Hawaii, particularly areas with high concentrations of Native Hawaiian students and higher than average rates of special education students. As such, we see your project as responsive to the statewide need for more highly qualified, better prepared special education teachers.

In the last four years, emergency hires in Hawaii have increased 300% and in the last five years, teacher vacancies in Hawaii have increased 50%. Recruiting teachers for geographically isolated such as the Kau-Keaau-Pahoa complexes of the Big Island is especially challenging.

We support your alternative routes to teacher licensure in SPED, which target locally sourced candidates to teach in their home communities. Leeward CC's alternative delivery of your teacher education program removes huge barriers for becoming a highly qualified SPED teacher including: eliminates commute time and expenses through 100% on-line coursework, offers peer mentor support for assistance with class assignments and technology-related issues, promotes a mastery-learning approach that allows resubmission until proficiency is reached, permits student teaching while employed, and offers training funds to members of the community to work within their communities.

As evidence of our commitment to common goals, HODOE will provide the following support:

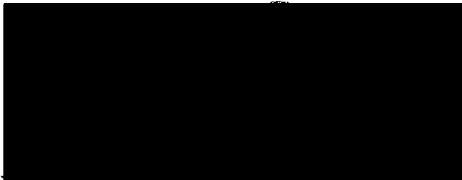
- We will support "emergency hire" teachers by allowing them to remain in their classrooms while conducting their field practicum. We see this as a strategy for improving retention and increasing the likelihood of training completion;
- We will accept training courses for future reclassification (professional development) credits and subsequent salary increases for certificate completers;
- We will assist project personnel to connect teacher candidates with a cooperating teacher, a highly qualified SPED teacher;

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

- For the purposes of conducting a rigorous evaluation, we will support your efforts to secure comparison classrooms or teachers, i.e. teachers who have not received your training;
- We will provide access to disaggregated data for students impacted by training activities. We understand that the results of the project evaluation will contribute to a better understating of evidence-based practices, particularly in high need schools and among disadvantaged populations.

We look forward to an ongoing, productive partnership that results in highly qualified, home-grown teachers committed to their students and to the profession of teaching. I wish you the best in your application process.

Sincerely,



Chad K. Farias
Complex Area Superintendent
Kau-Keaau-Pahoa Complex Area



January 12, 2018

Christina T. Keaulana, Ph.D.
University of Hawaii, Leeward Community College
96-045 Ala Ike St.
Pearl City, HI 96782

Re: Leeward CC Application for Grant in Aid

Dear Dr. Keaulana,

Chaminade University is pleased to write this letter of support for your worthwhile project, the Alternative Pathways to Licensure in Special Education, targeting locally sourced teacher candidates with a demonstrated commitment to serving in high-need areas.

Chaminade has long supported Leeward CC's Teacher Education Program and we share a common goal of addressing the statewide teacher shortage by preparing highly effective educators in-state. In 2006, Chaminade University partnered with Leeward Community College's Associate in Arts in Teaching Program. A Memorandum of Agreement was created and is still in effect today. Since 2006, we have had over 140 Education Majors apply as transfer students from your campus. Moreover, our full-time Education Advisor maintains regular appointments with prospective transfer students and current students at Leeward Community College who want to meet for advising or registration guidance.

As evidence of our support for your current project, we commit to the following actions:

- We will waive the \$25 application fee for all Leeward CC students transferring through our 3+1 pathway.
- We will continue to provide a counselor/advisor from Chaminade who will partner with your ED program advisor(s) to ensure timely and accurate advising information on pre-admission, admission, degree requirements, and other relevant advising information, specific to the BS in SPED K-12.
- We will meet with your faculty and/or administration on an annual basis (or more frequently if needed), to discuss potential and planned curricular changes which may require revisions to this agreement.
- We will jointly market the program using high visibility sources such as our school website to include a schedule of classes, publications, posters, and other recruiting materials. Any outside advertisement will be discussed and the cost shared.

We look forward to supporting you in the implementation of this promising, evidence-based project. Please do not hesitate to contact me should you have any questions.

A black rectangular box redacting the signature of Dale R. Fryxell.

Dale R. Fryxell, Ph. D
Dean, Education Division



January 16, 2018

Dr. Christina T. Keaulana
Leeward Community College
96-045 Ala Ike St., ED 210
Pearl City, HI 96782

RE: Grant In Aid Application – Operating Funds

Dear Dr. Keaulana,

I am writing this letter in support of your proposed project, Alternative Pathways to SPED Teacher Licensure. We understand the project will target the Federally-identified Zones of School Innovation in Hawaii, particularly areas with high concentrations of Native Hawaiian students and higher than average rates of special education students. As such, we see your project as responsive to the statewide need for more highly qualified, better prepared special education teachers and in line with our organization's mission and vision.

In the last four years in Hawai'i, emergency hires (teachers without credentials) have increased 300% and in the last five years teacher vacancies have increased 50%. The Nānākuli-Wai'anae complex area continues to begin the school year with disproportionately higher rates of emergency hires than the rest of the state, particularly in special education. We support your alternative routes to teacher licensure in SPED, which target locally sourced candidates to teach in their home communities. Leeward CC's alternative delivery of its teacher education program removes huge barriers for becoming a highly qualified SPED teacher including: eliminates commute time and expenses through 100% on-line coursework, offers peer mentor support for assistance with class assignments and technology-related issues, promotes a mastery-learning approach that allows resubmission until proficiency is reached, permits student teaching while employed, and offers training funds to members of the community (i.e. para-educators) to work within their communities.

As a long-time proponent of culturally competent teachers developed from within the community, INPEACE is a strong supporter of Leeward CC's proposed Alternative Pathways to SPED Teacher Licensure. Based on our 20 year history of recruiting, nurturing, and retaining teachers from the Nānākuli-Wai'anae community, we are looking forward to partnering with Leeward CC by funneling our participants into the Alternative Pathways to SPED Teacher Licensure program. Our work in community will help ensure your proposed program is filled to capacity and together we can increase the number of licensed SPED teachers in our Nānākuli-Wai'anae schools.

We look forward to an ongoing, productive partnership that results in highly qualified, home-grown teachers committed to their students and to the profession of teaching. I wish you the best in your application process.

Sincerely,


Maile Keliipio-Acoba
INPEACE CEO