CONTENTS

Center on Disability Studies .................................................................................................................. 1
  Consulting Contract .......................................................................................................................... 1
  Department of Health Contract ....................................................................................................... 1
  Dual Enrollment with Individualized Supports .............................................................................. 1
  Emergency Preparedness Special Initiative System of Support ................................................... 2
  Growing Pono Schools .................................................................................................................. 2
  Hawai‘i Deaf–Blind Project ............................................................................................................. 3
  HI PRAISE ....................................................................................................................................... 3
  Ho‘oku‘i .......................................................................................................................................... 3
  Inclusion Advancement .................................................................................................................. 4
  Ka Hana ‘Imi Na ‘auao .................................................................................................................. 4
  Kiwila ............................................................................................................................................... 5
  National Science Foundation - Math Scholars Program ................................................................. 5
  PILI Project ...................................................................................................................................... 5
  Pono Choices ................................................................................................................................. 5
  Putting the “I” in the IEP ............................................................................................................... 6
  TeenACE for Science – Steppingstones ......................................................................................... 6

Curriculum Research & Development Group ..................................................................................... 8
  A Modeling Approach to Algebra (MOW) Professional Development ........................................... 8
  Calculator Professional Development ............................................................................................. 8
  Center for Ocean Science Education Excellence (COSEE) ........................................................... 8
  Communicating Ocean Sciences Workshop .................................................................................... 9
  Evaluation of the 21st Century Community Learning Centers ..................................................... 9
  Evaluation of the ARRA School Improvement Grants ................................................................. 10
  Evaluation of the Central Kaua‘i Subgrantee 21st Century Community Learning Centers .......... 10
    ....................................................................................................................................................... 10
  Evaluation of the Hāna Complex 21st Century Community Learning Centers ....................... 11
  Evaluation of the Kekaulike Complex 21st Century Community Learning Centers .............. 11
  Evaluation of the West Kaua‘i Complex No Child Left Behind Consolidated Grants .................. 11
  FANC Professional Development: The Effects of Formative Assessment in a
    Networked Classroom on Student Learning of Algebraic Concepts ........................................... 12
  Hawai‘i School Health Surveys ...................................................................................................... 12
  Heluhelu Maoli: Building Strong Foundations in Reading and Mathematics .............................. 12
Kaua'i Economic Development Program ................................................................. 13
MaTCH: Math Teachers' Circle of Hawai'i................................................................. 13
Mathematics Professional Development for Connections Public Charter School ..... 14
Pacific Education and Research for Leadership in Science (PEARLS)............... 14
Peabody Picture Vocabulary Test Administration and Scoring............................ 15
Piha Pono: A Robust RTI Approach Integrating Reading, Mathematics,
and Behavior Supports ............................................................................................ 15
Practices of Physics and Technology...................................................................... 16
SUPER M: School and University Partnership for Educational Renewal in
Mathematics ............................................................................................................. 16
Teaching Science as Inquiry (TSI) Aquatic .............................................................. 16
Teaching Science as Inquiry (TSI) Energy ............................................................... 17
Voice of the Sea Television and Online Show ....................................................... 17
Curriculum Studies ................................................................................................. 19
Ao Hawai'i: Viewing the classroom as a canoe, the canoe as a classroom .......... 19
Kulia I Ka Nu'u ........................................................................................................ 19
Master of Education (MEd) in Curriculum Studies .............................................. 19
Master of Education (MEd) in Early Childhood Education .................................. 20
Educational Foundations ......................................................................................... 21
Master of Education (MEd) EdLeads ....................................................................... 21
Educational Technology .......................................................................................... 22
Graduate Certificate in Online Learning and Teaching (COLT) ......................... 22
Online MEd in Educational Technology ............................................................... 22
Hō'okulāwi Center for Native Hawaiian and Indigenous Education ................. 23
Bachelor of Education for Ni‘ihau Teachers .......................................................... 23
Institute for Teacher Education ............................................................................. 24
Bachelor of Education (BEd) in Early Childhood Education ............................... 24
Institute for Teacher Education ............................................................................. 24
Kinesiology and Rehabilitation Science ................................................................. 25
Master of Science in Adapted Physical Education ............................................... 25
Master of Science in Rehabilitation Counseling .................................................. 25
Office of Student Academic Services ..................................................................... 26
Neighbor Island Outreach ..................................................................................... 26
Special Education .................................................................................................... 28
Special Education Field Experience and Student Teaching ............................... 28
Technology–Based Strategies for English Language Learners ............................ 28
### Appendix 1: Programs by Island

<table>
<thead>
<tr>
<th>Island</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATEWIDE PROGRAMS</td>
<td>30</td>
</tr>
<tr>
<td>BIG ISLAND</td>
<td>30</td>
</tr>
<tr>
<td>MAUI</td>
<td>31</td>
</tr>
<tr>
<td>MOLOKA'I</td>
<td>32</td>
</tr>
<tr>
<td>KAUAI</td>
<td>33</td>
</tr>
<tr>
<td>LANA'I</td>
<td>33</td>
</tr>
<tr>
<td>NI'IHAU</td>
<td>34</td>
</tr>
</tbody>
</table>
CONSULTING CONTRACT

Description
CDS contracts with the Hawai‘i District DOE to develop new approaches to classroom methods for students lagging in basic math skills.

Partner
HIDOE, Hawai‘i District

Schools involved
Big Island- Konawaena High

DEPARTMENT OF HEALTH CONTRACT

Description
CDS contracts with and is funded by the Department of Health, Developmental Disabilities Division for this project. Approximately 2,000 clients and families statewide have been served. Through this contract, CDS

- Provides professional development for staff statewide;
- Supports the strategic planning and systems change activities for people with developmental disabilities;
- Conducts the National Core Indicators (NCI) surveys of 500 participants (one of the best sources of research on outcomes of services for people with disabilities);
- Updates the manual and the trainers guide and provides training for trainers;
- Implements Project WISE, to improve gynecologic health services for women with developmental disabilities; and
- Partners with the health centers throughout the state in these activities.

Partner
Department of Health, Non–profit service providers

DUAL ENROLLMENT WITH INDIVIDUALIZED SUPPORTS

Description
CDS works to model demonstration building capacity and provides direct support to college students with intellectual disabilities at Hilo Community College.

Partners
HIDOE, Hawai‘i District; ARC of Hawai‘i; DOH, Developmental Disabilities Division;
DHS, Vocational Rehabilitation

**Schools involved**
Big Island - Waiākea High School, Hilo High School, Hawai‘i Community College

---

**STATEWIDE PROGRAMS**

**EMERGENCY PREPAREDNESS SPECIAL INITIATIVE SYSTEM OF SUPPORT**

**Description**
Together with our partners, CDS

- Assists individuals with a development disability, who are at high risk in an emergency situation, to develop a comprehensive response plan. This work is carried out extensively on neighbor islands;
- Provides train the trainer workshops;
- Twenty individuals were trained on Maui in 2012. Four are now certified trainers and two are self-advocates. These trainers have trained approximately 40 individuals.
- Two individuals from Lāna‘i have been trained as trainers.
- Provides disabilities information in the form of a mobile web site and app for emergency first responders to be disseminated through local ADA coordinators;
- Surveyed approximately 900 consumers on O‘ahu, Maui and Kaua‘i on current emergency preparedness perceptions and actual readiness and expectations from agencies; and
- Provides disabilities information in the form of a mobile web site and app for emergency first responders to be disseminated through local ADA coordinators and city and county emergency management offices.

**Partners**

---

**BIG ISLAND**

**GROWING PONO SCHOOLS**

**Description**
Growing Pono Schools collaborates in creating a social skills/advisory curriculum and to promote Culture Based Education and Appreciative Inquiry. The project served 19 teachers with 200 students in the first year and 175 students in the second year.

**Partners**
ALU LIKE Inc., DOE teachers
Schools involved
Big Island; Kohala Middle School, Kealakehe Intermediate School

HAwAI‘I DEAF–BLIND PROJECT
Description
Hawai‘i Deaf–Blind Project provides training and technical assistance to teachers, students, and families of children with dual hearing and vision sensory impairments. It also publishes statewide and regional newsletters.

Partners
Department of Education; Department of Health; Regional Technical Assistance Centers; all public, private and charter schools; Early Intervention (Part C) services and Preschool programs

HI PRAISE
Description
Hawai‘i Patient Reward and Incentive to Support Empowerment (HI PRAISE) is a project to help individuals avoid and manage diabetes. Goals for the program include avoiding the onset of diabetes, improving compliance with ADA guidelines, and improving the self-management of diabetes. The project evaluates effectiveness as measured by different ethnic and cultural groups, in rural and urban settings, and by examining effectiveness of new diabetes education services. The project hopes to reach 4,500 individuals statewide.

Partners
Funded by the Centers for Medicaid and Medicare through a local contract with the Department of Human Services

HO‘OKU‘I
Description
Project Ho‘oku‘i works to increase the number of Native Hawaiian high school students’ who qualify for participation in the Running Start Program and who ultimately achieve success in postsecondary education. Running Start is a statewide program that provides an opportunity for academically qualified juniors and seniors to enroll in college classes through the University of Hawai‘i (UH) system as part of their high school coursework.

Project activities
• (1) provide after school individualized computer based accelerated instruction that diagnoses, corrects, and accelerates math and English knowledge;
• (2) provide culturally relevant mentoring and career counseling support designed to assist students as they transition to postsecondary education;
• (3) provide after-school tutorial support focusing on the skills necessary to achieve at the college level; and
• (4) provide transportation for students in order to increase access to project activities and college campuses. Hoʻokuʻi is a Hawaiian word meaning “to join things together.” Project Hoʻokuʻi does just this as it brings together the four activities indicated above and provide a comprehensive package of support.

The projected total of 300 students served and 200 students graduating high school with post-secondary credits was achieved by the end of year three.

**Partners**
Kua O Ka La Mentoring Program, Hawai‘i Community College system

**Schools involved**
- Big Island - Hilo High, Pāhoa High, Waiākea High, Kua O Ka La PCS, Connections PCS, Hawai‘i Academy of Arts & Sciences PCS, Ke Ana La’aohana PCS, Kea‘au High, Kaumeki PCS, Konawaena High, Kealakehe High, Ke Kula o ‘Ehunuiakaimalino PCS.
- Maui - Hāna High, King Kekaulike High, Baldwin High, Maui High
- Moloka‘i - Moloka‘i High

---

**INCLUSION ADVANCEMENT**

**Description**
Inclusion Advancement places persons with disabilities in volunteer positions. The program trained 6 program managers and provided statewide public awareness activities.

**Partners**
Community Non-profit Agencies. Funded by Americorps contract.

---

**KA HANA ‘IMI NA ‘AUAO**

**Description**
Ka Hana ‘Imi Na ‘auao is a culturally responsive general education science curriculum designed to get students interested in pursuing careers in science. Project staff observe classes, survey teachers and students, and conduct focus groups and interviews. Quantitative results indicate a significant change in science self-efficacy and frequency of pono behaviors (behaviors valued by members of the Hawaiian community). Qualitative results suggested that students became less apprehensive of pursuing careers in science. The project served 7 teachers and 134 students.

**Partner**
ALU LIKE, Inc.

**Schools involved**
Big Island - Honoka‘a High, Kua O Ka La PCS
**KIWILA**

**Description**
The Kiwila project approach is a collaborative team effort between educators/researchers at the College of Education at the University of Hawai‘i at Mānoa and mentors and cultural experts at ALU LIKE, Inc. that seeks to create a civics curriculum for grades 4, 7, and 11. This partnership is designed to assure high quality curriculum development and field test activities as well as culturally responsive curriculum activities appropriate to the needs of Native Hawaiian students. Data was compiled on all students from all pilot/development and field test sites with 450 students participating and 12 teachers receiving professional development on use of curriculum.

**Partners**
ALU LIKE Inc., Hilo; HIDOE teachers.

**Schools involved**
Big Island - Kohala Middle School, Hilo High School, Waiākea Intermediate School School, Waiākeaawaena Elementary School, Kohala Intermediate School School

**BIG ISLAND**

---

**NATIONAL SCIENCE FOUNDATION - MATH SCHOLARS PROGRAM**

**Description**
The Math Scholars project performs formative and summative evaluation of project activities for the National Science Foundation Math Scholars Program.

**Partners**
UH Mānoa College of Education faculty and students, UH Hilo

**BIG ISLAND**

---

**PILI PROJECT**

**Description**
The PILI Project supports the placement and supervision of a student teacher in an Elementary School deaf education classroom at Kea'au Elementary School.

**Partner**
HIDOE

**Schools involved**
Big Island - Kea'au Elementary School

**BIG ISLAND**

---

**PONO CHOICES**

**Description**
Pono Choices Schools are participating in a random-control-study to test the effectiveness of a culturally responsive teen pregnancy prevention program for middle school students. Approximately 1300 students and 19 teachers are involved in Pono Choices state-wide.
**PUTTING THE “I” IN THE IEP**

**Description**

Putting the “I” in the IEP is a culturally responsive special education curriculum designed to get students and parents more involved in Individual Education Plan (IEP) meetings. Project staff observe classes and IEP meetings and conduct surveys, focus groups, and interviews.

Quantitative and qualitative results indicated improved student outcomes, including a significant increase in

- a) student and teacher perceptions of self-determination;
- b) student class engagement; and
- c) student and parent involvement in IEP meetings.

- The project has worked with 88 parents, 9 teachers, and 98 students

**Partners**

Learning Disabilities Association of Hawai‘i, ALU LIKE, Inc.

**Schools involved**

Big Island - Kohala, Hilo, Pāhoa, Waiākea, Kua O Ka La PCS
TEENACE FOR SCIENCE – STEPPINGSTONES

Description
The Steppingstones project works on improving expository writing (reports) in science through technology and metacognitive strategies. There were 2 teachers, 1 educational assistant, and 46 students involved.

Partner
HIDOE

Schools involved
Moloka‘i - Moloka‘i Middle School, Aka‘ula School
A MODELING APPROACH TO ALGEBRA (MOW) PROFESSIONAL DEVELOPMENT

Description
MOW is a curriculum research and development project. The project includes summer professional development, follow–up sessions, and coaching observations. CRDG has developed a curriculum for a course for struggling ninth–grade algebra students based on the CCSS high school modeling standards and mathematical practice. The extensive curriculum materials include student notes, teacher notes, annotated student pages, questions to ask to ascertain student understanding, and suggestions for using classroom connected technology for gathering formative assessment data.

The number of teachers involved were: 5 Big Island, 3 Kaua‘i, and 2 Maui. There were 600 students involved across Big Island, Kaua‘i, and Maui.

Partner
HIDOE. Funded by the HIDOE Office of Curriculum Instruction and Student Support.

CALCULATOR PROFESSIONAL DEVELOPMENT

Description
Calculator Professional Development is a long–term collaboration between CRDG, the mathematics resource specialist in the Hawai‘i Department of Education and Texas Instruments, Inc. The program provides up–to–date training for teachers and resources for classroom implementation; primarily teachers who recently attended Teachers Teaching with Technology (T^3) workshops on TI–Nspire and Nspire Navigator held on O‘ahu. The number of teachers involved were; 2 Big Island and 2 Kaua‘i. The project involved 400 students across Big Island and Kaua‘i.

Partners
HIDOE, Texas Instruments, Inc.

CENTER FOR OCEAN SCIENCE EDUCATION EXCELLENCE (COSEE)

Description
The Center for Ocean Science Education Excellence in California COSEE Island Earth (COSEE IE) is a National Science Foundation funded grant and partnership with the University of Hawai‘i School of Ocean and Earth Science and Technology (SOEST), the Hawai‘i Institute of Marine Biology, CRDG, and Maui College. The goal of COSEE IE is to advance ocean literacy through partnerships between researcher and educators with the development of a collaborative network that connects ocean research and teaching with traditional knowledge in order to facilitate active engagement in stewardship by all
ocean users. The goal is to establish a statewide hub, connect modern research, traditional knowledge, and ocean policy, and enhance the science and ocean literacy of our island and visitor populations.

During the first year of COSEE IE, infrastructure has been developed, a web presence has been established, video and public service announcements have been planned, and outreach activities have been implemented.

The CMSE serves as the coordinating body of the COSEE Island Earth communications committee.

**Partners**
UH Sea Grant, UC Berkeley, Maui College

---

**COMMUNICATING OCEAN SCIENCES WORKSHOP**

**Description**
The Communicating Ocean Sciences workshop on Maui in 2010 was for informal educators (statewide participants) at Maui College (workshop for college students, programs, and community programs). The Maui workshop had 32 participants. The 2011 Communicating Ocean Sciences workshop on the Big Island at UH Hilo was a workshop for K–12 teachers, college students and faculty with 27 participants.

**Partners**
Maui College, UH Hilo

---

**EVALUATION OF THE 21ST CENTURY COMMUNITY LEARNING CENTERS**

**Description**
The evaluation provides a summary and report data from sub-grantee reports. The evaluation was also tasked to develop an evaluation design, including a logic model for the statewide evaluation, based on literature about the 21st Century Community Learning Centers program, and other relevant information. The project involved 30 neighbor island schools.

**Partner**
HIDOE

**Schools involved**
- Big Island - 2 schools from Hilo subgrantee, 3 schools from Kohalā (Kohalā Elementary, Kohalā Middle, Kohalā High School), 5 schools from North Kona (Kealakehe Elementary, Kealakehe Intermediate, Kealakehe High School, Kahakai Elementary School, Hōlualoa Elementary School), 9 schools from Kaʻū–Keaʻau–Pāhoa subgrantee (Kaʻū High & Pāhala Elementary School, Keaʻau Elementary, Keaʻau Middle, Keaʻau High School, Keonepoko Elementary, Mountain View Elementary, Nāʻālehu Elementary, Pāhoa Elementary, Pāhoa High & Intermediate School), 4 schools from Hilo subgrantee (Kaʻūmana
Elementary, Hilo Union Elementary, Kalanianaʻole Elementary/Intermediate School, Hilo Intermediate School). Note: There is a possible addition of 4 more schools.

- Kauaʻi - 5 schools from Central Kauaʻi subgrantee (Kaumualiʻi Elementary, Kōloa Elementary, Wilcox Elementary, Kamakahelei Middle, Kauaʻi High School)
- Maui - 4 schools from Baldwin complex (ʻĪao Intermediate School, Waiheʻe Elementary, Wailuku Elementary, Baldwin High School)
- Molokaʻi - 6 schools from Molokaʻi subgrantee (Kilohana Elementary, Kualapuʻu Elementary, Kaunakakai Elementary, Maunaloa Elementary, Molokaʻi Middle, Molokaʻi High School)

---

**EVALUATION OF THE ARRA SCHOOL IMPROVEMENT GRANTS**

**Description**
The evaluation examines the degree to which the SIG program was implemented based on the program goals and objectives and the degree to which the program was able to raise student achievement (based on HSA scores) above and beyond similar non-targeted schools/students.

**Partner**
HIDOE

**Schools involved**
Big Island - Kaʻū High/Pāhala Elementary, Hilo Intermediate School, Nāʻālehu Elementary, Keonepoko Elementary School

---

**EVALUATION OF THE CENTRAL KAUAʻI SUBGRANTEE 21ST CENTURY COMMUNITY LEARNING CENTERS**

**Description**
In collaboration with project leaders and staff, project implementation and outcomes evaluations were designed and carried-out. The findings on the on-line 21st Century Profile and Performance Information Collection System were reported and submitted to the Hawaiʻi Department of Education State Program Manager.

**Partner**
HIDOE

**Schools involved**
Kauaʻi - Kaumualiʻi Elementary, Kōloa Elementary, Wilcox Elementary, Chiefess Kamakahelei Middle, Kauaʻi High School
EVALUATION OF THE HĀNA COMPLEX 21ST CENTURY COMMUNITY LEARNING CENTERS

Description
In collaboration with project leaders and staff, project implementation and outcomes evaluations were designed and carried out. The findings on the online 21st Century Profile and Performance Information Collection System were reported and submitted to the Hawai‘i Department of Education State Program Manager.

Partner
HIDOE

Schools involved
Maui - Hāna High and Elementary School

EVALUATION OF THE KEKAULIKE COMPLEX 21ST CENTURY COMMUNITY LEARNING CENTERS

Description
In collaboration with project leaders and staff, project implementation and outcomes evaluations were designed and carried out. The findings on the online 21st Century Profile and Performance Information Collection System were reported and submitted to the Hawai‘i Department of Education State Program Manager.

Partner
HIDOE

Schools involved
Maui - Ha’ikū Elementary, Kula Elementary, Makawao Elementary, Pā‘ia Elementary, Pukalani Elementary, Kalama Intermediate, Kekaulike High School

EVALUATION OF THE WEST KAUA‘I COMPLEX NO CHILD LEFT BEHIND CONSOLIDATED GRANTS PROJECT

Description
A project implementation and outcomes evaluation was designed and carried-out. A narrative report was submitted to the project leaders.

Partner
HIDOE

Schools involved
Kaua‘i - Kalāheo Elementary, ‘Ele‘ele Elementary, Kekaha Elementary, Waimea Canyon Middle, and Waimea High School
FANC PROFESSIONAL DEVELOPMENT: THE EFFECTS OF FORMATIVE ASSESSMENT IN A NETWORKED CLASSROOM ON STUDENT LEARNING OF ALGEBRAIC CONCEPTS

Description
Project FANC (NSF REESE Award HRD–0522946, August 2007–August 2011) is a full scale research project involving 30 teachers and their students. Teachers participate in two summer experiences, one for 5 days and one for 3 days. During two school years, teachers participate in 5 half-day follow-up sessions, and received classroom visits from project personnel for coaching and mentoring.

The number of teachers involved were: 2 Big Island and 2 Kaua'i. There were 645 students (215 per year for 3 years) involved across Kaua'i and Big Island.

Partner
HIDOE

Schools involved
• Big Island - Connections Public Charter School and Ke Ana La'ahana Public Charter School
• Kaua'i - Chiefess Kamakahelei Middle School

HAWAI‘I SCHOOL HEALTH SURVEYS

Description
Randomly selected secondary students were surveyed in Hawai‘i public schools regarding risky behaviors. Surveys were conducted at the state and county levels, middle school, and high school.

Partners
Department of Health, HIDOE

HELUHELU MAOLI: BUILDING STRONG FOUNDATIONS IN READING AND MATHEMATICS

Description
Heluhelu Maoli is a three–year project designed to provide early and strategic supports that build important foundational reading and mathematics concepts and knowledge in K–6 Hawaiian students.

Heluhelu Maoli focuses on reading in grades K–6 and mathematics in Grades K–1 in ten schools with relatively high percentages of Native Hawaiian students and an overall poverty rate of 74% (the state average is 45%). The project utilizes a Response to Intervention (RTI) model, a comprehensive early–detection and prevention system that identifies struggling students and assists them before they fall behind. This system uses universal screening and high–quality instruction for all students and provides
interventions targeted for struggling students.
Ten elementary schools that serve high percentages of students of Hawaiian ancestry are participating in Heluhelu Maoli. The proposed activities will
(1) continue to develop high-quality implementation of a school-wide reading program;
(2) increase focus and resources for students who are in need of targeted reading interventions;
(3) develop high-quality mathematics instruction and practices and place supports for struggling first graders; and
(4) maintain an extensive database on K–3 reading and mathematics performance of Hawaiian children.
Heluhelu Maoli annually serves 4,705 students (neighbor island count: 2,693 annually), more than half of whom are Native Hawaiian.

**Schools involved**
- Big Island- 3 schools (Kapi‘olani, Keaukaha, Mountain View)
- Maui- 3 schools (Hāna, Kualapu‘u)
- Molokai- 1 school (Kaunakakai)

**Partner**
HIDOE Office of Curriculum, Instruction and Student Support (responsible for school-based activities)

---

**KAUAʻI ECONOMIC DEVELOPMENT PROGRAM**

**Description**
The Kaua‘i Economic Development Program is an outgrowth of Project FANC in Kaua‘i. Due to observations of the impact of Project FANC in Chiefess Kamakahelei Middle School, CRDG faculty were asked to work at that school to implement the goals and objectives of Project FANC with all teachers of mathematics.

The project involved 18 teachers and 2000 students on Kaua‘i (100 per year).

**Partners**
HIDOE, Kaua‘i Economic Development Program

**Schools involved**
Kaua‘i - Chiefess Kamakahelei Middle School and Waimea Canyon Middle School

---

**MaTCH: MATH TEACHERS’ CIRCLE OF HAWAI‘I**

**Description**
MaTCH (Math Teachers’ Circle of Hawai‘i) is a statewide professional development project to expand the mathematics knowledge of teachers, and provides experiences to support teachers’ understanding of the Common Core Mathematical Practices.
The number of teachers involved were: 1 Kaua‘i, 2 Big Island, 3 Maui, and 4 Moloka‘i. There were 530 students involved across Big Island, Kaua‘i, Maui, and Moloka‘i.

**Partners**
UHM Department of Mathematics, HIDOE

---

**MATHEMATICS PROFESSIONAL DEVELOPMENT FOR CONNECTIONS PUBLIC CHARTER SCHOOL**

**Description**
Connections Public Charter School has a long association with CRDG and uses *Measure Up* in the Elementary School grades and *Algebra I: A Process Approach* in grades 7 and 8, both developed by CRDG. CPCS contracted CRDG during each school year from 2009–2012 to conduct professional development sessions for targeted grade levels as well as whole faculty (including special education teachers and educational aides) on both programs through School Improvement Title I grants awarded to the school.

The project involved 20 teachers on the Big Island. There were 400 students per year (numbers per year vary, but about 160 students grades K–6; 240 students grades 7–12).

**Partner**
Connections Public Charter School

---

**PACIFIC EDUCATION AND RESEARCH FOR LEADERSHIP IN SCIENCE (PEARLS)**

**Description**
The Pacific Education and Research for Leadership in Science (PEARLS) project is a National Institute of Health funded grant through Science Education Partnership Awards (SEPA), and is a 5-year partnership with John A. Burns School of Medicine. The goal of the PEARLS Project is to increase knowledge of science and interest in science careers for middle school students across the Pacific region. This is achieved by coordinating the input of regional agencies that have demonstrated success working with students in multiple dimensions of education and career guidance.

PEARLS aims to develop, test and disseminate a culturally-appropriate, inquiry-driven, standards-based middle school science curricula composed of modules that focus on local scientific research, interactions with researchers, hands-on experiments and innovative multi-media formats selected by end users; and to invigorate the pathway to science careers by expanding and facilitating access to mentoring and other resources for future scientists and science teachers.

The program has been disseminated to the islands of Hawai‘i as well as the Pacific Region (American Samoa, Yap, Pohnpei, Saipan, Guam, and Palau). The project has provided in-service for teachers on the Big Island (2 schools), Maui (2 schools), and Kaua‘i (3 schools). The project has had three teachers participate from Kapa’a Intermediate School, and one each from Pahoa Intermediate School & High School, Waimea Canyon Elementary School, and Innovations PCS in Kona.
Partner
John A. Burns School of Medicine

Schools involved
• Big Island - Pahoa Intermediate & High School, Waimea Canyon Elementary School, and Innovations PCS in Kona.
• Kaua’i - Kapa’a Intermediate School
• Maui - 2 schools

STATEWIDE PROGRAMS

PEABODY PICTURE VOCABULARY TEST ADMINISTRATION AND SCORING
Description
CRDG Administers and scores the Peabody Picture Vocabulary Test (PPVT) for RTTT–subsidized preschool students including pre and post assessment each school year.

Partner
HIDOE

PIHA PONO: A ROBUST RTI APPROACH INTEGRATING READING, MATHEMATICS, AND BEHAVIOR SUPPORTS
Description
Through a formal collaboration with the Hawai‘i Department of Education, CRDG is developing and implementing Piha Pono, a Response to Intervention (RTI) approach that fully integrates reading, mathematics, and behavior supports in 10 schools with relatively high proportions of Native Hawaiian students and notably high levels of poverty as measured by eligibility for free or reduced–cost lunch.

Piha Pono will leverage the resources from an ongoing CRDG grant that addresses mainly reading and will carry out major development and implementation of curricular approaches in RTI mathematics and behavior supports. The project goals and activities are

1) Continue refinement of RTI K–3 reading (sample activity: train on vocabulary/comprehension strategies);
2) Develop RTI K–3 mathematics program (sample activity: provide professional development on K–3 mathematics for all teachers); and
3) Develop/refine School–Wide Positive Behavior Supports (SWPBS) system (sample activity: Complete training on SWPBS for all staff).

Number of students served annually are 4,968 (neighbor island count: 2,956 annually).

Partner
HIDOE
Schools involved
- Big Island - 4 schools (Kapi'olani, Keaukaha, Mountain View, Keonepoko)
- Maui - 3 schools (Hāna, Kualapu'u)
- Moloka'i - 1 school (Kaunakakai)

PRACTICES OF PHYSICS AND TECHNOLOGY

Description
16 teachers total including 1 from Maui and 2 from the Big Island participated in a summer week-long workshop on physics and technology.

Partner
HIDOE

Schools involved
- Big Island - Kea'au High School
- Maui - King Kekaulike High School

SUPER M: SCHOOL AND UNIVERSITY PARTNERSHIP FOR EDUCATIONAL RENEWAL IN MATHEMATICS

Description
SUPER–M created partnerships between graduate mathematics students and K–12 teachers to design innovative, developmentally appropriate, and engaging activities for K–12 students. The project goal is to improve the SUPER–M graduate Fellows’ communication, research and teaching skills through interactions with teachers and students in K–12 schools. In addition, the Fellows enrich STEM content and instruction for their K–12 partners.

Number of teachers involved: 4 Big Island, 2 Maui, and 1 Moloka'i. The number of students involved: 350 across Big Island, Maui, and Moloka'i.

Partners
UHM Department of Mathematics. Funded by a National Science Foundation, Graduate STEM Fellows in K–12 Education (GK–12) program.

TEACHING SCIENCE AS INQUIRY (TSI) AQUATIC

Description
TSI is a year-long professional development course for middle and high school teachers (worth 12 PDE3 credits in the HIDOE). TSI is a professional development model developed by the Curriculum Research and Development Group.
The TSI Aquatic course is a supportive, skills and content–based professional development experience that builds inquiry into teachers’ existing professional practice through gradual and sustained implementation of skills within the classroom. TSI Aquatic provides a year–long place–based educational experience that enables teachers to teach ocean science concepts through the core disciplines of physics, chemistry, biology, and ecology.

Teacher participants from public schools can earn credits that count toward re-licensure in the Hawai‘i Department of Education.

In 2011–2012, the number of teachers involved were: 12 Big Island, 15 Kaua‘i, 2 Lāna‘i, 12 Maui, and 1 Moloka‘i.

**Partners**

_Funding:_ Institute of Education Sciences (US DOE), National Oceanic and Atmospheric Administration (NOAA). _Development Partners:_ UH Sea Grant Center for Marine Science Education, Center for Ocean Science Education Excellence - Island Earth (COSEE IE). _Implementation Partner:_ Hawai‘i Department of Education. _Facility Partners:_ (Maui) Hawaiian Islands Humpback Whale National Marine Sanctuary, Maui Economic Development Board, (Big Island) Mokupāpapa Discovery Center, Hawai‘i Preparatory Academy, Waimea Civic Center, North Hawai‘i Education and Research Center, (Kauai) the Kaua‘i Veteran’s Center.

---

**TEACHING SCIENCE AS INQUIRY (TSI) ENERGY**

**Description**

TSI Energy is a professional development workshop for K–12 teachers on the Big Island, Maui, and Kaua‘i (worth 3 PDE3 credits).

In 2009, the number of teachers involved were: 18 Maui, 1 Moloka‘i. In 2010, the number of teachers involved were: 18 Big Island, 13 Kaua‘i.

**Partner**

Maui Economic Development Board

---

**VOICE OF THE SEA TELEVISION AND ONLINE SHOW**

**Description**

Voice of the Sea (VOS) is a public outreach television show that is being produced in collaboration with Hawai‘i Sea Grant and funding from National Oceanic and Atmospheric Administration (NOAA) Pacific Services Center.

The first year began airing in fall 2012 and will be shown statewide in Hawai‘i with the aim of improving viewers’ understanding of ocean scientific research and the connection of the ocean to people living in the Pacific Ocean basin. The show profiles scientists and other professionals in Science, Technology, Engineering and Mathematics (STEM) careers.

In each episode of Voice of the Sea, the show host meets with science researchers and
support staff at their research sites to develop the viewers’ understanding of what it means to be an ocean scientist, and to expose viewers to current scientific research.

Voice of the Sea episodes align to the Exploring Our Fluid Earth materials and are supplemented with additional online media content, exposing the viewers to ocean science issues as they pertain to Hawai‘i and the Pacific region.

The UH Sea Grant Center for Marine Science Education in collaboration with Sea Grant Extension Agents showcases UH research statewide (including professors and students).

UH Neighbor Island people showcased for 2011: Big Island – 2 UH Hilo Professors, 5 UH Hilo grad students; Maui – 2 UH Sea Grant extension agents and Maui College Professors, 1 adjunct professor.

**Partner**

UH Sea Grant
A’O HAWAI’I: VIEWING THE CLASSROOM AS A CANOE, THE CANOE AS A CLASSROOM

Description
As part of A’o Hawai’i: Viewing the classroom as a canoe, the canoe as a classroom (ESEA Improving Teacher Quality Grant), principal investigators Patricia Halagao and Tara O’Neill partner with teachers on all of these neighbor islands: Big Island (5), Maui (2), Kaua’i (2), Molokai (1) and Lanai (1).

Partners
HIDOE, Polynesian Voyaging Society, Pacific American Foundation, UH West Oahu

KULIA I KA NU’U

Description
Between 2010-2012, approximately 100 PK-12 teachers and teacher educators from Neighbor Islands have enrolled in EDCS 433 Interdisciplinary Science Curriculum and EDCS 450 Methods and Materials in Science under the Kulia I Ka Nu’u, NHEP, USDOE award (Pauline Chinn, PI). Courses support writing and delivery of place and culture-based science curricula. The award covered tuition, stipends for interisland travel, books and science supplies. Project website: Kulia I Ka Nu’u http://manoa.hawaii.edu/coe/kulia/

Partner
USDOE

MASTER OF EDUCATION (MED) IN CURRICULUM STUDIES

Description
Following the Dual Preparation Elementary School Education programs that ran on Kaua’i and Maui mid–90s until early 2000s, Curriculum Studies (CS) began offering MEd cohorts on Kaua’i with financial support from the Kaua’i office of the DOE, beginning Summer 2004.

There have been three MEd-CS cohorts of Kaua’i teachers: (1) Elementary School Mathematics and Science (12 students), (2) K-12 Literacy and Social Studies (16 students), and (3) Reading K–12 (10 students). The third cohort will graduate May 2013 and earn Reading K-12 Graduate Certificates in addition to the master’s degree.

The current Middle and Secondary Level MEd-CS cohort has 2 students from Kaua’i and 1 Big Island. There were 2 students from the same islands in the previous cohort.

Partners
Kaua’i DOE and Kaua’i Community College
MASTER OF EDUCATION (MED) IN EARLY CHILDHOOD EDUCATION

Description
The MEd in Early Childhood Education (ECE) program was created to serve the ECE birth–5 needs of the state.

Since the program’s inception in 2003, 24 (30%) of our 80 graduates have come from the neighbor islands. In the first 4 Cohorts, we have served the following number of neighbor island students: 9 Big Island, 5 Kaua‘i, 7 Maui, and 3 Moloka‘i.

Partners
Honolulu Community College; University of Hawaii Maui College; University of Hawaii Maui College, Moloka‘i; Kaua‘i Community College; Hawai‘i Community College
MASTER OF EDUCATION (MED) EDLEADS

Description
The MEd EdLeads summer master’s program is cohort–based and designed to meet the needs of teachers and other educators without career interruption. It runs for a period of two consecutive summers, each with five weeks of on–campus instruction, and the intervening fall and spring semesters. The entire program–which is open to qualified applicants from Hawai’i, North America, the Asia–Pacific region, and elsewhere in the world–may be completed in fifteen months.

In 2000, this program won the National Association of Summer Sessions “Creative and Innovative Program Award” for the Most Outstanding Credit Program.

The following are neighbor island graduates of the program (1999–2012): 12 Big Island, 1 Kaua‘i, 1 Lāna‘i, 9 Maui.
**GRADUATE CERTIFICATE IN ONLINE LEARNING AND TEACHING (COLT)**

**Description**

The Graduate Certificate in Online Learning and Teaching (COLT) is a graduate level program offered fully online requiring completion of 15 credits (5 courses). The purpose of the COLT is to develop competent online instructors and instructional designers.

The certificate program provides those who desire to deliver learning materials at a distance with the foundational knowledge and skills required to design, develop, and implement effective materials for online learning.

From 2009–2011, the program served the following number of neighbor island students: 7 Big Island, 2 Kaua‘i, 1 Lâna‘i, 8 Maui, and 1 Moloka‘i.

**Partners**

HIDOE, Association for Educational Communications and Technology (AECT), UH System

---

**ONLINE MED IN EDUCATIONAL TECHNOLOGY**

**Description**

The Online MEd in Educational Technology Program is a 33 credit academic program that allows students to complete most program requirements at a distance. The Online MEd ETEC program serves students throughout the state of Hawai‘i and the mainland United States.

From the 2009–2012, the program served the following number of neighbor island students: 13 Big Island, 4 Kaua‘i, 2 Lâna‘i, 15 Maui, and 2 Moloka‘i.

**Partners**

UH administrators from Maui, Kaua‘i, and Big Island; HIDOE complex superintendents
BACHELOR OF EDUCATION FOR NI‘IHAU TEACHERS

Description
The Office of Hawaiian Affairs (OHA) awarded the College of Education Ho‘okulāiwi Center for Native Hawaiian and Indigenous Education $390,000 to support Native Hawaiian students studying to become teachers and teacher leaders. A portion of this funding has been used to assist a cohort of four teachers on Ni‘ihau in earning their Bachelor of Education degree.

The teachers have traveled to Kaua‘i and O‘ahu for coursework, and COE faculty members have visited Ni‘ihau to provide additional courses, supervision, and support. The Ni‘ihau teachers are expected to graduate in 2013, followed by a year of professional development support. The program is seeking funding to provide professional development for the charter schools and to continue work with the Ni‘ihau teachers.

The four-member Ni‘ihau cohort began in 2008.

Partner
Office of Hawaiian Affairs
Description
In the PK–3 BEd Program, several dual Early Childhood Education (ECE) majors have come from the neighbor islands. In cases where they wanted to return home for student teaching and graduation, we have supported them in this effort. Of the 59 dual preparation PK–3/K–6 BEd students graduating since 2007, 6 have either completed their student teaching at home or returned home to take jobs on their home islands.

A blended PK–3/Special Education (SPED) BEd Program is currently being developed. This program will be piloted and is set to eventually be offered statewide. It will include hybrid and distance education courses. The program will begin recruiting students in 2012. The first group will be admitted to begin in Fall 2014.

Partner
HIDOE

Description
The Institute for Teacher Education has 392 statewide placements of teacher candidates from Fall 2009 to Fall 2012 for initial teacher licensure programs. Neighbor island schools hosted Elementary School (EECE) and Secondary Program teacher candidates for field and/or student teaching placements.

Number of teacher candidates by neighbor island: 77 Big Island, 135 Kaua‘i, 178 Maui, and 2 Moloka‘i.

Partner
HIDOE
MASTER OF SCIENCE IN ADAPTED PHYSICAL EDUCATION

**Description**
The Master of Science in Adapted Physical Education is a 30 credit/12 month program. Students have come from around O'ahu, neighbor islands and other places in the Pacific (e.g., Guam, Palau, American Samoa). Each cohort, except the last one, included neighbor island students.

Each cohort had six students total. The Fall 2009 Cohort number of neighbor island students were: 1 Big Island, 1 Maui, and 1 Kaua'i. The number of neighbor island students for the fall 2010 cohort was: 1 Maui and 1 Kaua'i.

**Partners**
The Adapted Physical Education program is funded by two, four year Federal Grants.

MASTER OF SCIENCE IN REHABILITATION COUNSELING

**Description**
The Master of Science in Rehabilitation Counseling is a 48 credit, three-year distance education program with approximately half to one third of their current students residing on neighbor islands. Cohorts range in number between 6–9 students.

The number of neighbor island students per cohort were: 1 Big Island and 1 Kaua'i (Spring 2010 cohort); 1 Big Island and 1 Kaua'i (Fall 2010 cohort); 3 Big Island (Fall 2012 cohort).

**Partners**
State of Hawaii-Division of Vocational Rehabilitation (DVR), Hawai'i Community College, Private Rehabilitation Agencies (e.g., Trumpet Behavioral Health)
NEIGHBOR ISLAND OUTREACH

Description
The University of Hawa‘i at Mānoa (UHM) College of Education (COE) is directly involved in reaching out to neighbor island students. The COE’s Office of Student Academic Services (OSAS) has two full-time faculty members living and working on the neighbor islands to support the needs of students in COE teacher licensure programs. Direct services include:

- establishing effective working relationships with students;
- planning /developing/conducting informational/recruitment sessions;
- providing admissions services;
- providing ongoing counseling/advising;
- assisting with student retention;
- meeting with COE faculty regarding students or curricular concerns;
- providing information on graduation requirements and Praxis exams required for teacher licensure; and
- tracking teacher placement files, transcripts, and liability insurance for field work and student teaching.

Activities include

- **ADVISING** - Advising is done on a daily basis. Advising sessions may include any of the following specific activities: overview of program options, career counseling, employment opportunities, admission requirements, transcript evaluations, course selections, calculating grade point averages (GPA) and making recommendations if improvement is required, assistance with the application process to the college and the university, financial aid questions, graduation checks, teacher certification and licensing requirements, any concerns specific to the individual. Advising sessions may take place using any of the following methods: scheduled appointments, open advising at the office, telephone calls, e-mail, Skype, walk-ins, group advising. Face to face appointments are an essential part of our neighbor island outreach and are highly valued by our neighbor island students.

- **RECRUITMENT** - Recruitment is an essential part of the Office of Student Academic Services (OSAS) mission. Teacher shortages are critical in rural areas of our state. Distance education programs offered by UHM/COE that we recruit for offer unique opportunities for neighbor island residents who want to become teachers but are not able to leave their homes and families to do so. The increased benefit of these distance education programs is to help license “home grown” teachers,
those already members of the local community and committed to stay on their home islands and teach. During recruiting sessions we interact with a variety of people including, high school students and their parents, older non–traditional students who may be returning to school, under–represented minority groups, retired professionals who may want to teach as a second career, individuals with a college degree who may be disillusioned with their current job or they may have lost their job, young mothers returning to the workforce, and any number of people interested in teaching as career.

• **GRADUATION AUDIT** - As with all OSAS responsibilities, graduation audits require extreme attention to detail and extensive knowledge of various COE programs and policies. There are three steps implemented for each graduation audit. These steps are: (a) a graduation audit appointment with the student, (b) pre–graduation audits, and (c) final graduation audits, which includes recommendation (or not) for licensure.

  a. The following are the number of graduation audits performed for neighbor island students:

     - 2010–2011: 27 Big Island, 14 Kaua‘i, 32 Maui, 1 Moloka‘i
     - 2011–2012: 8 Big Island, 10 Kaua‘i, 18 Maui, 2 Moloka‘i
     - Fall 2012: 14 Big Island, 7 Kaua‘i, 1 Lāna‘i, 10 Maui, 4 Ni‘ihau

  b. The following are the number of COE Bachelor of Education (BEd) and Post–Baccalaureate (PB) degrees awarded by neighbor island:

     - 2009–2010: 9 Big Island, 6 Kaua‘i, 12 Maui
     - 2011–2012: 23 Big Island, 13 Kaua‘i, 30 Maui

  c. Much of the contact on neighbor islands involves meeting with prospective students who may never become part of one of our programs, but these meetings do occupy considerable time. The figures below indicate how many contacts occurred each year. Some prospective students contacted the academic advisor multiple times and that is reflected in these numbers:

<table>
<thead>
<tr>
<th></th>
<th>Bachelor of Education</th>
<th>Post–baccalaureate in Secondary Education</th>
<th>Post–baccalaureate in Special Education</th>
<th>Other programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maui</td>
<td>Big Island</td>
<td>Kaua‘i</td>
<td>Maui</td>
</tr>
<tr>
<td>7/1/09 – 6/30/10</td>
<td>631</td>
<td>50</td>
<td>41</td>
<td>322</td>
</tr>
<tr>
<td>7/1/10 – 6/30/11</td>
<td>766</td>
<td>75</td>
<td>130</td>
<td>390</td>
</tr>
<tr>
<td>7/1/11 – 6/30/12</td>
<td>939</td>
<td>188</td>
<td>281</td>
<td>616</td>
</tr>
<tr>
<td>7/1/12 – present</td>
<td>62</td>
<td>84</td>
<td>46</td>
<td>62</td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION

SPECIAL EDUCATION FIELD EXPERIENCE AND STUDENT TEACHING

Description
The Special Education Department partners with preK–12 public, private, and charter schools to assist in special education teacher preparation. Between Fall 2009–Spring 2012, approximately 123 of the Special Education Post Baccalaureate and Master of Education program teacher candidates resided on Maui, Lāna‘i, Moloka‘i, Kaua‘i, and Hawai‘i Island.

To meet the needs of these neighbor island teacher candidates, field experience and student teaching placements on these islands are identified and coordinated. In addition, three UH–Mānoa Special Education Department faculty members who live on Maui and Hawai‘i Island were hired to supervise these field experience and student teaching activities. UH–Mānoa Special Education faculty members who live on O'ahu also traveled to the neighbor islands for field supervision.

The following are the number of teacher candidates by neighbor islands for Fall 2009–Spring 2012: 66 Big Island, 42 Maui, 10 Kaua‘i, 4 Moloka‘i, and 1 Lāna‘i.

Partners
PreK–12 public, private, and charter schools

TECHNOLOGY-BASED STRATEGIES FOR ENGLISH LANGUAGE LEARNERS

Description
Dr. Precille Boisvert (HIDOE) and Dr. Kavita Rao (UHM COE: SPED) have been collaborating on research projects related to using technology with English Language learners. Dr. Boisvert is the ELL Resource Teacher for the West Hawai‘i Complex Area (Big Island) and Dr. Rao is an Assistant Professor at the College of Education. Research projects have focused on ways in which technology can be used to support ELLs with academic and behavioral goals and used to engage students through culturally-responsive means. Below, are the specific projects conducted in the last three years.

Partner
Dr. Precille Boisvert (HIDOE)

1. Project: Multimedia Technology for High School English Language Learners

Description
This intervention uses a qualitative research method to examine the outcomes of using multimedia technology on mathematics learning for ELL students enrolled in a high school algebra class. The classroom teacher Dr. Mary Lynn Garner also participated in design and implementation of the study. Results of the study are part of a manuscript that is currently in review. The project involved 1 teacher and 24 students.
School involved
Big Island - Konawaena High School

2. Project: Video Self-Modeling for English Language Learners

Description
This project uses a single subject research design to examine the use of video self-modeling for reading fluency and comprehension with English Language Learners. The research team included two additional researchers from the UH–COE Center on Disability Studies, Dr. Caryl Hitchcock and Dr. Peter Dowrick. Results of the study are part of publications that are currently in development. One article about this project was recently published in the Teaching Exceptional Children journal. Rao, K., Hitchcock, C., Boisvert, P. & Kilpatrick, E., Corbeill, C. (2012). Do it yourself: Video self-modeling made easy. Teaching Exceptional Children, 45(1). There were 2 teachers and 2 students involved in the project.

School involved
Big Island - Konawaena Elementary School

3. Project: Video Self Modeling for Literacy with High School English Language Learners

Description
This project, which is currently in progress, uses a single subject design to examine video self modeling and literacy strategies for ELLs. We are examining the effects of the intervention on students’ reading fluency, reading comprehension and attitudes toward reading. This project is supported by Dr. Peter Dowrick (UH COE) and Cathy Sinclair, (HIDOE Special Education teacher). This project involved 1 teacher and 3 students.

School involved
Big Island - Konawaena Elementary School
# APPENDIX 1: PROGRAMS BY ISLAND

## STATEWIDE PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Health Contract</td>
<td>1</td>
</tr>
<tr>
<td>Emergency Preparedness Special Initiative System of Support</td>
<td>2</td>
</tr>
<tr>
<td>HI PRAISE</td>
<td>3</td>
</tr>
<tr>
<td>Inclusion Advancement</td>
<td>4</td>
</tr>
<tr>
<td>Hawai‘i School Health Surveys</td>
<td>12</td>
</tr>
<tr>
<td>Peabody Picture Vocabulary Test Administration and Scoring</td>
<td>15</td>
</tr>
<tr>
<td>Kulia I Ka Nu’u</td>
<td>19</td>
</tr>
<tr>
<td>Bachelor of Education (BEd) in Early Childhood Education</td>
<td>24</td>
</tr>
</tbody>
</table>

## BIG ISLAND

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting Contract</td>
<td>1</td>
</tr>
<tr>
<td>Dual Enrollment with Individualized Supports</td>
<td>1</td>
</tr>
<tr>
<td>Growing Pono Schools</td>
<td>2</td>
</tr>
<tr>
<td>Hawai‘i Deaf–Blind Project</td>
<td>3</td>
</tr>
<tr>
<td>Ho‘oku‘i</td>
<td>3</td>
</tr>
<tr>
<td>Ka Hana ‘Imi Na ‘auao</td>
<td>4</td>
</tr>
<tr>
<td>Kiwila</td>
<td>5</td>
</tr>
<tr>
<td>National Science Foundation Math Scholars Program</td>
<td>5</td>
</tr>
<tr>
<td>PILI Project</td>
<td>5</td>
</tr>
<tr>
<td>Pono Choices</td>
<td>5</td>
</tr>
<tr>
<td>Putting the “I” in the IEP</td>
<td>6</td>
</tr>
<tr>
<td>A Modeling Approach to Algebra (MOW) Professional Development</td>
<td>8</td>
</tr>
<tr>
<td>Calculator Professional Development</td>
<td>8</td>
</tr>
<tr>
<td>Communicating Ocean Sciences Workshop</td>
<td>9</td>
</tr>
<tr>
<td>Evaluation of the 21st Century Community Learning Centers</td>
<td>9</td>
</tr>
<tr>
<td>Evaluation of the ARRA School Improvement Grants</td>
<td>10</td>
</tr>
<tr>
<td>FANC Professional Development: The Effects of Formative Assessment</td>
<td>12</td>
</tr>
<tr>
<td>in a Networked Classroom on Student Learning of Algebraic Concepts</td>
<td></td>
</tr>
<tr>
<td>Heluhelu Maoli: Building Strong Foundations in Reading and Mathematics</td>
<td>12</td>
</tr>
<tr>
<td>MaTCH: Math Teachers’ Circle of Hawai‘i</td>
<td>13</td>
</tr>
<tr>
<td>Mathematics Professional Development for Connections Public Charter School</td>
<td>14</td>
</tr>
<tr>
<td>Pacific Education and Research for Leadership in Science (PEARLS)</td>
<td>14</td>
</tr>
<tr>
<td>Project/Program</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Piha Pono: A Robust RTI Approach Integrating Reading, Mathematics, and Behavior Supports</td>
<td>15</td>
</tr>
<tr>
<td>Practices of Physics and Technology</td>
<td>16</td>
</tr>
<tr>
<td>SUPER M: School and University Partnership for Educational Renewal in Mathematics</td>
<td>16</td>
</tr>
<tr>
<td>Teaching Science as Inquiry (TSI) Aquatic</td>
<td>16</td>
</tr>
<tr>
<td>Teaching Science as Inquiry (TSI) Energy</td>
<td>17</td>
</tr>
<tr>
<td>Voice of the Sea Television and Online Show</td>
<td>17</td>
</tr>
<tr>
<td>Ao Hawai‘i: Viewing the classroom as a canoe, the canoe as a classroom</td>
<td>19</td>
</tr>
<tr>
<td>Master of Education (MEd) in Curriculum Studies</td>
<td>19</td>
</tr>
<tr>
<td>Master of Education (MEd) in Early Childhood Education</td>
<td>20</td>
</tr>
<tr>
<td>Master of Education (MEd) EdLeads</td>
<td>21</td>
</tr>
<tr>
<td>Graduate Certificate in Online Learning and Teaching (COLT)</td>
<td>22</td>
</tr>
<tr>
<td>Institute for Teacher Education</td>
<td>24</td>
</tr>
<tr>
<td>Master of Science in Adapted Physical Education</td>
<td>25</td>
</tr>
<tr>
<td>Master of Science in Rehabilitation Counseling</td>
<td>25</td>
</tr>
<tr>
<td>Office of Student Academic Services (OSAS)</td>
<td>26</td>
</tr>
<tr>
<td>Special Education Field Experience and Student Teaching</td>
<td>28</td>
</tr>
<tr>
<td>Technology–Based Strategies for English Language Learners</td>
<td>28</td>
</tr>
<tr>
<td>Hawai‘i Deaf–Blind Project</td>
<td>3</td>
</tr>
<tr>
<td>Ho‘oku‘i</td>
<td>3</td>
</tr>
<tr>
<td>Pono Choices</td>
<td>5</td>
</tr>
<tr>
<td>A Modeling Approach to Algebra (MOW) Professional Development</td>
<td>8</td>
</tr>
<tr>
<td>Center for Ocean Science Education Excellence (COSEE)</td>
<td>8</td>
</tr>
<tr>
<td>Communicating Ocean Sciences Workshop</td>
<td>9</td>
</tr>
<tr>
<td>Evaluation of the 21st Century Community Learning Centers</td>
<td>9</td>
</tr>
<tr>
<td>Evaluation of the Hāna Complex 21st Century Community Learning Centers</td>
<td>11</td>
</tr>
<tr>
<td>Evaluation of the Kekaulike Complex 21st Century Community Learning Centers</td>
<td>11</td>
</tr>
<tr>
<td>Helu helu Maoli: Building Strong Foundations in Reading and Mathematics</td>
<td>12</td>
</tr>
<tr>
<td>MaTCH: Math Teachers’ Circle of Hawai‘i</td>
<td>13</td>
</tr>
<tr>
<td>Pacific Education and Research for Leadership in Science (PEARLS)</td>
<td>14</td>
</tr>
<tr>
<td>Piha Pono: A Robust RTI Approach Integrating Reading, Mathematics, and Behavior Supports</td>
<td>15</td>
</tr>
<tr>
<td>Practices of Physics and Technology</td>
<td>16</td>
</tr>
</tbody>
</table>
### APPENDIX 1

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPER M: School and University Partnership for Educational Renewal in Mathematics</td>
<td>16</td>
</tr>
<tr>
<td>Teaching Science as Inquiry (TSI) Aquatic</td>
<td>16</td>
</tr>
<tr>
<td>Teaching Science as Inquiry (TSI) Energy</td>
<td>17</td>
</tr>
<tr>
<td>Voice of the Sea Television and Online Show</td>
<td>17</td>
</tr>
<tr>
<td>A'o Hawai'i: Viewing the classroom as a canoe, the canoe as a classroom</td>
<td>19</td>
</tr>
<tr>
<td>Master of Education (MEd) in Curriculum Studies</td>
<td>19</td>
</tr>
<tr>
<td>Master of Education (MEd) in Early Childhood Education</td>
<td>20</td>
</tr>
<tr>
<td>Master of Education (MEd) EdLeads</td>
<td>21</td>
</tr>
<tr>
<td>Graduate Certificate in Online Learning and Teaching (COLT)</td>
<td>22</td>
</tr>
<tr>
<td>Online MEd in Educational Technology</td>
<td>22</td>
</tr>
<tr>
<td>Institute for Teacher Education</td>
<td>24</td>
</tr>
<tr>
<td>Master of Science in Adapted Physical Education</td>
<td>25</td>
</tr>
<tr>
<td>Office of Student Academic Services (OSAS)</td>
<td>26</td>
</tr>
<tr>
<td>Special Education Field Experience and Student Teaching</td>
<td>28</td>
</tr>
</tbody>
</table>

### MOLOKA'I

<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawai'i Deaf–Blind Project</td>
<td>3</td>
</tr>
<tr>
<td>Ho'oku'i</td>
<td>3</td>
</tr>
<tr>
<td>Pono Choices</td>
<td>5</td>
</tr>
<tr>
<td>TeenACE for Science (Steppingstones)</td>
<td>6</td>
</tr>
<tr>
<td>Evaluation of the 21st Century Community Learning Centers</td>
<td>9</td>
</tr>
<tr>
<td>Heluhelu Maoli: Building Strong Foundations in Reading and Mathematics</td>
<td>12</td>
</tr>
<tr>
<td>MaTCH: Math Teachers’ Circle of Hawai'i</td>
<td>13</td>
</tr>
<tr>
<td>Piha Pono: A Robust RTI Approach Integrating Reading, Mathematics, and Behavior Supports</td>
<td>15</td>
</tr>
<tr>
<td>SUPER M: School and University Partnership for Educational Renewal in Mathematics</td>
<td>16</td>
</tr>
<tr>
<td>Teaching Science as Inquiry (TSI) Aquatic</td>
<td>16</td>
</tr>
<tr>
<td>Teaching Science as Inquiry (TSI) Energy</td>
<td>17</td>
</tr>
<tr>
<td>Ao Hawai'i: Viewing the classroom as a canoe, the canoe as a classroom</td>
<td>19</td>
</tr>
<tr>
<td>Master of Education (MEd) in Early Childhood Education</td>
<td>20</td>
</tr>
<tr>
<td>Graduate Certificate in Online Learning and Teaching (COLT)</td>
<td>22</td>
</tr>
<tr>
<td>Online MEd in Educational Technology</td>
<td>22</td>
</tr>
<tr>
<td>Institute for Teacher Education</td>
<td>24</td>
</tr>
<tr>
<td>Office of Student Academic Services (OSAS)</td>
<td>26</td>
</tr>
</tbody>
</table>
Special Education Field Experience and Student Teaching ................................................. 28

KAUA'I

Hawai'i Deaf–Blind Project ........................................................................................................ 3
Pono Choices .............................................................................................................................. 5
A Modeling Approach to Algebra (MOW) Professional Development ..................................... 8
Calculator Professional Development ...................................................................................... 8
Evaluation of the 21st Century Community Learning Centers ............................................. 11
Evaluation of the Central Kaua‘i Subgrantee 21st Century Community Learning Centers ........ 10
Evaluation of the West Kaua‘i Complex No Child Left Behind Consolidated Grants Project .... 11
FANC Professional Development: The Effects of Formative Assessment in a Networked Classroom on Student Learning of Algebraic Concepts ................................................. 12
Kaua‘i Economic Development Program ............................................................................... 13
MaTCH: Math Teachers’ Circle of Hawai‘i ............................................................................ 13
Pacific Education and Research for Leadership in Science (PEARLS) ................................. 14
Teaching Science as Inquiry (TSI) Aquatic ........................................................................... 16
Teaching Science as Inquiry (TSI) Energy ............................................................................ 17
A‘o Hawai‘i: Viewing the classroom as a canoe, the canoe as a classroom ............................. 19
Master of Education (MEd) in Curriculum Studies ............................................................... 19
Master of Education (MEd) in Early Childhood Education .................................................. 20
Master of Education (MEd) EdLeads ..................................................................................... 21
Graduate Certificate in Online Learning and Teaching (COLT) ........................................... 22
Online MEd in Educational Technology ............................................................................... 22
Institute for Teacher Education ............................................................................................. 24
Master of Science in Adapted Physical Education ................................................................ 25
Master of Science in Rehabilitation Counseling .................................................................... 25
Office of Student Academic Services (OSAS) ...................................................................... 26
Special Education Field Experience and Student Teaching ................................................. 28

LANA‘I

Hawai‘i Deaf–Blind Project ........................................................................................................ 3
Teaching Science as Inquiry (TSI) Aquatic ........................................................................... 16
A‘o Hawai‘i: Viewing the classroom as a canoe, the canoe as a classroom ............................. 19
Master of Education (MEd) EdLeads ..................................................................................... 21
APPENDIX 1

Graduate Certificate in Online Learning and Teaching (COLT) .............................................. 22
Online MEd in Educational Technology ................................................................................... 22
Office of Student Academic Services (OSAS) ........................................................................ 26
Special Education Field Experience and Student Teaching .................................................... 28

NI‘IHAU

Bachelor of Education for Ni‘ihau Teachers ........................................................................... 23
Office of Student Academic Services (OSAS) ....................................................................... 26