

Kūlia Academy

Attachment R. Governing board member information

Board Member Information

To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requires that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve:
Kūlia Academy

2. Contact information:

Name: Robert Bley-Vroman

Phone: [REDACTED]

E-mail: [REDACTED]

1. Describe your role and indicate your position on the governing board.
President

2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.

X Resume and professional bio are attached to this form.

(There is also a narrative-form resumé on the last page of the attached bio.)

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.

Does not apply to me X Yes.

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4. Why do you wish to serve on the governing board of the proposed charter school?

I have long felt that there is a need in Hawaii for choice in high-quality schools and for schools that challenge students and prepare them for college and career. And, such schools must not be tailored to the privileged, but must serve all of Hawaii's diverse keiki. I believe that there is much promise in STEM-focussed education that is inquiry- and project-based, and oriented to college preparation and successful employment. I believe that Kūlia can be such a school.

5. What is your understanding of the appropriate role of a public charter school governing board member?

A governing board member needs to understand the mission and vision of the school, to participate actively in board meetings and other activities, to support the school and encourage its success, but — most important — to insist on transparency, clear goals and criteria, and accountability, both in educational areas and in administration and finance. On the other hand, it is not appropriate for a board member to meddle in the operation of the school: the appropriate sphere of a board member is oversight, not operation. Conflict of interest must be avoided and/or disclosed; recusal or even resignation is sometimes required. See also my answer to the question about the role of the board in the operation of the school, below.

6. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served as member and chair of a number of board and other such bodies, and I am well-acquainted with organization and decision-making processes of committees, boards and oversight bodies. I served as Chair of the Committee on Administration and Budget at UH Mānoa, Chair of the Faculty Senate, Co-chair of the All-Campus Council of Faculty Senates, Clerk (chair) of the Finance Committee of Honolulu Friends Meeting (Quakers), President of the board of Honolulu Friends Meeting, Inc., member of the Chapter (board) of Saint Andrew's Cathedral and of the Cathedral Foundation, and member of the board of Hawaii Coalition for Health. As UH Chancellor, I interacted with the Board of Regents, so I also know administration-board relationships from the other side as well.

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7. Describe the specific knowledge and experience that you would bring to the governing board.

I have extensive experience in educational leadership and oversight, specifically as department chair, resource center director, dean, and university chancellor, as well as in non-profit administration and finance. In these capacities, I made HR decisions, including hiring, firing, leaves, raises, disciplinary actions, etc. As dean I directly supervised the HR director. I also have been engaged in funding-raising—a major responsibility of deans, directors, and the chancellor. This included dealing with the University Foundation, direct supervision of the Mānoa development officer, and dealing personally with prospective donors. As dean, I oversaw a budget of about \$20 million, with about 200 faculty employees. As chancellor, I had the responsibility of dealing with a precarious financial situation and bringing a budget of around \$.5 billion into balance. I also have good knowledge of parliamentary procedure and have served as a parliamentarian. My academic work is in applied linguistics, language learning, English as a second language, and language pedagogy. I served as Director of Courses at the English Language Institute of the University of Michigan. It is expected that there will be a number of English-language learners in the school, so my specific background in language pedagogy and assessment will be useful. As an educational administrator, I am well acquainted with program evaluation and educational assessment, and will be particularly interested in seeing that the school sets clear goals and documents progress.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

Kūlia's overall mission, at the highest level, is, as stated in the application, to "prepare a diverse student population to strive and thrive in college and beyond." The key elements here, for me, are that (1) we will expect that our students will pursue higher education, so the curriculum and methods will be targeted to that end; (2) that we aim not to serve a pre-selected elite body, but a broad and diverse group of students; and (3) that the extent of our mission reaches beyond formal education, to preparing students for a successful career and rewarding life. Students must be challenged and asked to stretch, but the school environment must be supportive and appropriate.

We have an obligation to society to prepare students for productive careers suited to their interests and abilities and attuned to the broader needs of society. Successful education depends on the cooperative efforts of faculty, students, the parents, and the community. Our school must be responsive to community and culture, and must value and support diversity. Achieving goals requires an iterative cycle of explicit formulation of curriculum and methods, review and analysis of results, and revision (and repeat).

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2. What is your understanding of the school's proposed academic plan?

The academic plan is distinguished by:

- A STEM focus, particularly on data science and artificial intelligence.
- A pedagogical approach based on rigorous project and inquiry-based, hands-on learning;
- A proactive college planning and tracking program.
- Additionally — and not the least subsidiary to these components — a school-wide component of cultural and inter-cultural competency, as well as an emphasis on what might be called “character. and values.”

3. What do you believe to be the characteristics of a successful school?

Our application notes several characteristics that have been shown to relate to student success. I'm especially interested myself in two things. First, in what is sometimes called “school-as-workplace.”

A successful workplace culture (in my view):

- respects and encourages teacher autonomy,
- treats students as co-workers,
- fosters a collaborative relationship of staff to leadership and among teachers,
- listens to “workers,”
- encourages interaction of staff, students, community, and parents.

Second, successful schools are nearly always characterized by a high level of family and community engagement.

4. How will you know that the school is succeeding or is not succeeding in its mission?

Our criteria for success (see application) are intended to articulate with mission. The Board's regular reviews will take into account specifically the mission and guiding beliefs of the school. See also my answers to question 2, above, and to questions 1–4, especially 2, 3, 4, below in the Governance section.

Governance

1. Describe the role that the governing board will play in the school's operation.

The governing board provides overall direction and goals, and assesses progress. In fulfilling our responsibility to the Commission, it rigorously oversees adherence to the contract and the fulfillment of performance standards. It hires and evaluates the school principal, approves budgets, contracts, and policies. The board should not be directly involved in the day-to-day operations of the school — these matters are the kuleana of the principal and staff, with the board providing overall direction and oversight. See also my answer to the question regarding the appropriate role of a board member, above.

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2. How will you know if the school is successful at the end of the first year of operation?

The application includes specific benchmarks for year one. The Board will look at these and will also consider other relevant factors, including both qualitative and quantitative information. At a high level, the formal benchmarks are intended to show that the school is “well on the way.” The first-year benchmarks appropriately focus on laying groundwork. While specific achievements and quantitative goals are important, in the early years of a school, numerical trend analysis is often also useful as well as absolute numbers. The board will also be interested in looking at evidence of strong high community engagement and qualitative, interview-based measures of parent, teacher and student satisfaction, since these are also essential foundation.

3. How will you know at the end of five years if the school is successful?

The application includes specific criteria for year five. At the most general level, we will need to determine the school is beyond the “well-on-the-way” stage. The school must be established and stable. As in the one-year point, we will also be interested in investigating degree of community engagement.

4. What specific steps do you think the governing board will need to take to ensure that the school is successful?

The chief responsibilities of the Board in ensuring success are to provide competent and stable governance, to select leadership and monitor leadership performance, to oversee the financial condition of the school, the ensure that the conditions of the contract are upheld, and — most importantly — to see that the school adheres to its mission.

5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

The school has policies and protocols in place for dealing with a range of problems. Given the variety of potential violations, and the evolving context of ethics and other rules and regulations, it is unwise to assume that one knows exactly how to proceed in every case. Therefore, it will be my practice always to begin by consulting with the State Public Charter School Commission, which itself has relevant policies protocols, and/or the State Ethics Commission. Other board members will be expected to communicate any concerns to the chair, and, especially if the concern touches on the chair, to the external bodies. We will do this even if it appears, on the face of it, possible to resolve an issue in-house.

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Disclosures


1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes I know other prospective board members in that we have interacted in discussing the proposed school. I also know Robert Littman as a University of Hawai'i faculty member, and my wife and I know the Littmans socially. I have no business relationships with other prospective board members.
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes. No one whom I know has been identified as an employee. If any employee is to be hired who is known to a Board member, the Commission will be notified.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes Click or tap here to enter text.
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes Click or tap here to enter text.
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
 I/we do not have a financial interest Yes Click or tap here to enter text.

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6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
X Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes Click or tap here to enter text.
7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
X N/A. I/we have no such interest Yes Click or tap here to enter text.
8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
X N/A I/we or my family do not anticipate conducting any such business
 Yes Click or tap here to enter text.
10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
X None Yes Click or tap here to enter text.

Certification

I, Robert Bley-Vroman, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.


Signature

28 January 2022
Date

Curriculum Vitæ

Robert Bley-Vroman

Phone: [REDACTED]
mailto:[REDACTED]

Address:
[REDACTED]

Education

- [REDACTED] B.A. Pomona College. Cum laude with distinction in German
- [REDACTED] M.A. (Germanics) University of Washington
- [REDACTED] M.A. (Linguistics) University of Washington
- [REDACTED] Ph.D. (Linguistics) University of Washington

Professional Experience

2017– . Professor Emeritus, University of Hawai‘i at Mānoa.

2014–2016. Chancellor, University of Hawai‘i at Mānoa.

2010–2014. Dean, College of Languages, Linguistics, and Literature and Chair of the Council of Deans of Arts and Sciences, University of Hawai‘i at Mānoa.

1999–2003. Chair, Department of Second Language Studies, University of Hawai‘i at Mānoa.

1987–2017. Department of Second Language Studies, University of Hawai‘i at Mānoa. Associate Professor 1987–2006; Professor 2006–2017. Emeritus 2017–present.

1990–1994. Director, Second Language Teaching and Curriculum Center and National Foreign Language Resource Center, University of Hawai‘i at Mānoa.

1990–1994. Director, National Foreign Language Resource Center, University of Hawai‘i at Mānoa.

1986 (summer and fall) Research Linguist. Linguistics Research Center, University of Texas at Austin. Machine translation and programming for natural language processing.

1977–1986 Assistant Professor of Linguistics, University of Texas at Austin.

1980–81, 82–83. Director of Courses, English Language Institute and
Assistant Professor of Linguistics
The University of Michigan, Ann Arbor

1984 (summer) Assistant Professor. Maine Summer Humanities Program (National
Endowment for the Humanities), Bowdoin College, Brunswick, Maine

1975–1976 Project Manager, SEARCH Group Inc. (SGI) Interstate consortium on criminal
justice systems, Sacramento, California.

1972–1974. Senior Fulbright Lecturer, Lector in Linguistics and English, Universitatea
Babeş-Bolyai. Cluj, Romania

Languages

German (superior), Romanian (advanced), French, Latin
Can teach the Old Germanic Languages (ON, OHG, MHG, Gothic, OS, OE)

Computing

Perl, Pascal, LISP, emacs, abc music notation, SNOBOL, Metafont; expertise in older
Appletalk/Localtalk networks.

Professional Service at University of Hawai‘i

1987-2005. Elected to Department of Second Language Studies Personnel and Policy Committee.

1997-1998. Graduate Chair, MA in ESL, PhD in SLA

1999-2003. Chair, Department of Second Language Studies

2003 (summer) Acting Graduate Chair, MA in ESL, PhD in SLA

2001-2004. University of Hawai‘i at Mānoa Faculty Senate Committee on Administration and Budget

2002-2003; 2003-2004. Chair, Faculty Senate Committee on Administration and Budget

2004-2005. Co-Chair, Mānoa Budget Advisory Group

2004-2005. Special Advisor to the Chancellor on doctoral programs at University of Hawai‘i at Hilo

2004-2005; 2005-2006. University of Hawaii at Mānoa Faculty Senate and of the Executive Committee. Vice Chair 2004-2005.

2004-2005. All-Campus Council of Faculty Senate Chairs, University of Hawai‘i System

2005-2006. Chair, University of Hawaii at Mānoa Faculty Senate and Faculty Congress

2005-2006. Chair, All-Campus Council of Faculty Senate Chairs

2006-2007. Chair, Search Advisory Committee for Mānoa Chancellor

Community

President of Honolulu Friends Meeting, Inc.

Member of the Board, Hawaii Coalition for Health

Member of Chapter (Board), St. Andrew’s Cathedral, Honolulu

Member of the Board of the St. Andrew’s Cathedral Foundation

Selected Publications

[**Impact:** As of January 2022, [academia.edu](https://www.academia.edu) reports 1,915 mentions of R. Bley-Vroman in scholarly publications.]

Bley-Vroman, R. 2009. The evolving context of the Fundamental Difference Hypothesis. Lead article in special issue *Studies in Second Language Acquisition*. 31(2), 175-198.

Kweon, S., & Bley-Vroman, R. 2011. Acquisition of the constraints on "wanna" contraction by advanced second language learners: Universal grammar and imperfect knowledge. *Second Language Research*, 27(2), 207-228.

Bley-Vroman, R., & Ko, H. S. (Eds.). (2006). *Corpus Linguistics for Korean Language Teaching and Learning*. Honolulu: University of Hawai'i National Foreign Language Resource Center.

Bley-Vroman, R. 2003. Corpus Linguistics and Second Language Acquisition: Rules and Frequency in the Acquisition of English Multiple wh-Questions. In P. Leistyna & C. Meyer (Eds.), *Corpus Analysis: Language Structure and Language Use* (pp. 255-272). Amsterdam: Rodopi Publishers.

Bley-Vroman, R. & Miller, R. (Eds.) 2003. *New England Fiddler's Repertoire*. Alstead, N.H.: Fiddlecase Books.

Bley-Vroman, R. 2002. Frequency in production, comprehension, and acquisition. *Studies in Second Language Acquisition*, 24, 209-213.

Bley-Vroman, R., & Joo, H.-R. 2001. The Acquisition and Interpretation of English Locative Constructions by Native Speakers of Korean. *Studies in Second Language Acquisition*, 23(2).

Bley-Vroman, R., & Yoshinaga, N. 2000. The acquisition of multiple wh-questions by high-proficiency non-native speakers of English. *Second Language Research*, 16(1), 3-26.

Bley-Vroman, R. 1996. What we have to explain in second-language acquisition. (peer commentary) *Behavioral and Brain Sciences*, 19(4), 718.

Brown, J. D. & R. Bley-Vroman, R. 1995. Predicting achievement in the ESL MA program at UHM. *University of Hawai'i Working Papers in ESL*, 14(1), 1-20.

Bley-Vroman, R., & Chaudron, C. 1994. Elicited imitation as a measure of second-language competence. In E. Tarone, S. Gass, & A. Cohen (Eds.), *Research Methodology in Second-Language Acquisition* (pp. 245-262). Hillsdale, N.J.: Lawrence Erlbaum.

- Bley-Vroman, R., & Yoshinaga, N. 1992. Broad and narrow constraints on the English dative alternation: Some fundamental differences between native speakers and foreign language learners. *University of Hawai'i Working Papers in ESL*11(1), 157-199.
- Bley-Vroman, R., & Loschky, L. 1993. Grammar and task-based methodology. In G. Crookes & S. Gass (Eds.), *Tasks and Language Learning: Integrating Theory and Practice* (pp. 123–167). Philadelphia: Multilingual Matters, Ltd.
- Bley-Vroman, R., & Yoshinaga, N. 1992. Broad and narrow constraints on the English dative alternation: Some fundamental differences between native speakers and foreign language learners. *University of Hawai'i Working Papers in ESL*11(1), 157-199.
- Bley-Vroman, R. 1991. Processing, constraints on acquisition, and the parsing of ungrammatical sentences. In L Eubank (Ed.), *Point Counterpoint: Universal Grammar in the Second Language* (pp. 191–198). Amsterdam: John Benjamins.
- Bley-Vroman, R. 1990. The logical problem of foreign language learning. *Linguistic Analysis*, 20(1-2), 3–49.
- Bley-Vroman, R. & Chaudron, C. 1990. Second language processing of subordinate clauses and anaphora—first language and universal influences: A review of Flynn's research. 1990. *Language Learning*, 40(2), 245–285.
- Bley-Vroman, R & Loschky, L. 1990. Creating structure-based communication tasks for second language development. 1990. *University of Hawai'i Working Papers in ESL*, Vol. 9, No.1, pp. 161–212.
- Bley-Vroman, R. 1989. What is the logical problem of foreign language learning? In S. Gass & J. Schachter (Eds.), *Linguistic Perspectives on Second Language Acquisition* (pp. 41–68). New York: Cambridge University Press.
- Bley-Vroman, R. 1988. The fundamental character of foreign language learning. In W. Rutherford & M. Sharwood Smith (Eds.), *Grammar and Second Language Teaching* (pp. 19–30). New York: Newbury House.
- Bley-Vroman, R. 1988. A critique of Flynn's parameter-setting model of second language acquisition. *University of Hawai'i Working Papers in ESL*. Vol. 7, No. 1, , pp. 67–108. [with Craig Chaudron]
- Bley-Vroman, R., Felix S. & Ioup, G. 1988. The accessibility of Universal Grammar in adult second language acquisition. 1988. *Second Language Research* Vol.4, No. 1, pp. 1–32.
- Bley-Vroman, R. 1988. Opacity and interrupted rule schemata, *The Best of the CLS*. Chicago: Chicago Linguistic Society.

- Bley-Vroman, R. 1986. Hypothesis testing in second language acquisition theory. *Language Learning*. Vol. 36, No. 3, pp. 353–376.
- Bley-Vroman, R. 1984. Curriculum decisions cannot be objectified. *TESOL Quarterly*, Vol. 36, No. 3, pp. 343-351.
- Hamza Al Mozainy, H, Bley-Vroman, R. & McCarthy J. 1984. Stress shift and metrical structure. 1984. *Linguistic Inquiry*, Vol 15, No. 4. pp. 135–144.
- Bley-Vroman, R. 1983. The comparative fallacy in interlanguage studies: The case of systematicity. *Language Learning*, Vol. 33, No. 4, pp. 1–17.
- Bley-Vroman, R. 1981. Learnability and abstractness in phonology: comments on the paper by Dresher. In C.L. Baker and J. McCarthy (Eds.) *The Logical Problem of Language Acquisition*, (pp. 211–217). Cambridge: MIT Press.
- Bley-Vroman, R. 1978. Purpose, device and level in rhetorical theory. 1978. In C. Drobic (Ed.) *English for Specific Purposes: Science and Technology* (pp. 278–287). Corvallis, Oregon: Oregon State University.
- Bley-Vroman, R. 1977. Rumanian pronoun morphology from a generative point of view. In S. Alexandrescu (Ed.) *Modern Linguistics and the Rumanian Language* (pp. 17–37). Amsterdam.
- Bley-Vroman, R. 1975. On extending denotation to sentences. 1975. *Linguistic Analysis*. Vol I, No. 3, pp. 275–277.
- Bley-Vroman, R., Selinker, L. & Trimble L. 1974. Presupposition and technical rhetoric. 1974. *English Language Teaching Journal*, Vol. XXIX, No. 1, pp. 59–65.

Selected Papers delivered / Invited lectures / Conference participation

The evolving context of the Fundamental Difference Hypothesis. Plenary address. 9th Generative Approaches to Second Language Acquisition Conference (GASLA 2007). University of Iowa, Iowa City, May 18–20, 2007.

Variable performance, corpus linguistics, and language acquisition. Plenary address. Korea Association for Foreign Language Education, Seoul, Korea, December 17, 2005.

Input frequency, learnability, and parametric variation: The case of multiple wh-questions in learners of English. The Third North American Symposium on Corpus Linguistics and Language Teaching, Boston, Massachusetts, March 23–25, 2001

On the explanation of variability in L2 acquisition: Why the theory of SLA should not be predictive. Second Language Research Forum, University of Wisconsin, Madison, September 7–10, 2000.

Is a Foreign Language a Language? Plenary Address, Fifth International Conference on Applied Linguistics, Puebla, Mexico, May 19–20, 2000.

Korean and English locative constructions: their acquisition and their interpretation in a theory of construction-by-construction acquisition. Second Language Research Forum, University of Minnesota, St. Paul, September 23–26, 1999. [with Hye-Ri Joo]

Universal Grammar in second language acquisition: Can we have our cake and eat it too? UG Access In L2 Acquisition: Reassessing The Question, Second Language Research Forum. University of Hawaii, Honolulu, October 15-18, 1998. Available <http://www.lll.hawaii.edu/nflrc/networks/nw9>.

Syntactic structure and information structure in the acquisition of the English dative alternation by native speakers of Japanese. Generative Approaches to Second Language Acquisition, University of Pittsburgh, September 25, 1998. [with Kazuko Katsufuji-Shimabukuro].

Features and patterns in second language acquisition. Plenary address to the Second Language Research Forum, Michigan State University, October 17–19, 1997.

The knowledge of English multiple-wh questions in high-proficiency Japanese learners of English. European Second Language Association. Barcelona, May 22–24, 1997.

Conservative pattern accumulation in foreign language learning. European Second Language Association. Nijmegen, May 31, 1996.

Lexico-semantic alternations in second language acquisition, University of Hamburg, May 23, 1995.

Lectures in Generative Syntax and Government-Binding Theory. Invited lecture series, University of Odense, Denmark, April 5–7, 1995.

Universal grammar in second language acquisition. Invited lecture, Karl Franz University, Graz, Austria. March 12, 1995.

Universal grammar in second language acquisition. Invited lecture, University of Klagenfurt, Austria. March 11, 1995.

Projects on culture learning and cultural pragmatics at the National Foreign Language Resource Centers. American Council on the Teaching of Foreign Languages. Atlanta, Georgia. November 17–20, 1994. Principal presenter: Robert Bley-Vroman; additional presenters: Gabriele Kasper, Gail Robinson.

Lexico-semantic alternations in second language acquisition. Invited lecture, University of Nijmegen. November 7, 1994.

Grammar and task-based language instruction. Invited lecture, Free University of Amsterdam. November 3, 1994.

Broad and narrow constraints on alternations and foreign language learning. Invited lecture, Tilburg University, Tilburg, The Netherlands. November 2, 1994.

Updating the Fundamental Difference Hypothesis. European Second Language Association. Aix-en-Provence, September 7–11, 1994.

'Three questionable assumptions of the use of grammaticality judgements'. Research Methods in Second Language Acquisition, panel at the meeting of the American Association of Applied Linguistics, Seattle, February 28–March 2, 1992.

'Is elicited imitation an adequate measure of second language competence?'. Paper presented at the conference on Theory Construction and Second Language Acquisition Research, Michigan State University, October 2–5, 1991. [with Craig Chaudron]

'The acquisition of the broad and narrow constraints on the dative alternation'. Paper presented at the Second Language Research Forum, University of Southern California, April 1991.

'Difficulty orders, language processing, and the internal representation of grammar.' Invited keynote address, Language Acquisition Research Symposium, Utrecht, August, 1990.

'Sentence processing and the learner's representation of grammar: A response to White.' Second Language Research Forum. University of California at Los Angeles, February 1989.

'The language learning experience in teacher training.' Invited presentation to the Hawaii Association of Language Teachers, September 1988.

'Reaction time as a supplement to grammaticality judgements in second language acquisition research.' Language Acquisition Research Symposium. Utrecht, The Netherlands, August 25, 1988.

'Linguistics and Second Language Acquisition Research'. University of Washington. May 1988. As prominent alumnus, invited to present address at 25th anniversary celebration of Department of Linguistics.

'Universal Grammar and Second Language Acquisition Research'. Second Language Research Forum. University of Hawaii at Mānoa. March 1988. [organized and chaired colloquium on Universal Grammar, presented general overview paper.]

'The accessibility of Universal Grammar in adult language acquisition: evidence from the acquisition of English *wh*-movement' (with G. Ioup and S. Felix). Second Language Research Forum. University of Southern California. February 1987.

'The representation of non-native phonology: comments on the paper by Broselow,' (invited participant) Linguistic Society of America, Annual Meeting, Seattle, Washington, December 28, 1985.

'The fundamental character of foreign language learning,' (invited paper) Texas State Convention of Teachers of English to Speakers of Other Languages, Austin, Texas, November 8, 1985.

'Non-native intuitions of grammaticality: Is Universal Grammar accessible in adult language acquisition?' National Science Foundation Conference on Universal Grammar and Second Language Acquisition, Massachusetts Institute of Technology, October 1985.

'Proficiency testing and ESL program evaluation,' (invited paper). TESOL Regional Meeting, Austin, Texas, April 1984.

'ESL theory and intensive course curriculum design: history and current developments,' (with Joan Morley). International TESOL Annual Meeting, Detroit, March 1983. [Videotape available from TESOL]

Narrative

ROBERT BLEY-VROMAN is professor emeritus, and former dean and chancellor, at the University of Hawai'i at Mānoa.

He received his BA from Pomona College, his MA in Germanics, and his MA and PhD in linguistics from the University of Washington. At the University of Hawai'i, he served as Director of the Second Language Teaching and Curriculum Center and was the founding Director of the National Foreign Language Resource Center. He was Chair of the Department of Second Language Studies from 1999–2003, Chair of the Faculty Senate, Dean of the College of Languages, Linguistics, and Literature and Chair of the Council of Deans of Arts and Sciences 2010–2014; he served as Chancellor of the University 2014–2016.

Before joining the faculty of the University of Hawai'i, he taught in Romania at Universitatea din Cluj (English and applied linguistics), the University of Texas at Austin (linguistics) and at the University of Michigan, where he was Director of Courses for the English Language Institute. He also served as project manager for a national project on criminal justice terminology (Federal Law Enforcement Assistance Administration).

His research is concentrated in applied linguistics, syntax, corpus linguistics, and second language acquisition theory. His theoretical work attempts to relate generative linguistic theory with accounts of child/adult differences in language acquisition and to use the techniques of corpus linguistics to investigate the relationship of the statistical structure of language to second language acquisition. His research has appeared in the journals *Language Learning*, *TESOL Quarterly*, *Linguistic Analysis*, *Linguistic Inquiry*, *Second Language Research*, and in edited collections. His most influential papers are "The logical problem of foreign language learning" and "The comparative fallacy in interlanguage studies".

He is also interested in computational linguistics, natural language processing, corpus linguistics, and machine translation, and worked on the German-English machine translation project of Siemens AG (Project METAL), where he was responsible for the grammar used by the German parser and for aspects of the design of the programming environment.

He is also a contra dance caller and pianist for traditional music. With Randy Miller, he edited *New England Fiddler's Repertoire*, a best-selling book of traditional tunes. He is also a collector of old telephones, and ringer of tower bells at St. Andrew's cathedral, Honolulu.

Board Member Information

**To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.**

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requires that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve:
2. Contact information:
Name: ROBERT J LITTMAN
Phone: [REDACTED]
E-mail: [REDACTED]
1. Describe your role and indicate your position on the governing board.
Member
2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
4. Why do you wish to serve on the governing board of the proposed charter school?
As an educator I would like to bring high quality education to underserved populations

Attachment R

5. What is your understanding of the appropriate role of a public charter school governing board member?
Set governing policy

6. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
President and Treasurer of several non-profits, including Aloha United Way, Archeological Institute of America. Chair of Classics, UH Manoa

7. Describe the specific knowledge and experience that you would bring to the governing board.
Financial, educational and administrative skills.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?
The mission of Kūlia Academy is to prepare a diverse student population to strive and thrive in college and beyond.

Guiding Beliefs:

As public school administrators and educators, it is our duty to serve our community by preparing and equipping our students to be the future leaders and productive citizens in our community and in society at large with the skills and knowledge they will need to be competitive for the jobs of the future.

Academic excellence and social emotional well-being and growth can best be achieved through the combined efforts and direct involvement of students, parents, educators, school administrators and the community in a culturally responsive and collaborative environment in which diversity is valued and each individual has a special place.

Students need to be appropriately challenged in an inclusive, supportive and culturally responsive learning environment. Social emotional needs and life/character skills must be part of learning.

Consistent excellence can only be achieved and sustained through a cycle of endless review and refinement and continuous improvement.

Attachment R

2. What is your understanding of the school's proposed academic plan?
Relevant and inspiring program for our student population, developing scientific thinking through inquiry-based learning. Our educational program has three major parts:
 - Intensive computer science coursework with an emphasis on Data Science and Artificial Intelligence
 - Academically rigorous project and inquiry-based, hands-on learning
 - Free College Prep Program for all of our students

3. What do you believe to be the characteristics of a successful school?
Shared Beliefs and Values
High Standards and Expectations for All Students
Effective School Leadership
Collaboration at All Levels
Frequent Monitoring and necessary on-time action by the administration and the board
Supportive Learning and Working Environment
Community and Parent Engagement

4. How will you know that the school is succeeding or is not succeeding in its mission?
The percentage of our graduates who attend and graduate from college and start successful careers, especially in STEM. The benchmarks on this road will be state test results and other interim assessments

Governance

1. Describe the role that the governing board will play in the school's operation.
It sets the policy, ensures compliance, holds the school leadership accountable, frequently checks and monitors progress towards school goals and outcomes.

2. How will you know if the school is successful at the end of the first year of operation?
Facility ready on-time and
school successfully opens on time
100 6th graders enrolled
Proficiency rates of our students exceed the average performance of the students in the area schools
The school is compliant in all areas
Reports have been submitted on time.

Attachment R

3. How will you know at the end of five years if the school is successful?
Secured additional facility
500 students enrolled
Proficiency rates of our students are higher than other public schools
The school is compliant in all areas
Reports have been submitted on time.

4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
Board meeting dates set annually (additional meetings can be scheduled)
Request timely reporting the board ahead of time to allow enough time to discuss and take action
All necessary reporting as requested in our charter contract will be planned and posted on our board calendar before the school starts.
Annual Audit will be completed and come to the board at least a month before submission deadline.
Ask for a corrective action plan from the principal in case of violation or failure.
If the problem cannot be fixed, change school leadership.

5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
School and Committee Presidents must inquire at the start of every meeting if there is any any conflicts of interest to declare.
Any Board Member, in case of conflict, must disclose it in full to the School Governing Board meeting at the start of the School Governing Board meeting.
If I become aware of any conflicts, I would inform the board president immediately and ask for an investigation. If the board president is involved, I would start the investigation myself as Board Vice President.
If a board member who declared a conflict of interest and recused himself/herself or who has been found to have a conflict of interest in any matter must refrain from participating in the discussion or investigation.
The Board Member may not vote on that matter, may not be present at the time of deliberation or vote

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes [Click or tap here to enter text.](#)

Attachment R

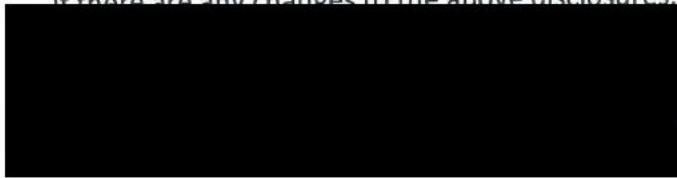
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes [Click or tap here to enter text.](#)
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes [Click or tap here to enter text.](#)
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes [Click or tap here to enter text.](#)
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
 I/we do not have a financial interest Yes [Click or tap here to enter text.](#)
6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes [Click or tap here to enter text.](#)
7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest Yes [Click or tap here to enter text.](#)
8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I/we or my family do not anticipate conducting any such business Yes [Click or tap here to enter text.](#)

Attachment R

9. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family Yes [Click or tap here to enter text.](#)
10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
 None Yes [Click or tap here to enter text.](#)

Certification

I, ROBERT J LITTMAN, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.



1/24/2022 Signature

CURRICULUM VITAE

NAME: LITTMAN, Robert J.

ADDRESS: Department of Languages and Literatures of Europe and the Americas,
University of Hawaii at Manoa 1890 East West Road
Honolulu, Hi. 96822 tel. (808) 956-4173 [redacted]
e-mail [redacted]

EDUCATION:

| | | |
|---|----------------------------|--|
| COLUMBIA UNIVERSITY | [redacted] | Ph.D. in Classical Philology |
| OXFORD UNIVERSITY | [redacted] | M.Litt. in Literae Humaniores (Ancient History) (1968) |
| BRITISH SCHOOL AT ATHENS COLUMBIA UNIVERSITY | [redacted] 1 [redacted] | B.A. in Classics |

TEACHING EXPERIENCE:

| | | |
|----------------------|-----------------------------------|--------------|
| UNIVERSITY OF HAWAII | Professor of Classics | 1979-present |
| | Chair of Classics | 2012-2018 |
| | Associate Professor | 1975-1979 |
| | Assistant Professor | 1971-1975 |
| BRANDEIS UNIVERSITY | Instructor in Classics | 1968-1970 |
| RUTGERS UNIVERSITY | Instructor in History | 1967-1968 |
| CORNELL UNIVERSITY | Visiting Professor in Classics | summer 1983 |

EXCAVATIONS:

Tel Jemmeh, Wadi el-Arish, Israel summer 1976 Smithsonian Institution
Director, Tell Timai, Egypt 2007, 2009-present

NATIONAL/INTERNATIONAL AWARDS

- (1) Herodotus Fellowship, Institute for Advanced Study, Spring 1977.
- (2) Elected, Member, School of Historical Studies, Institute for Advanced Study, Princeton, N.J. spring semester 1977.
- (3) National Geographic Grant #9003-11 2012 "A Lost Ptolemaic Temple at Tell Timai, Egypt." \$22,000
National Geographic Grant (with Jay Silverstein) "Tell Timai" 2013 \$112,000
Lundgate Foundation (with Jay Silverstein) 2013 \$15,000 for production of Children's book in Arabic and English on Tell Timai
- (4) Archaeological Institute of America Joukowsky Distinguished Service Award 2018

AWARDS:

- (1) Earle Prize in Classics, Columbia University, June 1964.

- (2) Visiting Member, Wadham College, Oxford University, Trinity Term, 1978, 1985.
- (3) Visiting Fellow, Oxford Centre for Hebrew Studies, Trinity Term, 1985, 1992
- (4) Visiting Scholar, Columbia University spring semester 1999
- (5) 22 Travel awards from the U.H. Research Office to present papers in 1971-2009, Award from U.H. Foundation to present paper at international conference in 1988, 2009.
- (6) Research award summer 2001, U.H. Foundation, ORA for research on Codex Sinaiticus, The British Library, London
- (7) Research award summer 2002 (URC Ben Sirach) (Mummies of Baharia)
- (8) Chancellor's Citation for Meritorious Teaching University of Hawaii at Manoa 2004
- (9) Martha and Artemis Joukowsky Distinguished Service Award, Archaeological Institute of America (2018)

PUBLICATIONS: (SELECTED)

BOOKS:

- (1) *THE GREEK EXPERIMENT: IMPERIALISM AND SOCIAL CONFLICT: 800-400 B.C.* (Thames and Hudson, London 1974 and Harcourt Brace, New York 1974 (hard and paper). Reviewed in *Times Literary Supplement* Jan 14, 1974.
- (2) *KINSHIP AND POLITICS IN ATHENS 600-400 B.C.* (Peter Lang, New York) 1990.
- (3) *THE BOOK OF TOBIT* (introduction, translation and commentary) Brill, Leiden, Holland 2008 (in *Septuagint Commentary Series*)
- (4) *THE THEBAN PLAYS* (with Ruth Fainlight) Johns Hopkins University Press 2009.

MEMBERSHIP OFFICES IN PROFESSIONAL ORGANIZATIONS:

- | | |
|---|--|
| (1) Society for Ancient Medicine | 1975 founder, chairman 1976 member 1975-present |
| (2) Archaeological Institute of America | 1988-present |
| National Council | 1995-6 |
| Societies and Membership | 2000-present |
| Trustee | 2010-2015 |
| Cultural Heritage Policy Committee | 2010-2015 |
| (3) Archaeological Institute of America | |
| Hawaii Society | 1995 (founder) |
| President | 1995-present |

Listed in *Who's Who in the World 2000* (2000)

CHARITABLE AND VOLUNTEER ACTIVITIES

COMMUNITY-

Board of Directors, Aloha United Way, Hawaii 1990-1993

NATIONAL-

1. Trustee, Archaeological Institute of America, 2008-2014
2. Board of Directors, American Friends of Hebrew University 1982- 2006
3. Member UJA National Young Leadership Cabinet 1981-1983
4. Member, Faculty Advisory Cabinet, UJA 1976-1981
5. Board, American Friends of Oxford Centre 1985
for Postgraduate Hebrew Studies

HAWAII-

1. Archaeological Institute of America-Hawaii Society Inc.
President, 1995-present
2. Board of Directors, Jewish Federation of Hawaii 1976-1992
Vice-President 1990-1991
UJA Campaign Vice Chairman 1976
Chairman 1977, 1991-1992
Special Gifts (\$5000 up) 1978-1984
3. Co-chairman American Friends of Hebrew U. 1981-1983
Board of Directors 1981-1990
4. Congregation Sof Ma'arav (conservative)
President 1973-1976
Vice-President 1976-1985
Treasurer 1996-present

AWARDS: **Judah Magnes Gold Medal**, American Friends of Hebrew University of Jerusalem
1985

Board Member Information

**To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.**

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requires that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve:
2. Contact information:
Name: Benjamin C. Cabrerros
Phone: [REDACTED]
[REDACTED]
1. Describe your role and indicate your position on the governing board.
Board Member
2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
4. Why do you wish to serve on the governing board of the proposed charter school?
I believe that I have the professional experience and educational background to contribute for the success of the proposed charter school.

Attachment R

5. What is your understanding of the appropriate role of a public charter school governing board member?

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility

6. Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I served as past president and other leadership positions of several local and international organizations. This experience provide me to lead and guide the governing board.

7. Describe the specific knowledge and experience that you would bring to the governing board.

I was a former State Representative representing the 30th District of Kalihi. I also served as Community Liaison at the City Council under Council Member Cachola. I was Vice Chair of Agriculture Committee, Member of the Finance Committee, Member of the Business Development Committee and Member of the Culture and Arts Committee. I represented Councilmember Cachola in numerous board meetings.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Kūlia Academy is to prepare a diverse student population to strive and thrive in college and beyond. Guiding Beliefs: - As public school administrators and educators, it is our duty to serve our community by preparing and equipping our students to be the future leaders and productive citizens in our community and in society at large with the skills and knowledge they will need to be competitive for the jobs of the future. - Academic excellence and social emotional well-being and growth can best be achieved through the combined efforts and direct involvement of students, parents, educators, school administrators and the community in a culturally responsive and collaborative environment in which diversity is valued and each individual has a special place. - Students need to be appropriately challenged in an inclusive, supportive and culturally responsive learning environment. - Social emotional needs and life/character skills must be part of learning. - Consistent excellence can only be achieved and sustained through a cycle of endless review and refinement and continuous improvement.

2. What is your understanding of the school's proposed academic plan?

Our program will provide a meaningful environment in which student develop a positive STEM social identity. We have three major components: Computer Science Coursework – especially in data science and artificial intelligence, Inquiry-based, hands-on learning, and an unparalleled College Prep Program.

3. What do you believe to be the characteristics of a successful school?

High Engagement of Parents and the Community, cultural programs to engage students

Attachment R

and connect them to their heritage, high-level learning goals and appropriate level of challenge, effective and collaborative leadership, a nurturing environment for students, teachers and parents.

4. How will you know that the school is succeeding or is not succeeding in its mission? We have detailed goals in state tests, graduation rates, and college enrollment. Our tracking system and quarterly reports to the board and annual evaluations of the leadership will give us necessary indicators.

Governance

1. Describe the role that the governing board will play in the school's operation.
The governing board is responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations.
2. How will you know if the school is successful at the end of the first year of operation?
Increased enrollment, annual targets met and increase of grants approved.
3. How will you know at the end of five years if the school is successful?
Increase in grade levels, students are on track towards their college enrollment goals, annual goals are met
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
We need to make sure we are informed through timely reporting on achievement by the school leadership to the board, at least quarterly updates and progress reports on student achievement and operational/financial measures. All requirements of our charter contract and quarterly updates on progress must be reported to the board. Annual Audit will be done as required and come to the board in a timely manner allowing time to fix things. We should be involved and in communication with our Parent and Community Advisory Group to be able to get their input
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
Investigate, get all the facts and then inform the board president to start a formal process at the board. If the board president is involved, inform the vice president. If the vice president is involved, inform the secretary or other board members and request official action to follow our board's rules of ethics and procedures to investigate violations.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes [Click or tap here to enter text.](#)
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes [Click or tap here to enter text.](#)

Attachment R

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes Click or tap here to enter text.
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes Click or tap here to enter text.
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
 I/we do not have a financial interest Yes Click or tap here to enter text.
6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes Click or tap here to enter text.
7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest Yes Click or tap here to enter text.
8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I/we or my family do not anticipate conducting any such business Yes Click or tap here to enter text.
9. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Attachment R


Does not apply to me, my spouse or family Yes Click or tap here to enter text.

10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

None Yes Click or tap here to enter text.

Certification

I, Benjamin C. Cabrerros, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.



02-02-2022 Signature

Date

BENJAMIN C. CABREROS
[REDACTED]
HONOLULU, HAWAII 96816
[REDACTED]

OBJECTIVE

To obtain a challenging position as manager where my knowledge and skills will benefit my employer and provide me with continued professional growth and development.

SUMMARY OF QUALIFICATIONS

Twenty-nine years of successful experience in banking industry. Positions included principal broker of several mortgage corporations and branch manager for several savings and loan companies. Expertise includes originating and processing residential and consumer loans.

SELECTED ACCOMPLISHMENTS

Selected as one of the top three loan originators at a Savings and Loan to attend a Real Estate in Hilo, Hawaii in 1992.

Contributed to the success of a bank branch as the top producer of charge cards for two consecutive quarters by implementing a new method of processing application.

Initiated a new employee incentive program that doubled annuity referral production.

Promoted bank services and products to community organizations and business and increased number of new accounts.

Assisted first time buyers to qualify for purchase transactions by introducing and selling the bank's new program.

Expedited the approval of several personal loans in order to satisfy various client's needs and retain them as bank customers.

AWARDS AND HONORS

Selected as one of the top ten mortgage brokers for 1999 by Alliance Bancorp, one of the nation's leading lender in conforming loans.

Selected as one of the outstanding brokers for 1998 by Alliance Bancorp, one of the nation's leading lender in conforming loans.

Entrepreneur of the Year nominee sponsored by the Filipino Chamber of Commerce in 1998.

Selected as Broker of the Year in 1997 by Ameresco, one of the nation's lender in sub-prime loans.

Selected as Broker of the Year for the years 1995-1996 by Quality Mortgage, U.S.A., Inc.

EXPERIENCES

- 2011 -2019 Senior Program Specialist at the Office of Community Services, Department of Labor, State of Hawaii
Review grants approved by the State Legislature, recommend approval to the Executive Director and monitor the progress of grants contacted.
- 2009 - 2011
Legislative Aide and Community Liaison to Councilman Romy M. Cachola
Analyze and digest bills and resolutions submitted by various committees and make recommendations to the councilmember.

Represent councilmember in various community functions when unable to attend.
- 2008 - 2009 Branch manager, Territorial Savings Bank
Originated residential and consumer loans. Cross-sold other products such as certificate of deposits, savings accounts and IRA's.
- 2007- 2008 Principal Broker/Managing Director, Athome Consulting Group – Hawaii
Responsible for day to day operations of the Hawaii mortgage center.

Responsible for recruiting, training and licensing of new loan officers in Hawaii.
- 2002-2007 Principal Broker/Vice President, CNC Mortgages International Corporation
Responsible for training and licensing of new loan officers with the Department of Commerce and Consumer Affairs.
- 2000-2002 State Representative, State of Hawaii, 30th District (Kalihi Kai,/Palama)

Vice Chairman: Committee on Agriculture; Member:
Committee on Finance and Committee on Tourism

- 1995-2000 Principal Broker/Vice President, Mortgages of America Corporation
Responsible for training and licensing of new loan officers with
the Department of Commerce and Consumer Affairs.

Responsible for updating broker agreements with the lenders
and recruiting other new lenders with new loan programs.
- 1993-1995 Financial Services Officer, Bank of America, Waipahu Branch
Originated residential and consumer loans. Cross-sold other
products such as certificate of deposits, savings accounts and
IRA's.
- 1990-1993 Branch Manager, International Savings and Loan, Kalihi Branch
Managed sales goals and staffing, residential loan origination,
cross-sold bank's other products.
- 1989-1990 Branch Manager, HonFed Bank, Liliha Branch
Originated residential loans and consumer loans. Managed
sales goals and staffing.
- 1982-1989 Branch Manager/Loan Servicing Manager, First Federal Savings and
Loan, People's Savings and Loan
Managed branch sales goals and staffing. Collected delinquent
loans and assisted Branch Vice-President on foreclosure loans.
- 1979-1982 Manager Trainee, Finance Factors, Main Office
Responsible for branch coverage as loan and collection officer.

EDUCATION

Bachelor of Arts – Sociology and Economics
University of Hawaii, Manoa Campus

Graduate Program – Accounting and Finance
University of Hawaii, Manoa Campus

Lifetime Member – Beta Gamma Sigma Honor Society
College of Business, University of Hawaii, Manoa Campus

COMMUNITY ACTIVITIES

Present:

President Filipino Catholic Club of St Anthony Church – Kalihi

Vice President Ilocos Surian Association of Hawaii

Trustee Knights of Columbus, Council #14105

Advisor Ilocos Surian Association of Hawaii and Narvacan Association of Hawaii

Legislative Chairperson Diocesan Congress of Filipino Catholic Clubs

Past:

Grand Knight Knights of Columbus, Council #14105

President Filipino Catholic Club – St. Anthony Church
St. Anthony School, Kalihi – Parent Teacher Guild
Oahu Filipino Community Council
Ilocos Surian Association of Hawaii
Aiea Lions Club International
Narvacan Association of Hawaii
Fil-American Student Association, UH Manoa

Treasurer Filipino Chamber of Commerce - Hawaii
Liliha-Palama Business Association
Oahu Filipino Community Council
United Filipino Council of Hawaii

Financial Secretary Knights of Columbus, Council #6906

PERSONAL

Resident of Hawaii for sixty years, married, non-smoker. Enjoy club activities, bowling, golfing, ballroom dancing.

REFERENCES

Available upon request.

Board Member Information

**To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.**

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Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve:
2. Contact information:
Name: Andy Omer Gokce
Phone [REDACTED]
1. Describe your role and indicate your position on the governing board.
Board Secretary
2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes
4. Why do you wish to serve on the governing board of the proposed charter school?
I've had the opportunity as a teacher and a school administrator to serve one of the most socioeconomically disadvantaged places which had the highest crime rate in the whole

Attachment R

nation at one time. Seeing 99% of our students continue their education at higher education institutions with an over 50% first generation college attendee rate gives me the highest satisfaction. We, as a board, have a vision and a passion which includes active involvement of all of our stakeholders and our community towards realizing full potential of each one of our future students. We have had very encouraging community meetings and support from our community partners. We are excited for the educational opportunities that Kulia Academy will bring to our community and we would appreciate an approval to move forward to serve our community with all the resources that we put together with the collaboration of our community partners. I have the experience and passion needed to serve on a charter school board.

5. What is your understanding of the appropriate role of a public charter school governing board member?

Set the tone, approve school policies, approve budgets, monitor academic, organizational/operational and financial performance, ensure achievement of goals detailed in the charter proposal, be good stewards of public funds, ensure compliance.

6. Describe any previous experience you have that is relevant to serving on the charter school's governing board (*e.g.*, other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Long-time charter school teacher, administrator. Please see attached resume.

7. Describe the specific knowledge and experience that you would bring to the governing board.

I have experience in all levels of charter schools as a teacher, school administrator and home office administrator managing all home office departments for 10 charter schools.

School Mission and Plan

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Kulia Academy is to prepare a diverse student population to strive and thrive in college and beyond. Guiding Beliefs: 1- As public school administrators and educators, it is our duty to serve our community by preparing and equipping our students to be the future leaders and productive citizens in our community and in society at large with the skills and knowledge they will need to be competitive for the jobs of the future. 2- Academic excellence and social emotional well-being and growth can best be achieved through the combined efforts and direct involvement of students, parents, educators, school administrators and the community in a culturally responsive and collaborative environment in which diversity is valued and each individual has a special place. 3- Students need to be appropriately challenged in an inclusive, supportive and culturally responsive learning environment. Social emotional needs and life/character skills must be part of learning. 4-Consistent excellence can only be achieved and sustained through

Attachment R

- a cycle of endless review and refinement and continuous improvement.
2. What is your understanding of the school's proposed academic plan?
Kūlia's academic program will provide learning that is relevant and inspiring, help its students develop a positive STEM social identity which is a must for success in STEM careers. All students will have access to technology-rich computer science coursework including allowing them to assume the role of researcher, investigator, designers, and producers. Our program has 3 major components: - Technology-rich computer science coursework with an emphasis on Data Science and Artificial Intelligence, -Academically rigorous project and inquiry-based, hands-on learning, -A proactive college planning and tracking program.
 3. What do you believe to be the characteristics of a successful school?
Shared Values and Goals, High Expectations for All Students, Effective Leadership, Effective Collaboration, Timely and Efficient Communication, Curriculum and Instruction Aligned with Standards, Frequent Monitoring of Progress towards goals, Standards-driven Instruction, Focused Professional Development, Supportive Environment, Community and Parent Engagement
 4. How will you know that the school is succeeding or is not succeeding in its mission?
1-If we are making steady progress towards meeting our goals, 2- If we have a waiting list, 3- The board and the administration is functioning well, 4- High satisfaction rates in annual parent and student surveys, 5- Exceeding the metrics listed in our charter proposal

Governance

1. Describe the role that the governing board will play in the school's operation.
The board will set policies, hold the school leadership accountable, keep the school fiscally and financially sound, ensure compliance, frequently check progress towards academic, organizational and financial goals
2. How will you know if the school is successful at the end of the first year of operation?
-enrolled 100 students, -have a waiting list, -meets its targets as specified in the charter proposal, high percentages of student and parent satisfaction, - 100% compliance,
3. How will you know at the end of five years if the school is successful?
-enrolled 500 students, - have a long waiting list, - more than 90% satisfaction in student and parent surveys, - met all its targets in its charter, -have a collaborative environment
4. What specific steps do you think the governing board will need to take to ensure that the school is successful?
Frequent checks and reporting to the board to ensure towards meeting our targets in all areas.
5. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?
I would immediately contact the president, if he is involved the vice president, if he is involved then I would bring the issue to the board's attention and request to follow steps in our ethics policy and other policies to investigate the matter and take necessary action. The involved members cannot be present when the issue is discussed, nor they can vote.

Disclosures

Attachment R

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes [Click or tap here to enter text.](#)
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes [Click or tap here to enter text.](#)
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes [Click or tap here to enter text.](#)
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes [Click or tap here to enter text.](#)
5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
 I/we do not have a financial interest Yes [Click or tap here to enter text.](#)
6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes [Click or tap here to enter text.](#)
7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest Yes [Click or tap here to enter text.](#)
8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting,

Attachment R

any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A I/we or my family do not anticipate conducting any such business Yes
Click or tap here to enter text.

9. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family Yes Click or tap here to enter text.

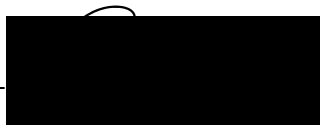
10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school’s governing board.

None Yes Click or tap here to enter text.

Certification

I, __ Andy Omer Gokce ____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

Signature



02-02-2022
Click or tap here to enter text.
Date

Andy O. Gokce

EMPLOYMENT

2020 - present

SPECIAL EDUCATION TEACHER & CARE COORDINATOR – Kalani High School

- + Teaches Special Education Math Courses
- + schedules and conducts IEP meetings, coordinates special education services with vice principals, guidance counselors, behavior and health specialists, general and special education teachers
- + Teaches Geometry, Algebra II, PreCalculus

2016 - present

CHIEF EXECUTIVE OFFICER – CyberMath Academy

- + Manages the company's academics, operations and business
- + Oversees summer camps and online courses

2014 - 2016

CHIEF OF STAFF – Magnolia Public Schools

- + **Managed academics, finance and operations for member elementary and secondary schools.**
- + Led budgeting and budget monitoring processes for the CMO and all schools
- + Oversaw reporting to local, state and federal authorities as required by laws and regulations
- + Managed oversight visits and annual financial and operational audits by charter authorizers

2013 - 2014

FOUNDER, CEO – Star League, Inc.

- + Started the after-school programs and camps company from scratch.
- + Offered online and on-site Math and Computer Science courses to 200 students year-round.

2011 - 2013

DEPARTMENT HEAD – Accord Institute of Education Research

- + Coordinated outreach efforts on behalf of Magnolia Public Schools reaching out to media representatives
- + Coordinated and directed A-STEM (Advanced Science, Technology, Engineering and Mathematics) programs including year-round activities at 30 member schools in 5 states and winter and summer camps for over 100 students.

2009 - 2011

DIRECTOR OF STUDY ABROAD PROGRAMS – Breyer State University, Istanbul

- + Determined course schedules, and coordinated teaching assignments
- + Directed the admissions and registration departments
- + Established operational policies and procedures and made necessary modifications, based on analysis of operations, demographics, and other research information
- + Promoted the university by participating in community and state events and meetings, and by developing partnerships with industry and secondary education institutions

2007 - 2009

CHIEF DEVELOPMENT OFFICER – Accord Institute of Education Research

- + **Led development of the educational program for Magnolia Science Elementary School which became #1 non-selective school in an area with over 1.5 million population.**
- + Led development of the education model with special emphasis on Data Driven Instruction based on periodical standards-based formative assessments, tailored interventions, technology integrated education and after school support for students
- + Mentored and supported member school personnel
Led charter application process for Statewide Benefit Charter School (10 sites across California) and countywide charter schools
Built community support and industry connections and networked with county and state educational leaders for new statewide and countywide charter school applications

2005 - 2007

CHIEF ADMINISTRATIVE OFFICER – Magnolia Foundation

- + Led development of the strategic and business planning
- + Developed budgets, charter proposals, policies and procedures in compliance with applicable state and federal laws and regulations
- + Initiated and led the expansion efforts for nine new schools across the state
- + Represented Magnolia Foundation and schools at the local and state levels and promoted the existing schools and the new expansion plans
- + Coordinated and wrote grant applications for state charter schools startup and Walton Family Foundation grants and received \$6m in total grants
- + Built community support and industry connections and organized parent support meetings for new schools

2003 - 2005

ASSISTANT PRINCIPAL – Magnolia Science Academy

- + Coordinated and directed after-school activities
- + Coordinated mandated annual state testing
- + Managed advanced studies program and clubs
- + Taught Physics and Physical Science courses

2002 - 2003

TEACHER – Magnolia Science Academy

- + Taught Science, Physics, Algebra and Computer Science courses

2001 - 2002

TEACHING ASSISTANT – State University of New York at Buffalo

- + Taught Physics laboratory courses

1999 - 2001

TEACHER – Turkmen - Turkish High Schools

- + Taught Physics and Physical Science courses



EDUCATION

2002

COURSEWORK IN PHD – State University Of New York - Buffalo
+ 20 credits in Physics PhD Program

[REDACTED]

BACHELOR OF SCIENCE – Bogazici University – Istanbul, Turkey
+ B.S. in Teaching Physics

REFERENCES

Available Upon Request.

Board Member Information

**To be completed individually by each Applicant Governing Board member.
All forms must be signed by hand.**

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requires that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve: Kūlia Academy
2. Contact information:
Name: Karen Awana
Phone: [REDACTED]
E-mail: [REDACTED]
1. Describe your role and indicate your position on the governing board.
Boardmember
2. Describe your educational and employment history. No narrative response is required if a resume and professional biography are attached.
 Resume and professional bio are attached to this form.
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school, or any nonprofit organization.
 Does not apply to me Yes - I've served on the School Community Council at Nanakuli High and Intermediate School - Community Member.

Attachment R

4. **Why do you wish to serve on the governing board of the proposed charter school?**

This proposed charter school has the capability to improve the way we look at public education at the elementary, middle and high school levels. Kūlia Academy will be open to serve a population where true STEM education has not been offered to provide a meaningful conduit into job opportunities and/or higher learning upon graduation.

5. **What is your understanding of the appropriate role of a public charter school governing board member?**

The governing board needs to support the overall success of the public charter school. The board member must subscribe to and engage in activities to ensure the mission and vision of the school is achieved.

6. **Describe any previous experience you have that is relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**

I have served at the Hawaii State Legislature in the following leadership positions - House Chair on International Affairs, Vice-Chair on Transportation, House Majority Floor Leader. I have also been appointed as a voting member to the Education and Higher Education Committee, Oahu Metropolitan Planning Organization Policy Committee, Health and Human Services Committee, Housing Committee, Culture and Arts Committee, Economic Development, Business and Tourism Committee, Finance Committee, and Legislative Management Committee to name a few.

7. **Describe the specific knowledge and experience that you would bring to the governing board.**

As a former state legislator, and city and county legislative aide, I have experience in gathering data, writing laws and understanding governance at different levels. I have served on the City and County of Honolulu Neighborhood Board. This experience equipped me with the skills to listen, understand, and problem-solve while addressing the needs of others.

As a former community advocate, I have served on the neighborhood boards and led the Waianae Coast Weed and Seed Task Force, am a volunteer for the American Red Cross, and served as a board member for the Leeward Habitat for Humanity. I have experience in community activism and engagement. I am able to work with many people with varying degrees of life experiences and professions.

Skills obtained through these experiences are important to ensure transparency, connectivity and empathy.

Attachment R

School Mission and Plan

1. **What is your understanding of the school's mission and guiding beliefs?**
The mission of Kūlia Academy is to prepare a diverse student population to strive and thrive in college and beyond.
Guiding Beliefs:
 - As public school administrators and educators, it is our duty to serve our community by preparing and equipping our students to be the future leaders and productive citizens in our community and in society at large with the skills and knowledge they will need to be competitive for the jobs of the future.
 - Academic excellence and social emotional well-being and growth can best be achieved through the combined efforts and direct involvement of students, parents, educators, school administrators and the community in a culturally responsive and collaborative environment in which diversity is valued and each individual has a special place.
 - Students need to be appropriately challenged in an inclusive, supportive and culturally responsive learning environment. Social emotional needs and life/character skills must be part of learning.
 - Consistent excellence can only be achieved and sustained through a cycle of endless review, refinement and continuous improvement.
2. **What is your understanding of the school's proposed academic plan?**
According to the academic plan, we will provide learning that encourages and develops a nurturing environment for critical thinkers to thrive in in STEM. We will accomplish this through coursework in computer science focusing on Artificial Intelligence and Data Science, project inquiry hands-on learning and a college planning and tracking program.
3. **What do you believe to be the characteristics of a successful school?**
There are many characteristics for a successful school - a supportive learning environment, parent (and family) and community investment, collaboration and communication, effective school leadership, culturally engaging programs, and curriculum and instruction aligned with standards are (but not limited to) distinguishing traits that make a school great.
4. **How will you know that the school is succeeding or is not succeeding in its mission?**
Data, monitoring and evaluation will gauge our students' outcomes. We need to ensure the basic proficiency rates in math, science and language arts are exceeding the performance of students in area schools. Another benchmark is our students graduation rates. Last will be monitoring those students who have enrolled and have been accepted to postsecondary education.

Governance

1. **Describe the role that the governing board will play in the school's operation.**
The board will ensure the governance of the charter contract. School policies and budgets are approved by the board. The school principal will be selected by the board.
2. **How will you know if the school is successful at the end of the first year of operation?**
The academic proficiency rates of students exceed the average performance of students in area schools. School is compliant in operational and financial requirements. Required reporting documents have been submitted on time.

Attachment R

3. **How will you know at the end of five years if the school is successful?**
In addition to areas mentioned in the success of the first year of operation, there will be additional benchmarks met. Students enrollment from grades 6 - 10 will be filled. Parent and student satisfaction survey rates will exceed 80%.
4. **What specific steps do you think the governing board will need to take to ensure that the school is successful?**
Communication is key. Board meetings must be conducted monthly. Academic achievement rates are monitored and explained, financial and operational status of the school is reported are among those issues discussed at meetings. The board must ensure the mission and vision of the school is being fulfilled.
5. **How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?**
An important factor in the selection of governing board members is the ability to choose individuals who have the capability to make sound decisions in the interest of the school and discern activities which may be perceived as questionable even before it takes place. We currently have a membership whose interest, I strongly believe, is in the best interest of the school. In a case where questionable activities or unethical behavior is called into question, I would not hesitate to address the matter before the board so issues could be discussed in an open and transparent environment. If members were unsure if the behavior is unethical, as in the past, we would seek guidance from the Hawaii State Ethics Commission. If found that activities are unethical or not in the best interest of the school, as a board, we would ensure that these activities cease and if deemed by the board, termination or resignation by the member.

Disclosures

1. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know these individuals Yes
2. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
 I/we do not know any such employees Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I/we do not know any such persons Yes
4. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I/we do not anticipate conducting any such business Yes

Attachment R

5. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
 I/we do not have a financial interest Yes

6. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I/we do not know any such persons Yes

7. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I/we have no such interest Yes

8. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I/we or my family do not anticipate conducting any such business Yes

9. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family Yes

10. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
 None Yes

Certification

I, Karen Awana, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

Signature

February 3, 2022
Date

KAREN AWANA



PROFILE

A dedicated professional with over 20 years of experience in the hospitality and government sectors. Currently employed with the State Department of Transportation – Harbors Division. Actively engaged in a community with the largest concentration of native Hawaiians in the world. Able to multi-task with ease and efficiency. Collaborates well in groups and confident working independently. Proficient with Microsoft Office to include Word, Outlook, Excel and PowerPoint.

EXPERIENCE

Contracts Assistant | State of Hawaii | May 2017 – Present

Provides administrative support to the Property Management Division. Generates correspondence and documents. Streamlined office environment for enhanced workflow. Engaged in site visits of harbor properties. Developed a site inspection module. Works in groups and independently.

Coordinator | American Red Cross | September 2016 & February 2017

Coordinated volunteer movements including in and out processing and daily work schedules. Developed and generated statistical reports. Trained teams on special projects.

Legislative Advisor | Asian Pacific Islander Health Forum | June 2011 – June 2015

Designed program and established the support network for a national civic engagement project. Mentored participants on the responsibilities of government operations and the roles of leadership. Initiative presented before the World Indigenous Peoples Conference on Education.

Representative | State of Hawaii | November 2007 – November 2015

Researched, examined, drafted and finalized government documents. Passed legislative measures. Successfully initiated and funded over \$1.6 billion in capital improvements for the Leeward Coast. Collaborated with city, state and federal officials. Met with government officials and the general public. Managed a

team of five staff to ensure deadlines were met. Served as the Majority Floor Leader and Vice-Chair of Transportation.

Legislative Aide | City and County of Honolulu | November 2005 – November 2007

Addressed over 100 constituent concerns annually. Served as a liaison for the councilmember at private and public meetings. Collaborated and organized meetings with government officials, military, businesses and the general public. Worked days, nights, weekends and holidays.

Payroll Assistant | Queen's Medical Center | October 2003 – November 2005

Managed payroll for medical units. Responsible for understanding various contractual agreements between QMC and collective bargaining units.

Executive Assistant | Aston Hotels & Resorts | January 2000 – October 2003

Executive Assistant to the General Manager. Collaborated with all departments and provided support when required. Organized and maintained files. Composed letters and memorandums. Served as the hotel Safety Manager and trained staff on safe working practices. Reported and managed all workmen's compensation claims.

Administrative Assistant | Kamehameha Schools | June 1993 – December 1999

Provided administrative support to land managers. Drafted and finalized contractual agreements between the estate and lessees. Prepared correspondence and invoices. Assisted in environmental projects. Coordinated meetings. Executive Assistant to estate trustees when required.

Operations Assistant | Aloha State Tours & Transportation | August 1991 – June 1993

Reported to the CEO and Operations Manager. Reviewed contracts and legal documents. Generated, maintained and monitored statistical information. Managed liability and workmen's compensation insurance. Organized & maintained files. Drafted and finalized correspondence. Created a vehicle inventory database. Supervised drivers on safe driving habits.

Front Office Supervisor | Aston Hotels & Resorts | August 1989 – December 1999

Supervised front office associates. Performed the roles and responsibilities of PBX Operations, Front Desk Cashier, Front Desk Clerk, Reservations Agent, Billing Assistant, Bell Desk and Lead Night Auditor. Daily interaction with guest, tourists, taxis and concessionaires.

EDUCATION

Leeward Community College – Associate
CSG Western Legislative Academy - Certificate
St. Andrew's Priory – HS Diploma

VOLUNTEER AND LEADERSHIP EXPERIENCE

American Legion - Member

American Red Cross – Volunteer

Enterprise Honolulu – Advisory Board Member

Hawaii State House of Representatives – Former Chair on International Affairs &
Former Vice-Chair on Transportation

‘Imi Ola Autism Services – Board Chair

Ko Olina Training Fund – Former Treasurer

National Conference of State Legislators Native American Caucus – Former
Vice-Chair & Treasurer

Oahu Metropolitan Planning Organization – Former Policy Member

Lions Club International – Vice-President/Secretary

Royal Order of Kamehameha - Member

World Indigenous Business Forum – Host Planning Committee Member

DOCUMENTS AND QUALIFICATIONS

Hawaii State Driver's License – Class 3
Transportation Worker Identification Credential (TWIC)

References are available upon request.

Kūlia Academy

Attachment S - Nonprofit Board Members

Currently, there is an overlap of board members between Kulia Academy Applicant Governing Board and Kulia Academy Foundation nonprofit board. Upon approval of Kulia Academy charter application, the two boards will be separated and comply with HRS 302D, the State Ethics Code and Kulia Academy's Governing Board Code of Ethics.

Kūlia Academy's associated nonprofit organization (Kulia Academy Foundation) is a Hawai'i nonprofit organization. The sole mission and the purpose of the nonprofit organization is solely to support the school through fundraising and promoting the school. The nonprofit will not intervene in the school's affairs in any way.

- ***Nonprofit Management, Human Resources, Fundraising and Involvement of Native Hawaiian Community:*** Ms. Karen Leinani Awana, non-profit board president and a former Hawaii legislator, is a well-respected member of the Native Hawaiian community and has been very active in her local and wider community. She partially grew up in Kalihi having her father's home located on Puuhale Street, the same as our proposed school location. She is well-connected with the local Native Hawaiian community. Throughout her service as a state legislator, her focus has been toward improving education, streamlining transportation, addressing housing solutions, combating illegal drug use, and supporting economic revitalization. Ms. Awana spearheaded the establishment of Nanakuli Public Library, leading the community organization and fundraising. She also brings along her expertise from her 6 years at Kamehameha Schools, a well-known and century-old non-profit private school chain for Native Hawaiian population on the islands.
- ***Nonprofit Management, Financial Management, Facilities and Oversight:*** Dr. Robert Littman, non-profit board vice president, a respected community member, an award-winning scholar and an accomplished businessman, has a long-time real estate brokerage and management experience and runs his own real estate company. He has extensive experience in zoning, renovations and facility management experience and has been serving as a treasurer on multiple non-profits and he has expertise on nonprofit bookkeeping, segregation of duties, and multiple check signers.
- ***Fiscal and Financial Management:*** Murat, non-profit board secretary/treasurer, is currently working towards getting his PhD degree at Shidler College of Business at University of Hawaii at Manoa.

Kūlia Academy

Attachment T - Governing Board Code of Ethics

KŪLIA ACADEMY GOVERNING BOARD

CODE OF ETHICS

The Kūlia Academy Governing Board (the board) desires to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics and each member of the board agrees that he or she will:

Domain I: Governance Structure

1. Recognize that the authority of the board rests only with the board as a whole and not with individual members and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the board may bring to the board.

Domain II: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the board.
3. Work with the board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgment and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the State Board of Education and the board.

Domain III: Board and Community Relations

1. Seek regular and systemic communications among the board and students, staff, and the community.
2. Communicate to the board and the school leader expressions of public reaction to board policies and charter school programs.

Domain IV: Policy Development

1. Work with other board members to establish effective policies for the charter school.
2. Make decisions on policy matters only after full discussion at publicly held board meetings.
3. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.

Domain V: Board Meetings

1. Attend and participate in regularly scheduled and called board meetings.
2. Be informed and prepared to discuss issues to be considered on the boardagenda.
3. Work with other board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during the discussion and resolution of issues at board meetings.
4. Vote for a closed executive session of the board only when applicable law or board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the board and the charter school, during executive session of the board.
6. Make decisions in accordance with the interests of the charter school as a whole and not any particular agreement thereof.
7. Express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board.

Domain VI: Personnel

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of persons best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of charter school staff.
3. Comply with all applicable laws, rules, regulation, and all board policies regarding employment of family members.

Domain VII: Financial Governance

1. Refrain from using the position of board member for personal or partisan gain or to benefit any person or entity over the interest of the charter school.

Conduct as a Board Member

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.

3. Communicate in a respectful professional manner with and about fellow board members.
4. Take no private action that will compromise the board or charter school administration.
5. Participate in all required training programs developed for board members by the board or the State Board of Education.
6. In the annual report, submitted to the Department, disclose the status of board member compliance with the Code of Ethics.

Conflicts of Interest

Board Members serve the public interest, have fiduciary responsibilities to the State, and thus have a clear obligation to conduct all affairs of the school in a manner consistent with this concept.

Board Members shall avoid being placed in a position of conflict of interest; and refrain from using a Board Member's position for personal gain. Board Members are expected to place the welfare of the School Governing Board as the state-wide authorizer above personal interests, the interests of family members, or others who may be personally involved in affairs affecting the School Governing Board. All decisions of the School Governing Board shall be made solely on the basis of a desire to promote the best interests of the School Governing Board as the authorizer and the public good.

A. Procedures

In the event the Board Member must consider any matter for the School Governing Board which also directly involves:

1. a Board Member or a member of the Board Member's family (which shall be a spouse, parents, siblings and their spouses, children and their spouses, and any household member);
2. a public or private organization with which a Board Member is affiliated, as defined below; or
3. a Board Member's personal financial interest;

Any affected Board Member, at the first knowledge of the matter, shall fully disclose, as noted below, the precise nature of the interest or involvement prior to the School Governing Board meeting or no later than the start of the School Governing Board meeting. School and Committee Presidents shall inquire at the start of every meeting whether any of the Board Members have any conflicts of interest to declare.

For purposes of this procedure, an affiliation exists if a Board Member or a member of the Board Member's family is an owner (which shall be an ownership interest valued at more than

\$5,000 or 10% or more ownership of the business), officer, director, trustee, partner, employee (which shall also include legal counsel, consultant, contractor, advisor, or representative) or agent of such organization. All disclosures required under this section must be directed in writing to the Board President who, together with the Vice President, shall be responsible for the administration of this Policy.

Matters covered under this policy shall be reported initially to the Board President for appropriate action. Should the President be the Board Member with a potential conflict, the matter shall be reported to the Vice President. Should both the President and the Vice President have a potential conflict, the matter shall be reported to the Board Secretary. Information disclosed to the President shall be held in confidence to the extent authorized by law.

This disclosure requirement shall not apply to any Board Member who declares a conflict of interest and recuses himself/herself from consideration of the matter before the School Governing Board.

B. Determination of Conflicts.

Questions concerning possible conflicts of interest shall be directed to the School President. The School Governing Board shall resolve the questions by majority vote at a board meeting.

C. Restraint on Participation. A member of the School Governing Board who has declared a conflict of interest and recused himself/herself or who has been found to have a conflict of interest in any matter before the School Governing Board shall refrain from participating in the consideration of the proposed matter. The Board Member may not vote on such matters and may not be present during the School Governing Board's deliberation and at the time of vote.

Adopted from Georgia Department of Education and Hawaii State Public Charter Schools Commission.

Kūlia Academy

Attachment U - Staffing-Charts

Staffing Chart

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed. Include the salary and full-time employee (“FTE”) equivalency (e.g., 1.0 FTE, 0.5 FTE, etc.) for each position for each year.

Elementary School Staffing Model and Rollout

| Title | Salary and FTE Per Position Per Year | | | | | |
|--|--------------------------------------|--------|--------|--------|--------|----------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Capacity |
| | 20__ | 20__ | 20__ | 20__ | 20__ | 20__ |
| School Director | | | | | | |
| Assistant School Director | | | | | | |
| Add'l School Leadership Position 1 [specify] | | | | | | |
| Add'l School Leadership Position 2 [specify] | | | | | | |
| Add'l School Leadership Position 3 [specify] | | | | | | |
| Classroom Teachers (Core Subjects) | | | | | | |
| Classroom Teachers (Specials) | | | | | | |
| Student Support Position 1 [specify: e.g., Social Worker] | | | | | | |
| Student Support Position 2 [specify] | | | | | | |
| Specialized School Staff 1 [specify] | | | | | | |
| Specialized School Staff 2 [specify] | | | | | | |
| Teacher Aides and Assistants | | | | | | |
| School Operations Support Staff | | | | | | |
| Total FTEs | | | | | | |
| Total Salaries | | | | | | |

Middle School Staffing Model and Rollout

| Title | Salary and FTE Per Position Per Year | | | | | |
|--|--------------------------------------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Capacity |
| | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2030-31 |
| School Director | \$90,000 1.0 FTE | \$95,000 1.0 FTE | \$100,000 1.0 FTE | \$105,000 1.0 FTE | \$110,000 1.0 FTE | \$120,000 1.0 FTE |
| Assistant School Director | \$70,000 1.0 FTE | 145,000 2.0 FTE | \$150,000 2.0 FTE | \$155,000 2.0 FTE | \$160,000 2.0 FTE | \$170,000 2.0 FTE |
| Add'l School Leadership Position 1 [SPED / Student Services Coordinator] | \$60,000 1.0 FTE | \$62,000 1.0 FTE | \$64,000 1.0 FTE | \$66,000 1.0 FTE | \$68,000 1.0 FTE | \$72,000 1.0 FTE |
| Add'l School Leadership Position 2 [Business and Operations Manager] | \$50,000 1.0 FTE | \$52,000 1.0 FTE | \$54,000 1.0 FTE | \$56,000 1.0 FTE | \$58,000 1.0 FTE | \$62,000 1.0 FTE |
| Add'l School Leadership Position 3 [Counselors] | | | \$80,000 1.0 FTE | \$82,500 1.0 FTE | \$85,000 1.0 FTE | \$90,000 1.0 FTE |
| Classroom Teachers (Core Subjects) | \$240,000 4.0 FTE | \$496,000 8.0 FTE | \$768,000 12.0 FTE | \$792,000 12.0 FTE | \$816,000 12.0 FTE | \$864,000 12.0 FTE |
| Classroom Teachers (Specials) | \$132,000 2.0 FTE | \$237,000 3.5 FTE | \$344,000 5.0 FTE | \$355,000 5.0 FTE | \$367,000 5.0 FTE | \$389,000 5.0 FTE |

| | Total, 1.0 FTE SPED, 1.0 FTE EL | Total, 2.0 FTE SPED, 1.5 FTE EL | Total, 3.0 FTE SPED, 2 FTE EL | Total, 3.0 FTE SPED, 2 FTE EL | Total, 3.0 FTE SPED, 2 FTE EL | Total, 3.0 FTE SPED, 2 FTE EL |
|---|---|---|---|---|---|---|
| Student Support Position 1 [specify: e.g., Social Worker] | | | | | | |
| Student Support Position 2 [specify] | | | | | | |
| Specialized School Staff 1 [Computer Technician] | | \$30,000 0.5 FTE | \$60,000 1.0 FTE | \$62,000 1.0 FTE | \$64,000 1.0 FTE | \$99,000 1.5 FTE |
| Specialized School Staff 2 specify[] | | | | | | |
| Teacher Aides and Assistants | | | | | | |
| School Operations Support Staff | \$30,000 1.0 FTE office manager, \$8,640 hourly janitor, 20 hours per week, \$12/hour | \$61,000 2.0 FTE office managers, \$15,000 janitor hourly | \$62,000 2.0 FTE office managers, \$20,000 janitor hourly | \$63,000 2.0 FTE office managers, \$25,000 janitor hourly | \$64,000 2.0 FTE office managers, \$30,000 janitor hourly | \$96,000 2.0 FTE office managers, \$30,000 janitor hourly |
| Total FTEs | 11.0 FTE | 19.0 FTE | 26.0 FTE | 26.0 FTE | 26.0 FTE | 26.5 FTE |
| Total Salaries | \$680,640 | \$1,193,000 | \$1,702,000 | \$1,761,500 | \$1,822,000 | \$1,992,000 |

High School Staffing Model and Rollout

| Title | Salary and FTE Per Position Per Year | | | | | Capacity 20__ |
|---|--------------------------------------|-------------|-------------|---|---|---|
| | Year 1 20__ | Year 2 20__ | Year 3 20__ | Year 4 20__ | Year 5 20__ | |
| School Director | | | | | | |
| Assistant School Director | | | | \$85,000 1.0 FTE | \$88,000 1.0 FTE | \$182,000 2.0 FTE |
| Dean(s) | | | | | | |
| Add'l School Leadership Position 1 [Counselors] | | | | \$85,000 1.0 FTE | \$175,000 2.0 FTE | \$390,000 4.0 FTE |
| Add'l School Leadership Position 2 [specify] | | | | | | |
| Add'l School Leadership Position 3 [specify] | | | | | | |
| Classroom Teachers (Core Subjects) | | | | \$264,000 4.0 FTE | \$544,000 8.0 FTE | \$1,152,000 16.0 FTE |
| Classroom Teachers (Specials) | | | | \$175,000 2.5 FTE Total, 1 FTE electives, 1.0 FTE | \$352,000 5.0 FTE Total, 2.0 FTE electives, 2.0 FTE | \$646,000 9.0 FTE Total, 3.0 FTE electives, 4.0 FTE |

| | | | | SPED, 0.5 FTE EL | SPED, 1.0 FTE EL | SPED, 2.0 FTE EL |
|--|--|--|--|--|---|---|
| Student Support Position 1 [specify: e.g., Social Worker] | | | | | | |
| Student Support Position 2 [specify] | | | | | | |
| Specialized School Staff 1 [Registrar] | | | | \$60,000 1.0 FTE | \$62,000 1.0 FTE | \$66,000 1.0 FTE |
| Specialized School Staff 2 [specify] | | | | | | |
| Teacher Aides and Assistants | | | | | | |
| School Operations Support Staff | | | | \$33,000 1.0 FTE office managers, \$8,000 janitor hourly | \$34,000 1.0 FTE office managers, \$15,000 janitor hourly | \$72,000 2.0 FTE office managers, \$25,000 janitor hourly |
| Total FTEs | | | | 10.5 FTE | 18.0 FTE | 34.0 FTE |
| Total Salary | | | | \$710,000 | \$1,270,000 | \$2,533,000 |