



Implementing the Strategic Plan

The Strategic Planning Enhancement Group will oversee the transition toward implementation of approved projects – extending Kamehameha’s reach into the Hawaiian community



Judy Layfield (left) and Charlene Hoe serve as coordinators for the Strategic Planning Enhancement Group.

Strategic planning didn’t end with the publication of the *Kamehameha Schools Strategic Plan 2000-2015*.

In one sense, it has really just begun. But the question is, once you have a conceptual plan in hand, how do you go about making it real – and not just words on paper?

Well, Kamehameha Schools has formed the Strategic Planning Enhancement Group (SPEG), a clearinghouse for all proposed strategies and approaches to further the KS Strategic Plan and to oversee and facilitate the transition toward implementation of approved projects.

SPEG is currently staffed by two coordinators – Charlene Hoe and Judy Layfield – and a third coordinator is being recruited.

Hoe, an elementary school art teacher, won accolades as a facilitator during the strategic planning process, where many in the community were impressed with her ability to speak with intelligence, warmth and passion.

“Our job is to figure out a process whereby we take all of the proposals submitted to us during strategic planning – and those continuing to be submitted to us – and review them against an initial criteria scan so that there’s some sense of compatibility between the idea and Kamehameha’s mission and direction,” Hoe said.

That information is then taken to the chief executives who will determine which of the ideas they would like to see developed more completely before implementation decision-making. The chief executives will then direct SPEG to convene a Proposal Development Team (PDT) to answer questions about staffing, program commitment and budget.

PDTs are committees made up of individuals from both inside and outside KS who are knowledgeable and interested in a given area and who wish to volunteer their time and expertise to explore the viability of a strategic idea.

“Internally and externally, we have people throughout the community who want to help us, work with us and support us,” Hoe said. “So if they’re willing to give us their expertise in our efforts to grow, we would be crazy not to accept it.”

Among their challenges, PDTs must identify the problem or need a proposed project addresses; the consequences of not addressing the problem or need; and, why KS would be an appropriate resource for the proposal. The formation of a PDT does not in itself guarantee the implementation of a concept. However, the work and recommendations of the PDTs will help the chief executives determine if the rationale exists to support implementation.

Currently, SPEG anticipates convening as many as 18 PDTs.

Two are already up and running, including the Hawaiian Culture Center Project and the Resource Development Group. KS Chief Executive Officer Hamilton McCubbin has recently authorized the creation of nine additional teams (see box).

“We’re in the process of designing the system, fine tuning it, piloting it and trying to make it work,” Hoe said. “It’s evolving. We’re so huge as an institution, it behooves us to take the time now to make sure our processes are in place and intuitively useable.

“If we can make it effective, if we can actually get a system that people can understand and use intuitively – where it’s not cumbersome and doesn’t consume unreasonable amounts of hours – in the long run we’ll be stronger for it.

“We’ll have a system that will keep data on our goals, which will help us identify gaps or successes. And, we will have had the opportunity to reflect on ideas before we actually attempt them.”

Below are nine Kamehameha Schools Strategic Plan Proposal Development Teams currently being formulated. If you are interested in serving on a Proposal Development Team, contact SPEG coordinators Charlene Hoe (534-3981 or chhoe@ksbe.edu) or Judy Layfield (523-6358 or julayfie@ksbe.edu).

1. Kamehameha Resource Centers

Establish Kamehameha Resource Centers in areas throughout the state and the mainland currently not directly receiving Kamehameha programs and services.

2. Literacy Emphasis

Create a clearinghouse to support and strengthen literacy skills among Hawaiians of all ages.

3. KS/Department of Education Alliance

Expand access to quality K-12 education by forming an alliance with the DOE in selected communities not currently directly served by a Kamehameha Schools campus.

4. Support and Incubate Charter Schools

Support the development of and incubate quality charter schools serving Hawaiian communities and/or promoting ‘Ike Hawai‘i (Hawaiian history, culture, language and literature, collectively).

5. Alliance for Distance Learning

Provide a distance education program to allow students alternatives to acquire credits for graduation, enhance the understanding and awareness of ‘Ike Hawai‘i, and offer enrichment opportunities to the Hawaiian community.

6. KS Career Options

Develop approaches for students to explore, experience and study career options.

7. KS/DOE Special Needs Alliance

Build on existing efforts and develop KS programs to address special education needs of Hawaiian youth not currently being met.

8. KS/University of Hawai‘i Alliance to Improve the Quality of Education for Hawaiian Communities

Develop collaborative efforts to improve the quality of education, teacher education, and expand educational opportunities (including defining ways to increase financial aid).

9. Education and Stewardship Connection

Develop course offerings, educational experiences, and programs that incorporate the cultural and environmental resources found on KS lands and encourage sound stewardship practices.



Jumping for Jay

Physical education teacher Jay Tschillard brings national recognition to Kamehameha Elementary School's Jump Rope for Heart program

From 1995-2000, Kamehameha led the nation four times in contributions raised through the Jump Rope for Heart program.

For nearly two decades, Kamehameha Elementary School physical education teacher Jay Tschillard has been involved in "giving back" to his community.

For as many years, he's been teaching Kamehameha's youngest students how they, too, can give back to their own communities.

A quiet and unassuming man, Tschillard has been very happy all this time to humbly serve his community, teach our children well and stay out of the limelight.

But, people did notice, and the awards have been piling up recently for one of Kamehameha's finest teachers.

In December, Tschillard was honored by the AIG Hawai'i Insurance company as one of its "Real Heroes" for his work on behalf of the American Heart Association's Jump Rope for Heart program. Tschillard, accompanied by KES fourth-grader Jordan Minashima, received his award on local television during a "Hawai'i Stars" karaoke program.

For the past 11 years, Tschillard has served as the Hawai'i State Coordinator for Jump Rope for Heart, helping students across the state raise money for cardiovascular research.

In January, he was named one of two national Outstanding



Kamehameha's Jay Tschillard is on his way to Cincinnati to receive a national Jump Rope for Heart Outstanding State Coordinator Award.

Above – Briana Bissen and Gareth Gomez, Kamehameha fourth-graders, take to the sky to help raise money for cardiovascular research.

Coordinator Award recipients – along with Adelaide Carpenter of Seneca, S.C. Tschillard will receive this prestigious citation at the 2001 American Alliance for Health, Physical Education, Recreation and Dance National Convention and Exposition in Cincinnati, Ohio, on March 28.

And, on March 14, Tschillard is scheduled to be honored by the Honolulu City Council at the request of Council Chairman Jon Yoshimura.

At Kamehameha, Tschillard, with the help of fellow instructor Lynn Yuen and, of course, our students, has put KES on the national fund-raising map.

From 1995-2000, Kamehameha led the nation four times in contributions raised through the Jump Rope for Heart program. In the 20 years Tschillard has been associated with the program, KES has brought in more than \$500,000 for the AHA.

"I'm no hero," Tschillard says. "We do this because the program is fun for the kids and they get 'heart smarter.' They learn about community service and doing something other than just for themselves."

The fund-raising program is voluntary at Kamehameha, yet 95 percent of elementary students participate.

Tschillard said the real credit should go to Mary Jo Freshley, a KES physical education teacher from 1961 to 1994, who started the Jump Rope for Heart program here in 1981.

"The main benefits for the students at Kamehameha are aerobic fitness and making the kids aware that they need to be physically active," Freshley said. "And once the kids start getting over the rope, they seem to get a lot of self-esteem."

"There is no one more deserving of these awards than Jay," Freshley added. "He's the one who really went out into the community and got the demonstration teams going. He just has that enthusiasm and he motivates a lot of kids."

Kamehameha's demonstration team is made up of roughly 30 youngsters, who, in groups of five or six, go out to other schools and help promote the Jump Rope for Heart project.

The demonstration teams are overseen by Lynn Yuen, who is a grade four, five and six physical education teacher. "I also teach jump rope in class, so that the kids have some kind of background with it," Yuen said. "And since Hawaiians and part-Hawaiians have a high rate of heart disease, these kids are really helping their families by giving to the AHA."

Kamehameha's students have also benefited from the role model example of one of Kamehameha's best. "I'm no hero," Tschillard reiterated. "We're just trying to keep the kids active and have a good time. We've been blessed, as a school with a lot of money, and we need to find ways to give back."

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awards than Jay."*

- MARY JO FRESHLEY



Kamehameha fourth-grader Julie Sam whips up a move during February's Jump Rope for Heart festivities.